



Amity Regional  
High School

Amity Regional High School  
School Climate Improvement Plan

## Amity Regional High School Climate Improvement Plan

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# Amity Regional High School Climate Improvement Plan

## Introduction

The vision of Amity Regional High School (ARHS) is to develop graduates who are respectful, self-aware citizens and who — through a determined course of scholastic experiences — demonstrate the qualities of collaborator, communicator, empathizer, problem solver, and planner. To achieve this vision, we are committed to fostering a positive, inclusive, and supportive school climate where all community members feel safe, valued, and empowered to thrive. Our School Climate Improvement Plan provides a framework for creating and sustaining this environment through an ongoing cycle of planning, evaluation, action, and implementation, aligned with the Connecticut School Climate Standards and the Amity School Climate Policy (P5131.911). This plan reflects our dedication to building strong relationships, promoting social and emotional learning, and using restorative practices to strengthen community connections and support students who experience challenging behaviors.

The successful implementation of this plan relies on the leadership of the School Climate Coordinator at the district level and the School Climate Specialist at the school level. Through this collaborative structure, our School Climate Improvement Plan not only meets state policy requirements but reflects our school's commitment to creating a positive, equitable, and restorative learning environment where all students feel safe, respected, and able to reach their full potential.

## School Climate Specialist

Amity High School's designated School Climate Specialist is Assistant Principal Miguel Pickering and he can be reached at (203) 397-4830

Amity High School's designated investigators of challenging behavior are Assistant Principal Monica Kreuzer, Frank Barretta, Miguel Pickering and Principal Andre Hauser they can be reached at (203) 397-4830

## School Climate Committee

At ARHS, the School Climate Committee plays a critical role in supporting the development, implementation, and continuous improvement of the School Climate Improvement Plan. The committee is led by the School Climate Specialist and is responsible for ensuring that school climate efforts are informed by input from all members of the school community. The committee uses data from the school climate survey, along with other relevant information, to identify strengths and areas for improvement and to recommend strategies that foster a safe, inclusive, and supportive environment for all students, families, and staff.

The School Climate Committee's responsibilities include:

- Assisting in the development, scheduling, and administration of the school climate survey.

- Analyzing survey results and other data to assess school climate strengths and challenges.
- Collaborating with the School Climate Specialist to draft, propose, and revise the School Climate Improvement Plan.
- Advising on and supporting the implementation of evidence-based strategies and restorative practices to improve school climate.
- Ensuring that the school community receives regular updates about the school’s climate efforts.

The composition of the School Climate Committee ensures that diverse perspectives are represented. Membership includes:

- The School Climate Specialist (committee lead).
- A teacher, selected by the exclusive bargaining representative for certified employees.
- A representative group of students, chosen to reflect the school’s demographics (as developmentally appropriate).
- Families of students enrolled at the school.
- At least two additional members of the school community, selected by the School Climate Specialist (this could include other staff, community partners, or local stakeholders).

### ARHS Climate Committee Members

Role	Name	Role	Name
The School Climate Specialist (Leader)	Miguel Pickering	Student	Orokwu
Teacher (chosen by AEA)	Kennedy Robert	Student	Jordan
PTSO Lead(s) - (Family)	Cindy Visnic	Student	Gerardo
PTSO Lead(s) - (Family)	Sandy Maher	Student	Amari
Teacher	Elias Kabeche	Student	Malia J
Teacher	Melissa Lewis	Student	Emma
School Psy	Clare Collins	Student	Grace
Counselor	Ferguson Gerilyn	Student	Mila
Student	Madison	Student	Viviana
Student	Sarayu		

This broad representation ensures that the committee’s work reflects the voices, needs, and experiences of the entire school community. Together, the School Climate Specialist and School Climate Committee work to promote equity, foster positive relationships, and ensure that the school climate is continually improving to support academic, social, and emotional success for all students.

## Data for and Evaluation of School Climate

The School Climate Improvement Plan is informed by a holistic review of data that reflects both the overall climate of the school and individual student behavior. Key data sources include the school climate survey, which gathers input from students, families, and staff about safety, relationships, and the learning environment, School discipline data, attendance, and academic performance data to identify patterns that may indicate climate concerns. In addition, restorative practices data will be included as it becomes available.

