

**THE W.L. GILBERT SCHOOL CORPORATION  
REGULAR MEETING  
WEDNESDAY, AUGUST 30, 2023  
THE GILBERT SCHOOL  
6:30 PM  
Library  
AGENDA**

*(A portion of this meeting may be held in executive session)*

**1. OPENING OF MEETING**

**The W. L. Gilbert School Corporation**

Scott Beecher	Holly Cassaday	Jared Fritch
Tore Lovetere	Ellen Marino	Theresa Padin
Doug Pfenninger	Astrid Robitaille	Renata Waldron

**Administration**

Greg P. Shugrue  
Head of School

**Student Representatives**

Danica Poirier  
TBD

- A. Pledge of Allegiance - Holly Cassaday
- B. Vision and Mission Statement - Holly Cassaday

The Gilbert School is committed to assuring that all of our students are prepared to be thoughtful and productive citizens in a complex, global society.

In pursuing this Mission, we believe that:

- All students can learn and be successful.
- All students are valued and deserve an education that addresses their academic, physical, and social/emotional needs.
- All students are entitled to a safe, healthy, and respectful learning environment.
- All members of The Gilbert School community must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
- Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

**2. PUBLIC FORUM**

A. General Public

The W. L. Gilbert School Corporation welcomes comments from the public. Please state your name and address. Speakers will be limited to three (3) minutes. (Board Policy 1120).

**3. CALL FOR AGENDA ITEMS**

**4. APPROVAL OF MINUTES**

A. Minutes of Regular Meeting - June 21, 2023

1. VOTE: Yeas \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

**5. RESIGNATIONS/APPOINTMENTS**

A. Resignations

1. Rebecca Billingsley

2. Kelli-Ann Gilbert

B. Appointments/Certified Staff Hires

1. Bridget Grady - Art

2. Michaela Cutarelli - Social Worker

**6. COMMITTEE REPORTS**

A. Finance

1. Monthly Finance Report

2. Next Meeting - September 20, 2023

B. Personnel

1. Report on Meeting August 22, 2023

2. Next Meeting - August 31, 2023 (GAA Contract Negotiations)

C. Policy

1. Report on Meeting: N/A

2. Next Meeting - September 7, 2023

D. Building & Grounds

1. Report on Meeting

2. Next Meeting - September 20, 2023

**7. SECOND READING OF POLICIES**

A. 5113.2 - Attendance

**8. APPROVAL OF POLICIES**

A. 6146 - Graduation Requirements

1. VOTE: Yeas \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

**9. FIELD TRIP REQUEST**

A. Rome/Pompei 2024

**10. INSTRUCTION**

A. Presentation of 2023/24 Improvement Plan

**11. SECURITY**

A. SRO vs ASO Discussion

**12. PRINCIPAL'S REPORT**

**13. HEAD OF SCHOOL REPORT**

A. Greg P. Shugrue

1. 2023/24 Enrollment

2. Solar Update

3. Grants Update

a. Support Services/Mental Health Data

4. Attendance Data

**14. BOARD OF EDUCATION REPORT**

A. Winchester

**15. SCHOOL CORPORATION CHAIRMAN'S REPORT**

A. Holly Cassaday

**16. ADJOURNMENT**

A. VOTE: Yeas \_\_\_\_\_ Nays \_\_\_\_\_ Abstain \_\_\_\_\_

**THE W.L. GILBERT SCHOOL CORPORATION  
REGULAR MEETING  
WEDNESDAY, JUNE 21, 2023  
THE GILBERT SCHOOL  
6:00 P.M. - CALLED TO ORDER BY HOLLY CASSADAY  
LIBRARY**

**MEMBERS PRESENT: SCOTT BEECHER, TORE LOVETERE, DOUG PFENNINGER, HOLLY CASSADAY, ELLEN MARINO, ASTRID ROBITAILLE, JARED FRITCH, THERESA PADIN, RENATA WALDRON  
ADMIN PRESENT: GREG SHUGRUE, HEAD OF SCHOOLS  
OTHERS: DIANE COOK, BUSINESS MANAGER**

**PLEDGE OF ALLEGIANCE, MISSION & VISION STATEMENT- HOLLY CASSADAY**

**WELCOME NEW SCHOOL CORP MEMBERS TORE LOVETERE AND JARED FRITCH**

**PUBLIC COMMENT: NONE**

**CALL FOR AGENDA ITEMS: NONE**

**A MOTION WAS MADE BY ELLEN MARINO, SECONDED BY SCOTT BEECHER TO APPROVE THE MINUTES OF THE REGULAR MEETING HELD ON 5/17/23.**

**7 YEA, 0 NAY, 2 ABSTAIN (T. LOVETERE AND J. FRITCH)**

**RESIGNATIONS/APPOINTMENTS**

**1. RESIGNATIONS**

- 1. SANDRA O'CONNOR, EXECUTIVE SECRETARY (RETIREMENT)**
- 2. JENNIFER MARCHAND, SCHOOL CORPORATION**
- 3. CANDY PEREZ, SCHOOL CORPORATION**

**2. APPOINTMENTS**

- 1. JARED FRITCH, SCHOOL CORPORATION**
- 2. SALVATORE "TORE" LOVETERE, SCHOOL CORPORATION**

**COMMITTEE REPORTS:**

- FINANCE (DIANE COOK), ALL ACCOUNTS ON TRACK. NO MEETING HELD IN JUNE. NEXT MEETING IN AUGUST**
- PERSONNEL: (HOLLY CASSADAY), NO JUNE MEETING, NEXT MEETING IN AUGUST. WILL BE STARTING NEGOTIATIONS WITH ADMINISTRATIVE UNION IN AUGUST**
- POLICY (ELLEN MARINO) 1ST & 2ND READS OF POLICIES IN AGENDA, NEXT MEETING IN SEPTEMBER**
- BUILDING & GROUNDS: (GREG SHUGRUE) MET ON 6/1. DETAILED MEETING WITH GREENLEAF SOLAR LATER IN AGENDA**
- NOMINATIONS (THERESA PADIN)**

**A MOTION WAS MADE BY THERESA PADIN, SECONDED BY ASTRID ROBITAILLE TO NOMINATE ELLEN MARINO FOR THE POSITION OF SCHOOL CORP TREASURER.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY THERESA PADIN, SECONDED BY SCOTT BEECHER TO NOMINATE ASTRID ROBITAILLE FOR THE POSITION OF SCHOOL CORP VICE CHAIRMAN**

**9 YEA, 0 NAY, 0 ABSTAIN**

#### **SOLAR DISCUSSION**

**KEVIN FROM GREENLEAF ENERGY PRESENTED A ROOFING/SOLAR PLAN FOR TGS. LENGTHY DISCUSSION AND EXTENSIVE Q & A REGARDING THE PROJECT, COST, PROS AND CONS, ETC.**

#### **NOTABLE POINTS**

- **ALL ROOFS WILL BE RESTORED AS PART OF THE PROJECT**
- **2 METERS AT THE SCHOOL ALLOW FOR 2 SMALL PROJECT APPLICATIONS**
- **GYM ROOF IN DIRE STRAIGHTS WILL BEGIN IMMEDIATELY**
- **NO HOLES ARE MADE IN THE ROOF TO SECURE SOLAR PANELS**
- **GREENLEAF HANDLES THE PAPERWORK, BIDDING PROCESS, ETC.**
- **IRA ALLOWS FOR TAX CREDITS FROM THE FEDERAL GOVERNMENT EVEN THOUGH WE ARE A NON-PROFIT**
- **WARRANTIES ON ROOF AND PANELS (VARIOUS COMPONENTS) UP TO 25 YEARS**
- **EVERSOURCE WILL PAY \$0.20 PER kWh OF ENERGY PRODUCED FROM THE PANELS**
- **TIMELINES SHOW PROJECT COMPLETION POSSIBLE IN FALL OF 2023, COULD EXTEND THROUGH SPRING OF 2024**