This data will be shared transparently with the school community to ensure that students, families, and staff have opportunities to review, understand, and respond. The School Climate Committee will lead this process, sharing key data points and plan updates through regular updates, family forums, school websites, and climate committee meetings. Opportunities for families and students to offer feedback—through focus groups, listening sessions, or surveys— to ensure that the School Climate Improvement Plan reflects the authentic experiences and needs of the entire school community.

## School Climate Improvement Plan Goals and Action Steps

To support the ongoing development and monitoring of the School Climate Improvement Plan, the School Climate Committee will use a structured School Climate Action Planning Table to document each identified climate goal and track progress over time. For each goal, the committee will outline the data sources that support the need for this focus area, the intended outcomes, and how the actions align with the Connecticut School Climate Standards. Each goal will be broken into specific action steps, with clear identification of whether each step involves professional learning, the creation of a procedure or protocol, a school activity, or the development of new resources. The table will also indicate, the person responsible for implementation, and ongoing progress and monitoring notes. This tool allows the School Climate Committee to set multiple goals if needed, ensuring that climate improvement efforts are comprehensive, data-driven, and responsive to the evolving needs of the school community. By embedding this table into the climate improvement process, schools can foster transparency, accountability, and collaboration while maintaining a clear focus on equity, restorative practices, and positive school culture.

### Goal 1: Strengthen School Connectedness & Relationships i.e. the school will increase students’ sense of belonging, perceptions of adult–student relationships.

**Evidence/Data:** School climate survey data, along with student and committee feedback, highlight a significant need to strengthen students’ sense of belonging and connection within the school community. Findings indicate opportunities to improve the quality and consistency of adult–student relationships, expand meaningful peer

interactions, and develop more intentional, year-round community-building structures. Specifically, data points such as *“Most days I look forward to going to school”* and *“All students are treated fairly by the adults in my school”* show lower levels of agreement, signaling gaps in students’ daily school experience and their perceptions of fairness and relational trust. These indicators collectively underscore the need for a focused improvement effort centered on belonging, relationships, and community connectedness.

**Intended Outcome:** Students will report increased feelings of belonging and connection. Staff will report stronger relationships with students and greater engagement in connection-based routines, as seen in the ARHS climate survey.

### Action Plan

Action Step	Person Responsible	Action Type	Standard	Timeline Plan	Progress
Engage all staff in professional learning focused on the Search Institute's Developmental Relationship Framework (DRF).	Peter Downhour and Building Leadership	Professional Learning	Standard 3	SY 25-56	In Progress
Climate Specialist will attend restorative practices Train the Trainer's series.	Miguel Pickering	Professional Learning	Standard 3	Spring 2026	Planned and Set
Climate Specialist will attend SEL Virtual Conference: Improving School Climate with Emotional Intelligence	Miguel Pickering	Professional Learning	Standard 3	Dec 2025	Completed
Monitor review and revise No Place for Hate and establish a permanent advisor	Miguel Pickering and Andre Hauser	School Activity	Standard 5	SY 25-26	In Progress
Incorporate connection focused interventions/ lessons in existing school advisory program	Climate Specialist, Spartan seminar committee	School Activity	Standard 4	Summer 2026	Not Started
Investigate and implement student connectedness focus programs.	Climate specialist, Climate committee	Resource	Standard 3	Summer 2026	Not Started

Develop and implement additional schoolwide opportunities to acknowledge student clubs	Climate Specialist	School Activity	Standard 5	End of SY 2025-26	Planned and Set
Collect and analyze cultural representation feedback	Climate committee, Climate Coordinator	School Activity	Standard 3	Spring 2026	Not Started

**Goal 2: ARHS will improve students' perceptions of cultural acceptance and inclusion.**

**Evidence/Data:** Climate committee feedback highlights a strong desire for greater cultural recognition, more inclusive holiday practices, and increased identity-based representation throughout the school environment. These perspectives indicate that students are seeking a school experience where their cultural backgrounds, traditions, and identities are visibly valued and woven into the daily life of the community. Supporting this feedback, school climate survey results reveal a notable area of need in cultural acceptance, with a score of **2.66 out of 4.0**, indicating that many students do not consistently feel that their cultures and identities are respected or reflected within the school. Together, this qualitative and quantitative data underscores the need for a focused improvement effort aimed at strengthening cultural inclusion, enhancing representation, and fostering a more affirming and culturally responsive school climate.

**Intended Outcome:** The school will strengthen students' perceptions of cultural acceptance, representation, and inclusion as indicated in the ARHS climate survey.

**Action Plan**

Action Step	Person Responsible	Action Type	Standard	Timeline Plan	Progress
Creating a Cultural Awareness Calendar	Climate Committee; Climate specialist	Resource	Standard 5	Spring 2026	Not Started
Implement Inclusive and Culturally Responsive Holiday and Celebration Practices	Student Leaders; Climate Committee, Climate Specialist	School Activity	Standard 5	Spring 2026	Not Started
Identify and strengthen culturally inclusive practices at ARHS	Climate Committee, Climate specialist	School Activity	Standard 3	Spring 2026 into summer 2026	In Progress

Survey feedback on cultural acceptance and inclusion systems	Climate committee, Climate Coordinator	School Activity	Standard 3	Spring 2026	Not Started
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**Goal 3: ARHS will strengthen equitable and meaningful student recognition practices to improve student engagement and sense of belonging.**

**Evidence/Data:** Student feedback indicates a need for more consistent and meaningful recognition of effort, positive behavior, and academic or social growth.

Climate survey data supports this need, showing lower levels of student engagement and belonging, including “Most days I look forward to going to school” (2.7 out of 4.0) and “I feel like I fit in at my school” (2.38 out of 4.0). These findings suggest that current recognition practices are not consistently reinforcing students’ sense of value and connection, highlighting the need for a focused effort to strengthen equitable, schoolwide recognition systems.

**Intended Outcome:** Students will receive regular acknowledgment of their strengths and contributions, leading to improved motivation and positive school climate indicators.

**Action Plan**

Action Step	Person Responsible	Action Type	Standard	Timeline Plan	Progress
Create a Recognition Wall or Digital Board	Student Leaders, Climate Committee, Climate specialist	Resource	Standard 5	SY 25-26	Not Started
Create quarterly Positive Recognition Cycles	Climate Committee, Climate specialist	Resource	Standard 4	Spring 2026	Not Started
Survey feedback on recognition systems	Climate committee, Climate Coordinator	School Activity	Standard 3	Spring 2026	Not Started

**Goal 4: ARHS will implement 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.**

**Evidence/Data:** The current Student Information System (SIS) primarily tracks behaviors that result in formal disciplinary action, limiting the school’s ability to identify patterns in low-level behaviors and intervene early.

**Intended Outcome:** Establish a clear and accurate data source that captures low-level student behaviors, allowing staff to identify trends, respond proactively with appropriate supports, and strengthen school climate initiatives.

Action Plan

Action Step	Person Responsible	Action Type	Standard	Timeline Plan	Progress
Select and implement an electronic system to record low-level student behaviors.	Climate Coordinator, SIS Coordinator, and Building Administration	Procedure/Protocol	Standard 5	FY 25-26	In Progress
Conduct scheduled data reviews and update processes based on findings.	Climate Coordinator, SIS Coordinator, and Building Administration	Procedure/Protocol	Standard 5	Summer 2026	Not Started

**Reporting Challenging Behavior (including bullying)**

Our school is committed to maintaining a safe, respectful, and supportive learning environment for all students. If a behavior incident occurs that may result in discipline, such as removal from class, suspension, or expulsion, school staff are required to report it to the School Climate Specialist or a designated administrator.

Students, parents or guardians, and staff may also report concerns about challenging behavior by completing a Challenging Behavior Reporting Form, which is in Powerschool's Incident reporting system. Assistance with completing the form is available by meeting with the School Climate Specialist or an administrator. Reports should include as much detail as possible, including when and where the incident occurred, what happened, and the names of anybody involved and witnesses.