**A MOTION WAS MADE BY SCOTT BEECHER, SECONDED BY JARED FRITCH TO AUTHORIZE GREG SHUGRUE TO ENTER INTO CONTRACT WITH GREENLEAF FOR RATE LOCK WITH GREEN BANK.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY SCOTT BEECHER, SECONDED BY ASTRID ROBITAILLE TO AUTHORIZE GREG SHUGRUE TO ENTER INTO CONTRACT WITH THE ROOFING CONTRACTOR RECOMMENDED BY GREENLEAF, FOR THE GYMNASIUM ROOF.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY DOUG PFENNINGER, SECONDED BY ELLEN MARION TO AUTHORIZE GREG SHUGRUE TO DRAFT AN MOU WITH THE W.L. GILBERT TRUST FOR AUTHORIZATION OF SOLAR PROJECT.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY ELLEN MARINO, SECONDED BY JARED FRITCH TO AUTHORIZE GREG SHUGRUE TO ENTER A CONTRACT WITH GREENLEAF FOR THE SOLAR AND ROOF RESTORATION PROJECT AS PRESENTED.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**READING OF POLICIES**

**1ST READ- POLICY 5113.2- ATTENDANCE**

**2ND READ- 6146- GRADUATION REQUIREMENTS**

- **CONVERSATION REGARDING ADDING THE TOTAL NUMBER OF CREDITS NEEDED UNDER CT STATE STATUTE (25). THIS WILL BE ADDED TO FINAL DRAFT OF POLICY**
- **CONVERSATION REGARDING STUDENTS MOVING INTO DISTRICT LATE IN THEIR SENIOR YEAR. NO CHANGES MADE**
- **DISCUSSION OF STATE MANDATED SAT**

**CERTIFIED STAFF HIRES:**

**MICHELLE SHAWN DUNN- SCIENCE**

**CRAIG LEVESQUE- SCIENCE**

**STEVEN BARONE- SOCIAL STUDIES**

**SHANNON MCGRANE- SOCIAL WORKER**

**NON CERTIFIED STAFF HIRE**

**MARYANN SCHAFFER- EXECUTIVE ASSISTANT**

**HEAD OF SCHOOL REPORT- GREG SHUGRUE**

- **GRADUATION WENT WELL**
- **GRAD NIGHT WAS A SUCCESS**
- **MASTER SCHEDULE WAS COMPLETE AND STUDENTS RECEIVED THEIR SCHEDULES FOR THE 23/24 SCHOOL YEAR BEFORE LEAVING THIS YEAR**

**BOE REPORT- RENATA/GREG/TORE/THERESA**

- **END OF YEAR BBQ A SUCCESS**
- **LOOMING BUDGET VOTE**

**CHAIRMAN'S REPORT- HOLLY**

**COMMITTEE ASSIGNMENTS:**

- **SCOTT BEECHER- REMOVED FROM PERSONNEL, REPLACED BY JARED FRITCH**
- **SCOTT BEECHER- JOINED FINANCE**
- **ELLEN MARINO- FINANCE CHAIR (TREASURER'S ROLE)**
- **JARED FRITCH & ASTRID ROBITAILLE JOINED NOMINATIONS**
- **SPOTS OPEN: PERSONNEL, BUILDING & GROUNDS, POLICY**

**A MOTION WAS MADE BY JARED FRITCH, SECONDED BY THERESA PADIN TO ENTER EXECUTIVE SESSION AT 8:03 P.M., INVITING GREG SHUGRUE TO JOIN.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY TORE LOVETERE, SECONDED BY THERESA PADIN TO EXIT EXECUTIVE SESSION AT 9:12 P.M.**

**A MOTION WAS MADE BY DOUG PFENNINGER, SECONDED BY SCOTT BEECHER TO ACCEPT THE MOU BETWEEN THE SCHOOL CORPORATION AND THE GEA REGARDING ATHLETIC DIRECTOR STRUCTURE.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY DOUG PFENNINGER, SECONDED BY THERESA PADIN TO CONTRACT WITH EDADVANCE FOR FOOD SERVICE MANAGEMENT.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY THERESA PADIN, SECONDED BY SCOTT BEECHER TO APPROVE A 3% SALARY INCREASE FOR HEAD OF SCHOOLS GREG SHUGRUE FOR THE 23/24 SCHOOL YEAR.**

**9 YEA, 0 NAY, 0 ABSTAIN**

**A MOTION WAS MADE BY THERESA PADIN, SECONDED BY TORE LOVETERE TO ADJOURN THE MEETING AT 9:14 P.M.**

**9 YEA, 0 NAY, 0 ABSTAIN.**

## Students

### Attendance/Excuses/Dismissal

#### Attendance

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student is also in attendance if the student is participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments, for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

#### Definitions (related to chronic absenteeism)

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

**District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.



## Students

### Attendance/Excuses/Dismissal

#### Excuses (continued)

**Note:** *The use of the state approved definitions of “excused” and “unexcused” absences are for state purposes for the reporting of truancy. Districts are not precluded from using separate definitions of such absences for their internal uses such as involving decisions on areas such as promotion and grading.*

A student’s absence from school shall be considered “excused” if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials.
- B. A student’s engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of “excused absence” and “unexcused absence.”
- C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

The student shall not be required to present documentation or parental/guardian consent. For purposes of school year limitation, such absence shall be identified as a “mental health wellness day.”

A student cannot take these mental health days during consecutive school days.

Such documentation includes a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

- D. For the tenth absence and all absences thereafter, a student’s absences from school are considered excused for the following reasons:
  - 1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
  - 2. Student’s observance of a religious holiday;
  - 3. Death in the student’s family or other emergency beyond the control of the student’s family;

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Excuses (continued)**

4. Mandated court appearances (documentation required);
  5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
  6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.
- E. A student's absence from school shall be considered unexcused unless:
1. The absence meets the definition of an excused absence and meets the documentation requirements; or
  2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

#### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible to obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

#### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Chronic Absenteeism** (continued)

1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. *(An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)*

#### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

## Students

### Attendance/Excuses/Dismissal

#### Dismissal (continued)

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)

(cf. 5113.2 - Truancy)

(cf. 6113 - Released Time)

Legal Reference: Connecticut General Statutes  
10-220(c) Duties of boards of education (as amended by PA 15-225)  
10-184 Duties of parents (as amended by PA 98-243, PA 00-157 and PA 18-15)  
10-185 Penalty  
10-198a Policies and procedures concerning truants (as amended by PA11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)  
10-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence" (as amended by PA 21-46, Section 19)  
10-198c Attendance review teams.  
10-198d Chronic absenteeism (as amended by PA 17-14 and PA 18-182)  
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)  
10-199 through 10-202 Attendance, truancy - in general  
*Action taken by State Board of Education on January 2, 2008, to define "attendance."*  
*Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.*  
PA 17-14 An Act Implementing the Recommendations of the Department of Education  
PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children  
*Action taken by the State Board of Education on September 7, 2022 to amend the definition of "in attendance."*

#### Policy adopted:

rev 7/21

rev 11/22

## Instruction

### Graduation Requirements

The School Corporation, working with the Administration, is responsible for maintaining the integrity of The Gilbert School diploma. The Board, represented by its Chairman, will award a Gilbert diploma to only those students who have been verified by the Superintendent as having successfully completed the graduation requirements, thereby earning the honor of receiving a Gilbert School diploma.

Any member of The School Corporation, whose son or daughter is in the graduating class, shall be given the opportunity to personally present that diploma, in lieu of the Chairman.