## Assessing Challenging Behavior

When a parent or student reports challenging behavior or bullying, the School Climate Specialist or another designated administrator will carefully review the report and any relevant information, including statements from those involved and witnesses, as well as records, documents, or videos that clarify what happened. They will consider the seriousness and intent of the behavior and whether it relates to other district policies, such as harassment or discrimination, while keeping the process as confidential as possible. After the review, the School Climate Specialist or another designated administrator will determine what actions should be taken to address the behavior and prevent it from happening again. Within three school days of completing the assessment, the person who made the report will be notified about the steps taken and any follow-up actions, with student privacy maintained.

## Challenging Behavior and Student Removal

If a student deliberately disrupts class, the teacher may remove the student from the classroom. Security or support staff will escort the student to the main office, and the School Climate Specialist or designated administrator will be informed immediately. While removed, the student may receive support such as counseling, mental health resources, or instructional materials. Parents or guardians will be notified within 24 hours of the removal. They will also be informed if the teacher requests a behavior intervention meeting. If a meeting takes place, the school's crisis intervention team will provide a written summary within seven days, outlining supports and resources for the student.

All incidents of challenging behavior or bullying will be addressed according to school rules, the student handbook, and Board policies. Additional discipline may apply if the behavior involves harassment, discrimination, or other serious violations.

## Challenging Behavior: Tiered Responses

The school uses tiered responses for serious incidents of challenging behavior, including situations where a classroom must be temporarily cleared, a student shows credible intent to harm themselves or others, or an injury occurs that requires medical attention. These responses depend on the severity or frequency of the behavior.

- Single Incident: Parents or guardians of students involved will be notified promptly.
- Subsequent Incident: Parents or guardians will be invited to a meeting (in-person or virtual) to discuss supports or interventions, which may include restorative practices.
- Multiple or Severe Incidents: Parents or guardians will be informed about additional support resources, such as crisis hotlines, behavioral health programs, or professional services.

Additionally:

A meeting between an administrator and any staff who witnessed the incident will occur within two school days to determine needed supports.

For students with special education or Section 504 plans, the incident will be shared with their respective teams to ensure proper interventions.

Teachers may request a behavior intervention meeting through the principal if needed.

The school strictly prohibits discrimination or retaliation against anyone who reports or helps investigate these incidents.

## Appendix

### Connecticut Legislation

The development and implementation of this School Climate Improvement Plan is grounded in the requirements set forth in Connecticut General Statutes Section 10-222h. This statute mandates that all schools in Connecticut establish and maintain a School Climate Improvement Plan designed to promote a positive and safe school climate, prevent and respond to challenging behaviors, and foster environments where all students feel valued, respected, and connected to their school community.

The School Climate Improvement Plan template used by our school aligns directly with the Connecticut School Climate Policy, which was developed to support compliance with C.G.S. Sec. 10-222h and the broader requirements established by Public Act 23-167. Each element of the plan—including the identification of climate goals, data sources, intended outcomes, climate standards alignment, action steps, and monitoring processes—reflects state expectations for building equitable, restorative, and culturally responsive school climates. This ensures that our school is not only meeting state requirements, but also embedding best practices that reflect the voices, needs, and experiences of our diverse school community. Below is a list of highlighted points from this legislation:

- C.G.S. Sec. 10-222hh requires each school to develop a school climate improvement plan, based on the results of the school climate survey, school climate committee recommendations, protocols and supports outlined in the law, and other relevant data.
- The school climate specialist, in collaboration with the school climate coordinator, is required to develop this plan and update it as necessary.
- The plan must be submitted to the school climate coordinator on or before December 31 each year and must be made available to the school community upon approval.
- Under the law, the plan is to be used in the prevention of, identification of and response to “challenging behavior”.
- C.G.S. Sec. 10-222hh(b) outlines that the plans must include protocols and supports to enhance classroom safety and address challenging behavior, and, must, at a minimum, include the components detailed below.
  - Contact information for an administrator to be notified when incidents of challenging behavior result in student discipline or removal of a student from the classroom.
  - The process by which this designated administrator will assess the facts, severity and intentionality of an incident of challenging behavior.
  - The designated location that students may be sent when removed from class for disciplinary reasons pursuant to C.G.S. Sec. 10-233b. In addition, protocols and supports must include the supports each student may receive in this location, including, among other things, interventions from trained school employees, therapeutic resources and mental health supports.
  - The ways to “address challenging behavior, enhance resiliency, increase the use of de-escalation strategies and improve social and emotional skills.”
  - Safeguards to ensure that supports, services or interventions are in compliance with the special education laws, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and a student’s IEP or Section 504 Plan.
  - A requirement that the Superintendent submit, at least annually, a report to the local or regional board of education concerning the number of tiered response incidents that occurred in the prior year.
  - A prohibition on discrimination or retaliation against individuals who report or investigate tiered response incidents.

## Amity BOE Policy and Regulations

The following Amity Policies and Regulations guide the formulation of the School Climate Improvement Plans

[5131.911P - Connecticut School Climate Policy](#)

[5131.911R - Connecticut School Climate Regulation](#)

[5114.12P - Restorative Practice Policy](#)

## School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
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 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 environment 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.

## Role Descriptions (per policy)

### School Climate Coordinator (district-level)

- Provides leadership and support to each school in implementing the School Climate Improvement Plan.
- Collaborates with each School Climate Specialist to develop strategies for preventing, identifying, and responding to challenging behavior, including bullying and harassment.
- Ensures that strategies and expectations are communicated to the broader school community, including inclusion in the student handbook.
- Collects and maintains climate-related data, including climate survey results, discipline records, attendance, and the use of restorative practices.
- Meets at least twice per year with each School Climate Specialist to review progress, recommend revisions to the plan, and assist in completing climate surveys.

## School Climate Specialist (school-level)

- Leads efforts to prevent, identify, and respond to challenging behavior, including handling reports of bullying and harassment.
- Implements evidence-based interventions, including restorative practices, to support a positive climate.
- Coordinates and leads the School Climate Committee, ensuring diverse representation from staff, students, families, and the broader school community.
- Oversees the day-to-day implementation of the School Climate Improvement Plan at the building level.
- Works closely with the School Climate Coordinator to analyze data and recommend updates to the plan.

## School Climate Glossary (per policy):

The following definitions related to creating a positive school climate and the write of the school climate improvement plan are taken directly from the Connecticut School Climate Policy (5131.911)

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
Positive Sustained School Climate	is the foundation for learning and positive youth development and includes: <ol style="list-style-type: none"> <li>Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.</li> <li>People who treat one another with dignity and are engaged, respected and solve problems restoratively.</li> <li>A school community that works collaboratively together to develop, live, and contribute to a shared school vision.</li> <li>Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and</li> <li>A school community that contributes to the operations of the school and the care of the physical environment.</li> </ol>
Social 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.
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.
Bullying	means unwanted and aggressive behavior among <b>children</b> in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
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.
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.
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.
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.
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.
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 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.
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.
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.
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
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.

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.
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## School Climate Survey: Families

### Teaching and Learning

- Q1 Teachers at my student's school have high standards for achievement.
- Q2 Teachers at my student's school work hard to make sure that students do well.
- Q3 Teachers at my student's school promote academic success for all students.
- Q4 Teachers at my student's school frequently recognize students for good behavior.

### School Safety

- Q5 My student's school sets clear rules for behavior.
- Q6 My student feels safe at school.
- Q7 My student feels safe going to and from school.
- Q8 School rules are consistently enforced at my student's school.
- Q9 School rules and procedures at my student's school are fair.

### Interpersonal Relationships

- Q10 My student likes school.
- Q11 My student feels successful at school.
- Q12 My student is frequently recognized for good behavior.
- Q13 I feel comfortable talking to teachers at my student's school.
- Q14 Staff at my student's school communicate well with parents.
- Q15 I feel welcome at my student's school.
- Q16 All students are treated fairly at my student's school.
- Q17 Teachers at my student's school treat all students with respect.

### Institutional Environment

- Q18 My student's school building is well-maintained.
- Q19 My student's textbooks are up to date and in good condition.
- Q20 Teachers at my student's school keep their classrooms clean and organized.