To earn a Gilbert School diploma, a student must meet the graduation requirements that are determined by The Gilbert School and the State of Connecticut.

Additionally, to be eligible for a Gilbert School diploma:

1. A student who transfers into The Gilbert School must be in attendance for at least the entire second semester of their senior year, as a full-time student carrying at least six (6) full-time classes.
2. A student who withdraws from The Gilbert School, deficient necessary graduation credits, or a student who completes their senior year at The Gilbert School, deficient necessary graduation credits, must submit a written plan specifying the manner and timeline in which the deficient credits are earned. This plan should be approved by the Superintendent before it is implemented.
3. A student must take the SAT in order to graduate in accordance with the state's mandated dates.

Anyone over the age of twenty-one (21) will be responsible for all costs, including tuition, associated with attending The Gilbert School

### *Commencing with the Class of 2023:*

<i>Requirements</i>	<i>Courses</i>
<i>Humanities (9.0 Credits)</i>	<ul style="list-style-type: none"> <li>• <i>English <del>(3.0)</del> (4.0)</i></li> <li>• <i>Social Studies (3.0)</i> <ul style="list-style-type: none"> <li>○ <i>Includes US History (1.0)</i></li> <li>○ <i>Includes Civics (.5) or AP Gov't &amp; Politics</i></li> <li>○ <i>Includes Social Studies Elective (1.5)</i></li> </ul> </li> <li>• <i>Fine Arts, Visual Art, Music, or Theatre (1.0)</i></li> <li>• <i>Humanities elective (minimum additional 1.0)</i> <ul style="list-style-type: none"> <li>○ <i>Includes courses in English (beyond the (4.0 credits), Social Studies (beyond the 3.0 credits), Fine Arts, Visual Art, Music, or Theatre (beyond the 1.0 credit)</i></li> </ul> </li> </ul>

Science, Technology, Engineering, Mathematics (STEM) (9.0 Credits)	<ul style="list-style-type: none"> <li>• Math (3.0)</li> <li>• Science (3.0) <ul style="list-style-type: none"> <li>○ Includes Life-Science based elective (1.0) and a Physical-Science based elective (1.0)</li> </ul> </li> <li>• STEM Elective (3.0 credits beyond the 3-credit science and math requirement) <ul style="list-style-type: none"> <li>○ Includes course in New Media, Applied Arts, Technology, and Business</li> </ul> </li> </ul>
PE & Wellness (1.0 Credit) Health & Safety Education (1.0 Credit)	<ul style="list-style-type: none"> <li>• PE &amp; Wellness (1.0)</li> <li>• Health &amp; Safety Education (1.0)</li> </ul>
World Language (1.0 Credit)	<ul style="list-style-type: none"> <li>• World language (1.0)</li> </ul>
Mastery Based Credit (1.0 Credit)	<ul style="list-style-type: none"> <li>• Assured Skills Experiences (.5)</li> <li>• Assured Content Experiences (.5)</li> </ul>

**Exemptions, modifications, and accommodations**

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
- B. Exemptions: Modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504.
- C. The board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- D. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service.

PA 17-42 places significant emphasis on flexibility and multiple pathways for students. These pathways better prepare students to pursue their aspirations and dreams. Through more flexibility and student choice it is our goal that a graduate leaves The Gilbert School prepared to successfully tackle the challenges laid before them.

Pathways for TGS graduate:

*Two Year College/Career Ready Pathway:* Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure.

*Four Year College Pathway:* Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.

*Highly Competitive Colleges Pathway:* Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.

Master Base credit (1.0 credit) is demonstrated in two parts: Assured Skills Experiences (.5 credit) and Assured Content Experiences (.5 credit).

*Assured Skills Experiences are demonstrated in the embedded performance-based assessments in each course developed by TGS faculty aligned with core standards and TGS approved curriculum. Successful completion of the student's pathway will result in the awarded of .5 credit.*

### Assured Content Experiences

*Complete one option in two of the three sections below:*

#### Mathematics

*Meet the State of Connecticut expectations for grade 11 proficiency on the math portion of the PSAT, SAT, or ACT.*

*Obtain a passing score of 3 or higher on an Advanced Placement test.*

*Provide evidence of proficiency on a nationally recognized math assessment.*

*Pass a competency-based assessment to demonstrate proficiency in math.*

#### Evidence Based Reading and Writing

*Meet the State of Connecticut expectations for grade 11 proficiency on the Evidence Based Reading and Writing of the PSAT, SAT, or ACT.*

*Obtain a passing score of 3 or higher on an Advanced Placement test.*

*Pass a competency-based assessment to demonstrate proficiency in reading.*

*For English Language Learners who live in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population.*

#### Content Mastery

*Placement in state or national competitions in a content area, i.e. DECA, FBLA*

### **Academic Load**

Each student should be scheduled for six (6) full-time classes. Any exceptions shall require prior approval by the administration.

### **Transfer Credit**

Credit for a transfer course will be awarded by the administration provided the course meets the following criteria:

1. To be issued ONE CREDIT, the course must meet a minimum of forty minutes per day for 180 days or 120 clock hours. Credits may be prorated based on lesser time parameters.
2. Subject matter of the course must be appropriate and relevant for the intellectual and maturity level of a high school student.
3. The course must be taken at an accredited educational institution OR other equivalent educational experience validated by the administration

Only courses taken at The Gilbert School and approved transfer courses are recorded on The Gilbert School transcript. When grades are released from Gilbert to another school or agent, transfer courses are included.

### **Summer School Credit**

Eligibility to earn academic credit toward graduation for summer school work will be based on the following criteria:

1. A student must complete the course taken during the school year and attain a final grade of at least D.
2. A student must receive approval from Guidance or the Administration prior to course enrollment. In some

instances, it may be in the best interest of the student to repeat the course during the regular school year.

3. No more than 3 credits earned through summer school can be applied to the graduation requirement.

Notification of these eligibility requirements for summer school credit will be provided to all students and their parents through the student handbook, parent handbook, Program of Studies and a notice sent with final report cards.

### ***Early Graduation***

*Students may finish in six semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify their counselor of their intentions no later than the end of the student's fifth semester. Students applying for early graduation must obtain written permission from the Head of School.*

Legal Reference: Connecticut General Statutes

[10-5c](#) Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247).

[10-14n](#) State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217).

[10-16\(l\)](#) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates).

[10-221a](#) High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy).

[10-233\(a\)](#) Promotion and graduation policies. (as amended by P.A. 01-166).

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247 An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements.

**Policy adopted: October 21, 2009**

**Policy revised: April 20, 2016**

**Policy revised: May 17, 2017**

**Policy revised: June 19, 2019**

THE GILBERT SCHOOL

Winsted, Connecticut



# The Gilbert School

## Italy Trip Spring 2024 Proposal



Gilbert Students Visiting the Pantheon in Rome  
April, 2019

THE GILBERT SCHOOL  
200 WILLIAMS AVENUE  
WINSTED, CT 06098

FIELD TRIP REQUEST FORM  
OVERNIGHT AND/OR OUT-OF-STATE

This form must be submitted for all Overnight and/or Out-of-State trips.  
Forms must be submitted at least 90 days prior to the trip and will be forward to  
The W. L. Gilbert School Corporation for approval

DATE(S) OF TRIP: April 12, 2024 - April 20, 2024

TIME(S) OF TRIP \_\_\_\_\_

PRIMARY DESTINATION(S): Rome, Pompeii, Naples, Ostia

NUMBER OF STUDENTS ATTENDING: still to be determined

STUDENT CLASS/GROUP: \_\_\_\_\_

NAME(S) OF SPONSORING FACULTY: Sarah Frechette

NAMES OF CHAPERONES:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANTICIPATED COST TO STUDENTS: \$ 3,500 + passport \*

Attached Curriculum and Objective Linkages Form must be submitted.

\* without fundraising

TRIP ITINERARY  
OVERNIGHT AND/OR OUT-OF-STATE TRIP  
ACCOMODATION INFORMATION

*please see attached documents*

Departure Date: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Hotel Name: \_\_\_\_\_

Hotel Address: \_\_\_\_\_

Hotel Phone Number: \_\_\_\_\_

ACTIVITY

LOCATION

APPROXIMATE TIME

ACTIVITY	LOCATION	APPROXIMATE TIME
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

RETURN DATE: \_\_\_\_\_

RETURN TIME (Arrival at Gilbert): \_\_\_\_\_

Department Chair/Liaison Approval: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Head of School Approval: \_\_\_\_\_ Date: \_\_\_\_\_



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
[www.paideiainstitute.org](http://www.paideiainstitute.org)

## THE GILBERT SCHOOL 2024 ITALY CLASSICAL TOUR PROGRAM DETAILS, ITINERARY, & PRICING

We are delighted that The Gilbert School is partnering with the Paideia Institute for its trip in 2024. This program includes the following:

### Transportation

- Flights to and from Italy
- Public transportation passes for the duration of the trip
- Private coach or train transportation between cities

### Accommodation

- Housing in monasteries or guesthouses in the city center in Rome
- Housing in hotels in the city center outside of Rome
- Double or triple rooms for students
- Private single rooms for group leaders

### Food

- Breakfast buffet every morning
- Dinner every night at one of our favorite restaurants

### Guiding, Chaperoning and Support

- Curriculum designed to create an itinerary best suited to the academic interests of the group
- A Paideia Assistant: an Italian-speaking Classicist who stays with the group to provide assistance and logistical support for the entire trip
- Entrance tickets to all sites and museums
- Italian cell phones for all teachers and chaperones, if needed
- A member of our Italian office, who will be on call 24/7 in case of emergencies and who will check in periodically throughout the program.



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
[www.paideiainstitute.org](http://www.paideiainstitute.org)

## Itinerary

### Friday, April 12 (In Transit)

Flight out of USA

### Saturday, April 13 (Arrival Day)

AM - Arrival at Airport, transfer Bay of Naples

PM - Cumae

(sleep Bay of Naples)

### Sunday, April 14

AM - Pompeii

PM - Naples Archaeological Museum

(sleep Bay of Naples)

### Monday, April 15

AM - Herculaneum

PM - Transfer Rome, walking tour of Campus Martius

(sleep Rome)

### Tuesday, April 16

AM - Roman Forum and Palatine Hill

PM - Colosseum, Via dei Fori Imperiali

(sleep Rome)

### Wednesday, April 17

AM - San Clemente, Circus Maximus, Baths of Caracalla

PM - Appian Way

(sleep Rome)

### Thursday, April 18

AM - Ostia

PM - Palazzo Massimo

(sleep Rome)

### Friday, April 19

Day Trip to Hadrian's Villa and Villa d'Este

(sleep Rome)

### Saturday, April 20 (Departure Day)

Transfer to Airport, Flight to USA

The Gilbert School  
Italy Trip 2024  
Lodgings

From the Paideia Institute:

Most of the hotels we use, at least in Rome, are centrally located *case per ferie*, which are old monasteries or convents that have had their rooms modernized and their management outsourced to regular hotel staff. The great advantage of these is that they are all centrally located, making reaching sites and museums very simple. The buildings themselves are also historically and culturally interesting, which makes for a unique experience for students.

Some of our typical vendors in Rome include:

Cappuccini (Via Veneto): [http://www.cappucciniviaveneto.it/la\\_casa\\_4.html](http://www.cappucciniviaveneto.it/la_casa_4.html)

Casa per Ferie Santa Lucia Filippini (Largo Argentina area): <http://www.romacasaperferie.it>

Santa Maria alle Fornaci/Domus Trinitatis (by the Stazione S. Pietro): <http://www.santamariafornaci.com/>

Villa Riari (Trastevere, one of the quieter parts): <http://www.villariari.it/>

In the Bay of Naples, one of the best places for groups is the Vesuvian Inn (Castellammare di Stabia): <https://www.vesuvianinn.com/>

Another that we use frequently is in Pompei, the Hotel del Sole: <https://hoteldelsolepompei.it/en/>

## Curricular Connections for Italy 2023/2024

This trip explores many aspects of our study of ancient Rome and the Latin language. The Paideia Institute works closely with our school to plan a unique itinerary which introduces the classical world to our students. We visit many archaeological sites, museums, and famous spots in Rome.

One of the most exciting aspects of this particular trip is the day exploring the ruins of Pompeii. We study this sleepy Roman town and the daily lives of those who lived there before the eruption of Mt. Vesuvius in 79 CE. The main character of our stories in Latin 1 was a real inhabitant of Pompeii, Lucius Caecilius Iucundus, whose house we actually visit in Pompeii.

Another highlight is that we read a selection of texts in Latin and in translation which relate to specific sites on our tour. For example, we will read Pliny the Younger's letter describing the eruption of Mt. Vesuvius while we sit across the Bay of Naples looking at Mt. Vesuvius. We will read the eulogy Marc Antony delivers for Julius Caesar in Shakespeare's play *The Tragedy of Julius Caesar*. We will visit Cumae, the legendary entrance to the Underworld, and read Vergil's epic description of Aeneas' descent into the kingdom of Pluto and Prosepina.

Students will also have the opportunity to tour museums, experience the many famous squares with their fountains and monuments throughout Rome, and share in delicious dining experiences all of which help our students learn about and experience another culture. This travel opportunity not only relates to Latin class, but also to the idea of educating global citizens.

The Gilbert School

Italy Trip 2024

Fundraising

8/9/2023

Throughout the school year, students and their families will have the opportunity to fundraise in order to help offset the cost of this trip. Gidgette Ursone has kindly volunteered to spearhead our fundraising efforts. We have already begun to plan fundraising events. In fact, we already have a proposed date for our first major fundraising event in September. We are also working to create a special fund to support students for whom the cost is completely prohibitive. While we are still working out the details of this plan, I am very aware that the cost of this travel opportunity is beyond the reach of many Gilbert families so I am committed to helping as much as possible.





THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

June 8th, 2023

## Classical Tour Contract for The Gilbert School

### TOUR DESCRIPTION

Classical tour to Italy (please see attached Tour Itinerary).

### PRICE

- The price will be \$3500 per student for a minimum of 12 students.
- 2 teachers or chaperones travel free.
- For every 6 paying students an additional teacher or chaperone travels free.

### DEADLINES

- This contract must be signed by December 1st, 2023.
- All participants must enroll in the tour, provide their traveller information, sign all forms and pay the deposit of \$500 by December 1st, 2023.
- The balance is due on January 15th, 2024.

**NB** - All forms and payment must be RECEIVED by Paideia by the date indicated.

### FLIGHT INFORMATION

A group reservation on the following flights has been reserved. Please note that the airline may make schedule changes before departure; exact times and flight numbers may vary. Paideia will update The Gilbert School of major schedule changes.

#### Departing

- <<Flight 1 Departure>> → <<Flight 1 Arrival>>
- <<Flight 2 Departure>> → <<Flight 2 Arrival>>

#### Returning

- <<Flight 3 Departure>> → <<Flight 3 Arrival>>
- <<Flight 4 Departure>> → <<Flight 4 Arrival>>



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
[www.paideiainstitute.org](http://www.paideiainstitute.org)

### CANCELLATION AND SUBSTITUTION POLICY

The cancellation policy for this tour is as follows:

- For cancellations made before the deposit deadline, December 1st, 2023, all funds are refundable.
- For cancellations made from the deposit deadline, December 1st, 2023, to the balance deadline, January 15th, 2024, all but the deposit is refundable.
- For cancellations made from the balance deadline, January 15th, 2024, to 61 days prior to departure, February 11th, 2024, 50% of the total cost is refundable.
- For cancellations made 60 days prior to departure, February 12th, 2024, to 31 days prior to departure, March 12th, 2024, 25% of the total cost is refundable.
- There are no refunds for cancellations made after March 12th, 2024.