#### Parent Involvement

- Q21 I am involved in the decision making process at my student's school.
- Q22 I attend parent/ teacher conferences at my student's school.
- Q23 I am actively involved in activities at my student's school.
- Q24 I frequently volunteer to help on special projects at my student's school.

### School Climate Survey: Students

#### School Connectedness

- Q1 I like school.
- Q2 Most days I look forward to going to school.
- Q3 I feel like I fit in at my school.
- Q4 I feel successful at school.
- Q5 I feel connected to others at school.

#### Peer Social Support

- Q6 I get along with other students at school.
- Q7 I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, projects).
- Q8 Students in my school are welcoming to new students.

#### Adult Social Support

- Q9 Teachers treat me with respect.
- Q10 Adults in this school treat all students with respect.
- Q11 All students are treated fairly by the adults in my school.
- Q12 Teachers treat all students fairly.

#### Cultural Acceptance

- Q13 Students at my school treat each other with respect.
- Q14 Students treat one another fairly.
- Q15 Students show respect to other students regardless of their academic ability.
- Q16 Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.
- Q17 All students in my school are treated fairly, regardless of their appearance.

#### Character [Social/Civic Learning]

- Q18 I treat other students fairly.
- Q19 Doing the right thing is important to me.
- Q20 I am open towards different opinions and perspectives.
- Q21 I believe in helping others
- Q22 Honesty is an important trait to me.
- Q23 I show courtesy to other students.

#### Physical Environment

- Q24 My school building is well maintained.
- Q25 My textbooks [instructional materials] are up to date and in good condition.
- Q26 Teachers in my school keep their classrooms clean and organized.
- Q27 Students in my school take pride in keeping our school building (e.g., bathrooms, classrooms, lockers) in good condition.

#### School Safety

- Q28 I have felt unsafe at school or on my way to or from school.
- Q29 I have worried about students hurting me.
- Q30 I have been concerned about my physical safety at school.
- Q31 Students at my school fight a lot.

#### Order and Discipline

- Q32 I feel my school has high standards for achievement.
- Q33 My school has clear rules for behavior.
- Q34 The behaviors in my classroom allow teachers to teach so I can learn.
- Q35 Students are frequently recognized for good behavior.
- Q36 I know an adult at school that I can talk with if I need help.

### School Climate Survey: Staff

#### Staff Connections

- 1 I feel supported by other teachers at my school.
- 2 I get along well with other staff members at my school.
- 3 I feel like I am an important part of my school.
- 4 I enjoy working in teams (e.g. grade level, content) at my school.
- 5 I feel like I fit in among other staff members at my school.
- 6 I feel connected to the teachers at my school.

### Structure for Learning

- 7 Teachers at my school frequently recognize students for good behavior.
- 8 Teachers at my school have high standards for achievement.
- 9 My school promotes academic success for all students.
- 10 All students are treated fairly by the adults at my school.
- 11 Teachers at my school treat students fairly regardless of race, ethnicity, or culture
- 12 Teachers at my school work hard to make sure that students do well.

### School Safety

- 13 I feel safe at my school.
- 14 I have been concerned about my physical safety at school.\*
- 15 If I report unsafe or dangerous behaviors, I can be sure the problem will be taken care of.
- 16 I feel safe when entering and leaving my school building.

### Physical Environment

- 17 My school building is well-maintained.
- 18 Instructional materials are up to date and in good condition.
- 19 Teachers at my school keep their classrooms clean and organized.
- 20 Teachers make an effort to keep the school building and facilities clean.

### Peer and Adult Relations

- 21 Students at my school would help another student who was being bullied.
- 22 Students at my school get along well with one another.
- 23 Students at my school treat each other with respect.
- 24 Students at my school treat other students fairly regardless of race, ethnicity, or culture.
- 25 Students at my school show respect to other students regardless of their academic ability.
- 26 Students at my school demonstrate behaviors that allow teachers to teach, and students to learn

### Parent Involvement

- 27 Parents at my school attend PTA meetings or parent/teacher conferences.
- 28 At this school, parents frequently volunteer to help on special projects.
- 29 Parents at this school frequently attend school activities.