Traveler substitutions after the deposit deadline, if possible, are subject to a change fee.

If travel becomes impossible after the deposit deadline, Paideia will offer to revise the itinerary on the current dates or reschedule the tour for new dates. Additional fees may apply.

### ENROLLMENT, SIGNING FORMS, AND PAYMENT

#### Online Enrollment

- Enrollment, payment, and the signing of legal forms are handled through the Gilbert School tour website.
-



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670

New York, NY 10012

609.429.0734

[www.paideiainstitute.org](http://www.paideiainstitute.org)

## LOGISTICAL SUPPORT

The Paideia Institute shall arrange:

### Transportation

- flights
- airport transfers
- public transit tickets
- transportation by private bus or train between cities

### Housing and Meals

- lodging in guesthouses or hotels
- breakfast and dinner daily

### Site Visits, Teaching Materials and Support

- Paideia will book tickets for museums, archeological sites, and all other sites included in the attached itinerary.
- A Paideia Teaching Assistant will stay with the group for the duration of the tour. The Teaching Assistant will be assigned approximately two months before the departure date.
- The Gilbert School faculty and the Paideia Teaching Assistant will collaborate on leading the visits.
- Paideia provides handouts with glossed Latin or Greek texts and English translations linked to most sites, if requested. These handouts must be agreed upon by the Paideia Teaching Assistant and <<School Name>> faculty in advance.

### Communications

- Paideia will provide a customizable private tour website on which information can be posted and through which participants can enroll and pay.
- Paideia will provide a cell phone or SIM card for each accompanying teacher or chaperone for the duration of the tour, if needed.
- Paideia will provide a contact sheet that includes the contact information while on tour of The Gilbert School faculty and chaperones, the Paideia Teaching Assistant, and the Paideia emergency number.
- A member of the Paideia European office will be on call 24/7 in case of emergencies.



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

## INSURANCE

### Paideia's Liability Insurance

- Paideia carries a professional liability insurance with Arch. A certificate of coverage is available on request.

### Medical Insurance

- All tour participants (including teachers and chaperones) are required to have medical insurance covering them abroad for the duration of the tour.

### Travel Insurance Through Travel Guard

- The Paideia Institute recommends that all participants purchase travel insurance. A Student Travel Protection Plan is available for this tour through Travel Guard. For coverage information and to purchase this insurance prior to final trip payment, visit the link on the Gilbert School tour website or call Travel Guard at 866-385-4839, mention Paideia Institute. Cancel for any reason coverage can be purchased at the time the base plan is purchased and within 15 days of Initial Trip Payment.

## LEGAL FORMS

All tour participants and a parent or guardian (for students under 18) are required to sign:

- a liability release
- a proof of medical insurance
- the Paideia Institute code of conduct
- an acknowledgment of the tour refund, cancellation, and rescheduling policy
- a COVID-19 waiver

**NB** - A copy of each form is attached to this contract.

## OTHER PROVISIONS

- This Tour Contract constitutes the entire agreement between the Paideia Institute and The Gilbert School, and supersedes any prior agreement. Any changes to this agreement must be in writing and signed by authorized representatives of the Paideia Institute and The Gilbert School.
- The invalidity or unenforceability of any provision of this agreement shall not affect the validity or enforceability of any other provisions of this agreement.



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
[www.paideiainstitute.org](http://www.paideiainstitute.org)

**SIGNATURE**

I hereby acknowledge and accept the terms set out in this contract:

---

Name (The Gilbert School)	Position	Signature	Date
------------------------------	----------	-----------	------

---

Name (Paideia)	Position	Signature	Date
-------------------	----------	-----------	------



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670

New York, NY 10012

609.429.0734

[www.paideiainstitute.org](http://www.paideiainstitute.org)

## TEACHER/CHAPERONE CODE OF CONDUCT

Dear Teacher/Chaperone,

We are looking forward to working with you and your colleagues in Europe. In order to ensure that our collaboration is as pleasant and rewarding as possible for all, we ask that you be mindful of the time and effort that Paideia staff, TAs, and guides invest in the success of the tour. We expect that Paideia staff, TAs, guides, and staff of visited sites will be treated with respect by all tour participants, including teachers and chaperones, and we ask your assistance in ensuring that this is the case. In particular, please remember that the itinerary has been set in advance of the tour. Any last-minute requests for changes to the itinerary will not be unreasonably denied, but cannot be guaranteed, and may ultimately be out of the hands of Paideia staff, TAs, and guides. Furthermore, we ask that teachers and chaperones be mindful of any expectations for dress to enter any religious buildings included in the itinerary. Lastly, we ask that teachers and chaperones support Paideia staff, TAs, and guides in enforcing the Student Code of Conduct, a copy of which is appended to this document for reference.

Sincerely,

The Paideia Institute

I have read and understood the above Code of Conduct and I agree to follow it during my participation in this Paideia Institute program. Failure to follow this code may result in removal from the tour and may jeopardize future collaboration with the Paideia Institute.

---

Name of Teacher/Chaperone

Signature

Date



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670

New York, NY 10012

609.429.0734

www.paideiainstitute.org

### STUDENT CODE OF CONDUCT

Dear Future Paideian,

We are looking forward to introducing you to the sights, sounds, smells and tastes of Europe. For your safety and to ensure that your stay is as pleasant and educationally rewarding as possible, we require that you observe the following code of conduct during your upcoming Paideia program.

Sincerely,

The Paideia Institute

1. Students are not permitted out alone under any circumstances.
2. During scheduled free time, students may spend time on their own in groups of 3 or more. They must, however, remain in the area designated by the Paideia staff.
3. Students are expected to be in their rooms, quiet, with the lights out by 11 PM. They are not permitted to leave the hotel after this time under any circumstances.
4. Students are requested to treat European culture with respect. This includes dressing appropriately for entrance into religious buildings. Students who are dressed inappropriately will be asked to remain outside with a chaperone.
5. Students are requested to treat Paideia staff and guides in a respectful manner and to follow their instructions at all times. Students who do not do so may be asked to leave a site and wait with a chaperone.
6. The consumption of alcohol is not permitted at any time during the program.
7. Students who fail to follow this code of conduct may be removed from the day's activity or, in cases which the Paideia staff judge sufficiently serious, sent home early and billed for any changes in airfare.

I have read and understood the above Code of Conduct and I agree to follow it during my participation in this Paideia Institute program.

---

Name of Participant

---

Name of Signer

Signature

Date

NB - A PARENT OR LEGAL GUARDIAN MUST SIGN IF PARTICIPANT IS UNDER 18 YEARS OF AGE



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

### RELEASE OF LIABILITY, COVENANT NOT TO SUE AND INDEMNIFICATION

1. The Paideia Institute for Humanistic Study, Inc. and/or its agents, employees, contractors, and assigns assume no liability in connection with the service of any train, vessel, carriage, aircraft, bus, motor vehicle or other conveyance which may be used in the program described, neither will it assume any liability for any injury, loss, accident or delay which may be occasioned by reason of any defect in any vehicle or through the act, error, negligence or default of any company or person engaged in conveying the participants of this program.
2. The Paideia Institute for Humanistic Study, Inc. assumes no liability for any cancellation, injury, loss, accident or delay occasioned by the proprietor, employee, or service of any hotel, hostel or other type of accommodation used by this program.
3. In consideration of my being permitted to participate in the program, the undersigned does hereby for himself/herself, his/her heirs, executors, administrators, successors and assigns release and forever discharge The Paideia Institute for Humanistic Study, Inc. from any and all actions, claims or demands and the undersigned covenants not to sue The Paideia Institute for Humanistic Study, Inc. by reason of any loss or injury to person or property arising from the operation of the program, except to the extent that the same may have been contributed to or occasioned by the gross negligence of The Paideia Institute for Humanistic Study, Inc.
4. I further agree that I am aware of the risks of international travel and study, and in particular the potential risks of participation in this program, both to United States citizens and citizens of other foreign states; that I have reviewed the travel warnings from the United States Department of State; that I understand that it is impossible to identify every risk involved in international travel, study, and participation in this program; that these risks are not foreseeable and are beyond the control of The Paideia Institute for Humanistic Study, Inc.; that by enrolling in this program, I am voluntarily agreeing to participate in a program that is non-essential to me and my education; and that I freely, voluntarily, and expressly assume all such risks of harm including those in the travel warnings from travel, study and participation of any sort in this program.
5. I agree to indemnify and hold The Paideia Institute for Humanistic Study, Inc. harmless from all losses, liabilities, damages, costs or expenses (including but not limited to reasonable attorneys' fees and other litigation costs and expenses) incurred as a result of any claims or suits that I (or anyone claiming by, under or through me) may bring against The Paideia Institute for Humanistic Study, Inc. to recover any losses, liabilities, costs, damages, or expenses which arise during or as a result of my (or my child's) participation in this program, except to the extent that the same may have been contributed to or occasioned by the gross negligence of The Paideia Institute for Humanistic Study, Inc.

---

Name of Participant

---

Name of Signer

Signature

Date

NB - A PARENT OR LEGAL GUARDIAN MUST SIGN IF PARTICIPANT IS UNDER 18 YEARS OF AGE





THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

### HEALTH INSURANCE INFORMATION

All persons attending Paideia programs are required to have health insurance that covers medical and pharmaceutical expenses, hospitalization, and medical evacuation/repatriation for the duration of their stay in Europe. If you do not have insurance of this type you may acquire private travel insurance from Travel Guard through Paideia's website.

### HEALTH INSURANCE COMPANY OR GROUP

Name of Provider

Website

Phone Number

Policy Type

Family

Individual

Policy #

---

Name of Participant

---

Name of Signer

Signature

Date

**NB - A PARENT OR LEGAL GUARDIAN MUST SIGN IF PARTICIPANT IS UNDER 18 YEARS OF AGE**



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670

New York, NY 10012

609.429.0734

[www.paideiainstitute.org](http://www.paideiainstitute.org)

## Paideia Institute Policy on Classical Tours & COVID-19

### Risks of Travel

- Traveling during the COVID-19 pandemic is a risk. The Paideia Institute will do its best to keep participants safe while traveling. Nonetheless, all Classical Tours participants must understand that they may be exposed to COVID-19. Participants agree to assume this risk, and release the Paideia Institute from any liability for such harms or additional expenses, unless that harm is caused by the Paideia Institute's gross negligence or intentional misconduct.

### Requirements for Travel

- Each country has specific requirements and documents needed for entry and for movement within the country, including to sites that are part of the tour itinerary. The US likewise has requirements for return to the US.
- It is the responsibility of tour participants to be aware of and comply with requirements on entry to the tour country, movement within the tour country, including access to locations scheduled for the tour, and return to the US. Failure to follow these requirements or obtain the documents necessary to satisfy these requirements may result in the participant being unable to participate in the tour and/or other disruption to travel. The Paideia Institute is not responsible for ~~disruption to the tour and/or travel that stems from a~~ participant's inability to meet the requirements or obtain the necessary documents.
- No refunds will be given if a tour participant fails or is unable to meet the requirements to enter the tour country, enter any location on the tour itinerary, or return to the US. Travel insurance is recommended to cover trip interruption and/or medically imposed quarantine.
- Additional expenses incurred as the result of failure or inability to meet the requirements will be the responsibility of the tour participant, except as indicated below.

### Entry to Tour Country, Movement within Tour Country, Return to US

- Most Paideia Classical Tours take place in Italy and Greece. For summaries of requirements to enter these countries, move within these countries, and access locations scheduled on the tour, consult the following websites:
  - Italy
    - [COVID-19 Information - US Embassy & Consulates in Italy](#)
    - <https://www.esteri.it/mae/en/ministero/normativaonline/decreto-iorestoacasa-domande-frequenti/focus-cittadini-italiani-in-rientro-dall-estero-e-cittadini-stranieri-in-italia.html>



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

- <https://www.salute.gov.it/portale/nuovocoronavirus/dettaglioContenutiNuovoCoronavirus.jsp?lingua=english&id=5412&area=nuovoCoronavirus&menu=vuoto&tab=6>
- [Green Pass](#)
- Greece
  - [COVID-19 Information - US Embassy & Consulate in Greece](#)
  - [Protocol for Arrivals in Greece](#)
  - [Destination Greece. Health first!](#)
- For a summary of requirements to reenter the US at the end of the tour, consult the CDC's requirements at their website:
  - [International Travel - covid-19](#)
- If your flight schedule includes transit through another country, consult the transit requirements for that country.
  - At the following website, you may enter your flight schedule to see a list of transit requirements: [Sherpa Travel Restrictions](#)

#### Life on Tour

- In addition to the entry requirements discussed above, the Paideia Institute will communicate with tour participants any specific health regulations required by public spaces, museums and archaeological sites, public transportation, tour bus operators, restaurants, and any other locations visited by the tour not covered by the information in the links provided above. Participants are expected to follow these regulations.
- The Paideia Institute can arrange for COVID-19 testing for anyone who wants or needs to be tested, at the expense of the person being tested.

#### In Case of a Confirmed Case of COVID-19

- If a tour participant tests positive for COVID-19 while on tour, the participant will be required to self-isolate per local health authority requirements.
- If needed, The Paideia Institute can book a room in a local hotel with rooms set aside for COVID-19 self-isolation for the tour participant required to self-isolate. The cost of this additional lodging will be the responsibility of the participant.
- If the tour participant required to self-isolate is a minor, a parent/guardian is allowed to come stay near their child, though some local health authorities rules may not permit the adult to stay in the same living quarters.
- The Paideia Institute will facilitate communication between the tour participant and their family and with local health authorities.
- For any self-isolation that overlaps with the dates of the tour, the Paideia Institute will cover the cost of any meals already paid for as part of the tour package.
- If the self-isolation period ends before the end of the tour, the Paideia Institute will arrange for the tour participant to rejoin the tour.



THE PAIDEIA INSTITUTE FOR HUMANISTIC STUDY, INC.

P.O. Box 670  
New York, NY 10012

609.429.0734  
www.paideiainstitute.org

- If the tour concludes before the end of the self-isolation period, the Paideia Institute will arrange for a rescheduled return flight for the tour participant at the end of the self-isolation period based on the originally scheduled flight itinerary, provided that the Paideia Institute has arranged for flights for the group. Any change fees are the responsibility of the traveler, not the Paideia Institute.
- No refunds will be issued for unused portions of the tour and the Paideia Institute will not cover any additional expenses apart from those described above. Travel Insurance is recommended to cover trip interruption and medically imposed quarantine or self-isolation.

### COVID-19 Waiver

I, the undersigned, have read and understood the above Policy rules, accept them and agree to comply with all measures and provisions provided therein above. I understand that by breaching the above rules, I am subject to disciplinary action, including suspension or expulsion from the Paideia Institute Program(s) in which I am enrolled.

In consideration of being allowed to participate in the Program, I hereby freely assume all risks which may be associated with or result from participating in the Program. I further agree to release the Paideia Institute, its officers, employees, agents, contractors and volunteers, including any Paideia Institute faculty involved in the Program in their personal capacities, ("Releasees") from any and all liability, claims, demands, actions, loss, damage, injury, illness, or harm ("Claims") to me of any kind or nature arising out of or related to my participation in the Program including where Claims occur due to the negligence (but not the gross negligence or intentional misconduct) of Releasees. I further agree that the Paideia Institute will not be responsible for any additional expenses I incur because I contract COVID-19, because it is suspected I may have contracted COVID-19, or because I am required to comply with any government mandated quarantine or other restrictions.

This includes, but is not limited to, damages, injury, COVID-19 infection and related consequences, death or loss occurring during travel and/or activities other than those specifically required in order to participate in the Program that I may choose to undertake before, during, or after the Program. It is my express intent that this Release bind my heirs, assigns, and personal representatives.

---

Name of Participant

---

Name of Signer

Signature

Date

NB - A PARENT OR LEGAL GUARDIAN MUST SIGN IF PARTICIPANT IS UNDER 18 YEARS OF AGE

# THE GILBERT SCHOOL



## **School Improvement Plan 2023-2024**

## **Mission Statement**

The Gilbert School is committed to assuring that all of our students are prepared to be thoughtful and productive citizens in a complex, global society.

In pursuing this mission, we believe that:

- All students can learn and be successful.
- All students are valued and deserve an education that addresses their academic, physical, social, and emotional needs.
- All students are entitled to a safe, healthy, and respectful learning environment.
- All members of The Gilbert School community must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
- Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

## **Portrait of a Learner**

Our Portrait of a Learner focuses on four (4) essential skills and four (4) key dispositions that our learning community has identified as paramount for our students in grades PreK-12 to succeed in a 21st-century world with growing challenges and demands. These skills are:

- \***Collaboration**
- \***Communication**
- \***Critical Thinking**
- \***Creativity**

The identified dispositions that the group prioritized for students are:

- \***Integrity**
- \***Perseverance**
- \*Having a **Growth Mindset**
- \*Being an **Inclusive** person

# **Theories of Action**

A theory of action is a conceptual framework that outlines the cause-and-effect relationships between specific actions or strategies and the desired outcomes or goals. It is a systematic way of thinking that helps individuals or organizations understand how their choices and interventions will lead to intended results.

A theory of action serves as a roadmap for planning, decision-making, and evaluating progress. It helps articulate the underlying assumptions, beliefs, and principles that guide actions and decisions.

A theory of action provides a logical and structured framework for planning and decision-making, allowing individuals or organizations to align their efforts, allocate resources effectively, and continuously assess whether their actions are indeed leading to the intended outcomes. It helps in making informed adjustments and improvements to strategies, as needed, to achieve success.

The Gilbert School has four Theories of Action:

- Academics
- School Culture
- Aspirations
- Belonging

---

## **Academics Theory of Action:**

*If we commit to student learning and engagement by meeting the diverse needs of 21st-century learners THEN student curiosity and achievement will improve.*

### **ACADEMICS: STUDENT GOALS**

**Goal:** To increase the percentage of students demonstrating growth on the SBAC, PSAT, NGSS, AP, SRI, and SAT assessments.

#### **Student Performance Indicator(s):**

- **SBAC** - March for grades 7-8, Interim Assessments throughout the year for grades 7 & 8
- **PSAT** - October 18, 2023, for grades 8-11
- **NGSS** (Next Generation Science Standards Assessment) - March for grades 8 & 11
- **NGSS Interim Assessments** - throughout the year for grades 7-11
- **SAT** - March for all 11th-grade students state-wide
- **SRI** - administered 3x per year for grades 7-12
  - **Scholastic Reading Inventory** - to assess students' reading skills
- **PSAT Math and English Benchmarks** - testing 3x per year for grades 8-11
- **Advanced Placement** - May
- **Physical Fitness Testing** - Ongoing throughout the 2023-24 school year for Grades 8 & 10

#### **Target:**

Students who are in the Not Meeting/Approaching category will decrease by 10% and students in the Met/Exceeding category will increase by 10% as evidenced by SBAC, PSAT, and SAT assessments.

### **STRATEGIES**

#### **Academics - We will...**

- Work to implement high-quality assessments as well as authentic learning experiences for the purpose of ongoing analysis of the learning and teaching process in order for students to achieve at high levels
- Continually reflect on teaching through the instructional process
- Participate fully in collaborative opportunities and professional development to empower teachers to improve teaching and learning for all students



### **ACTION STEPS: ACADEMICS**

1. Continue departmental curriculum audits and revise plans for immediate and long-term improvement
2. Ensure that all staff are prepared to deliver the approved curriculum through purposeful professional development and established professional time.
3. Improve the analysis of assessment data and allow teachers to collaborate to maximize effective teaching practices so that students are engaged.
4. Continue to implement awards celebrating when students meet benchmarks on both PSAT sections, when students meet AP scholar standards, attain biliteracy, etc.
5. Meet with students at the start of the school year to discuss their scores from last year and set goals.
6. Continue SAT prep classes.
7. Increase authentic literacy and numeracy experiences across disciplines.
8. Embed SAT-style questions and formats within department assessments.
9. Establish routines to support a culture that emphasizes the importance and impact of these assessments.
  - a. Conduct PREP rallies during Advisory the day prior to each major standardized assessment/assessment window to review what the test looks like, ensure students that they are prepared, review skills/general format, etc. to emphasize the importance.
  - b. Provide students with nourishment prior to assessments.
  - c. Have students reflect upon how assessments went during the Advisory periods after the assessments.
10. Administer Math and English PSAT benchmarks 3x per year.
11. Continue professional learning about assessment updates.

### **PD/RESOURCES TO SUPPORT ACTION STEPS**

- Support teachers' ability to interpret data based on departmental needs-- done within departments.
- Create a folder of resources for teachers to support their work
  - Resources for how to create SAT-style questions and formats
  - Resources for what assessments look like, and how they are formatted
- Continued professional development on the new SAT

## **MONITORING**

- All assessments (and a student work sample) will be submitted to department leadership for review and analysis during department leadership meetings.
- Department leaders visit classrooms regularly and check in with department members at monthly meetings.
- Teachers will report students' individual benchmark results to a master spreadsheet for department chairs to analyze.
- Increase communication home regarding benchmark assessments, including scores, and what they indicate.

## **PERSON(S) RESPONSIBLE**

- Department leaders are responsible for monitoring benchmarks, assessments, and implementation of SAT-style questions and formatting.
- Teachers are responsible for having data conversations with their students and with colleagues in Professional Learning Communities.
- Department leaders will visit classrooms weekly and check in with department members.

## **TIMELINE**

- This will be dictated by the testing dates; periodic check-ins will occur during monthly department meetings.
- PREP rallies will be conducted during Advisories the day before major assessments or assessment windows (PSAT, SAT, SBAC, NGSS, and AP).
- Three PSAT math benchmarks will be administered in September, December and April.
- Three PSAT English benchmarks will be administered in September, December, and April.
- Three SRI benchmarks will be administered in September, December, and May.
- AP Mock Exams will be administered during the month of April.
- NGSS and SBAC Interim assessments will be administered in September, December, and April.

---

## **School Culture Theory of Action:**

*If we promote a safe, healthy, welcoming learning environment THEN students will be encouraged to take ownership of their own learning, take academic risks, and extend their civic engagement locally and globally.*

### **SCHOOL CULTURE- Student Goals**

#### **Goal:**

Students will be encouraged to take ownership of their own learning, take academic risks, and extend their civic engagement locally and globally.

#### **Student Performance Indicator(s):**

Participation in the Advisory Program, 3TR period, club activity period, and schoolwide activities

#### **Target:**

Students will participate in the Advisory Program, 3TR period, club activity period, and schoolwide activities.

### **STRATEGIES**

#### **Student Culture- We will...**

- Incorporate a **revised** 7-12 Advisory Program to address students' social-emotional needs.
- Cultivate opportunities for students to engage with the community locally and globally.
- Develop and empower student leaders to build a more inclusive community.
- Use Unified Classroom Behavior Support (PBIS) to manage and improve student well-being.
- Increase our social media presence to promote student and group success.

### **ACTION STEPS: SCHOOL CULTURE**

1. Create a School Culture Committee
2. Implement a revised 7-12 Advisory Program school-wide
3. Continue to implement an Activity Period 7-12
4. Student Council encouragement to take part in the processes above
5. Activities Fair

### **PD/RESOURCES TO SUPPORT ACTION STEPS**

- Survey of Students and Teachers to gather activities that will be offered.
- SEL lessons to use as needed in Advisory
- Create a School Culture Committee
- Utilize two additional Social Workers

### **MONITORING**

- Teachers will provide feedback after each Activity Period
- The School Culture Committee will report to teachers and administrators
- Advisory Period success will be discussed in department and faculty meetings

### **PERSON(S) RESPONSIBLE**

- Chris Affie - Activity Period Planning
- TBD- School Culture Committee Chair
- Department Chairs report Advisory Period progress
- Principal - Facebook and Instagram
- Sam Zaprzalka - Student Council
- Josh Penn - Activity Fair

### **TIMELINE**

- The Advisory Period will meet every Monday and Friday.
- 3TR will meet every Tuesday and Thursday.
- The Activity Period will start in October and meet on a monthly basis.

---

## **Aspirations Theory of Action:**

*If we create learning experiences that support student aspirations for life beyond school THEN students will graduate with the knowledge and skills to meet the demands of the 21st century.*

### **ASPIRATION- Student Goals**

#### **Goal:**

Each student will set, pursue, and achieve challenging educational goals tailored to student interests, abilities, and aspirations.

#### **Student Performance Indicator(s):**

Student-derived SMART goals through Advisory

#### **Target:**

100% participation

### **STRATEGIES**

#### **Aspirations - We will...**

- Work with students to develop and refine their ability to communicate using a variety of media, utilize technology, solve problems, and be civically and socially responsible members of our global society
- Help students achieve their goals and aspirations through hard work, grit, honest reflection, and self-advocacy using critical thinking & problem-solving
- Foster confidence by providing a variety of experiences inside and outside of the classroom that will lead to student success

### **ACTION STEPS: ASPIRATIONS**

1. Develop a research-based 7-12 career awareness/explorations program
  - a. Utilize Naviance
2. Continued use of Developmental Guidance:
  - a. Naviance
    - i. SMART Goals
    - ii. Possible Wingman Leader to instruct Advisories on how to do this.
  - b. Transition to/from high school
  - c. College/Career
  - d. Course Selection

- i. Grades 8-11 Future planning
3. Create partnerships with local agencies, organizations, and colleges/universities to maximize exposure
  - a. Mock Interviews
  - b. Career Speaker Panel Discussion
  - c. Create a Distinguished Speaker Series throughout the school year during Advisory
4. Engage with alumni to create connections with current students
  - a. Mock Interviews
  - b. Career Speaker Panel Discussion
  - c. Create a Distinguished Speaker Series throughout the school year during Advisory

**PD/RESOURCES TO SUPPORT ACTION STEPS:**

- Naviance tutorial for staff & students - Director of School Counseling  
Wingman group

**MONITORING:**

Goal setting monitored by school counselors in Naviance

- Advisors monitor student goals weekly
- School counselors monitor goals in Naviance
  - School counselors support students and advisors to ensure continuous attention to goals throughout the school year

**PERSON(S) RESPONSIBLE**

- Director of School Counseling and School to Career Liaison - Mock Interviews, career speaker panel, distinguished speaker series
- Director of School Counseling- Setting up Naviance for students and teachers re: Goal setting

**TIMELINE**

- SMART GOALS - Ongoing throughout the school year in Advisory
- Goal-setting/Future Planning - ongoing by grade through Developmental School Counseling Curriculum

---

## **Student Belonging Theory of Action:**

*If we foster an inclusive school environment that respects and values all stakeholders within the community THEN student engagement and connectedness will increase.*

### **BELONGING- Student Goals**

**Goal:** Increase student engagement and connectedness.

#### **Student Performance Indicator(s):**

- Student attendance in club and Activity Periods
- Student daily attendance in school
- Students will continue with goal-setting through Naviance
- Students' participation in Activity Period, extracurriculars, and athletics will increase
- Students will be able to connect with staff in a variety of schoolwide activities outside the academic classroom

#### **Target:**

The percentage of students indicating they feel a sense of belonging to our school community will maintain or increase by 10 percentage points as measured by year-end surveys.

### **STRATEGIES**

#### **Belonging- We will...**

- Respect and value others in our global learning community and beyond, treating each person with professionalism, courtesy, and a sense of kindness
- Empower students to apply their insightfulness, creativity, curiosity, and learning experiences to foster a culture of achievement, belonging, and trust
- Nurture cultural awareness and responsiveness

### **ACTION STEPS: STUDENT BELONGING**

1. Develop regular, recurring activities that help to build relationships among adults and students in the school community
2. Promote strong partnerships with families and community organizations
3. Promote a school culture that reinforces positive interactions with all stakeholders thus producing an accepting school community environment
4. Strive to build a more diverse staff through the hiring and recruitment process
5. Start the year with an activity fair to increase involvement

6. Continue with attendance awards/recognition
7. Encourage student voice through Student Council
8. Empower student leaders utilizing *Wingman* programming
9. Additional Social Workers (2.0) will allow increased home visits for absent students and SEL groups during the school day
10. Adapted Athletics awards ceremony (Espy-type) to increase exposure and recognition of student-athletes
11. Offer the Seal of Biliteracy for all students that are fluent in English and at least one other language by meeting proficiency standards on the AAPPL (Assessment of Performance toward Proficiency in Languages) exam.
12. Staff Gallery Walk

**PD/RESOURCES TO SUPPORT ACTION STEPS:**

- Frequent check-ins with faculty & staff
- Training on Unified Classroom Behavior Support

**MONITORING:**

- Teachers will provide feedback after each Activity Period
- The committee will report to teachers and administrators
- Advisory Period success will be discussed in department and faculty meetings

**PERSON(S) RESPONSIBLE**

- All faculty and staff
- Analyzed data from Belonging Survey: School Climate & Culture Chairs

**TIMELINE**

- Year long



**SCHOOL DATA**

**SAT**

SAT Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW - 480	ERW - 511 (50%)	ERW - 481 (50%)	ERW - 479 (48%)	ERW - 516 (70%)	ERW - 467 (53%)	ERW - 496 (57%)	ERW -464 (52%)
MATH - 530	MATH - 502 (44%)	MATH - 465 (44%)	MATH - 466 (31%)	MATH - 478 (26%)	MATH - 448 (18%)	MATH - 458 (29%)	MATH -458 (29%)

**PSAT**

PSAT 8 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 390	ERW - 412	ERW - 394 (49%)	ERW - 431 (75%)	ERW - 411 (63%)	no results due to Covid 19	ERW - 403 (53%)	ERW - 393 (52%)
Math 430	MATH - 393	MATH - 370 (21%)	MATH - 400 (30%)	MATH - 396 (30%)	no results due to Covid 19	MATH - 389 (24%)	MATH - 404 (30%)

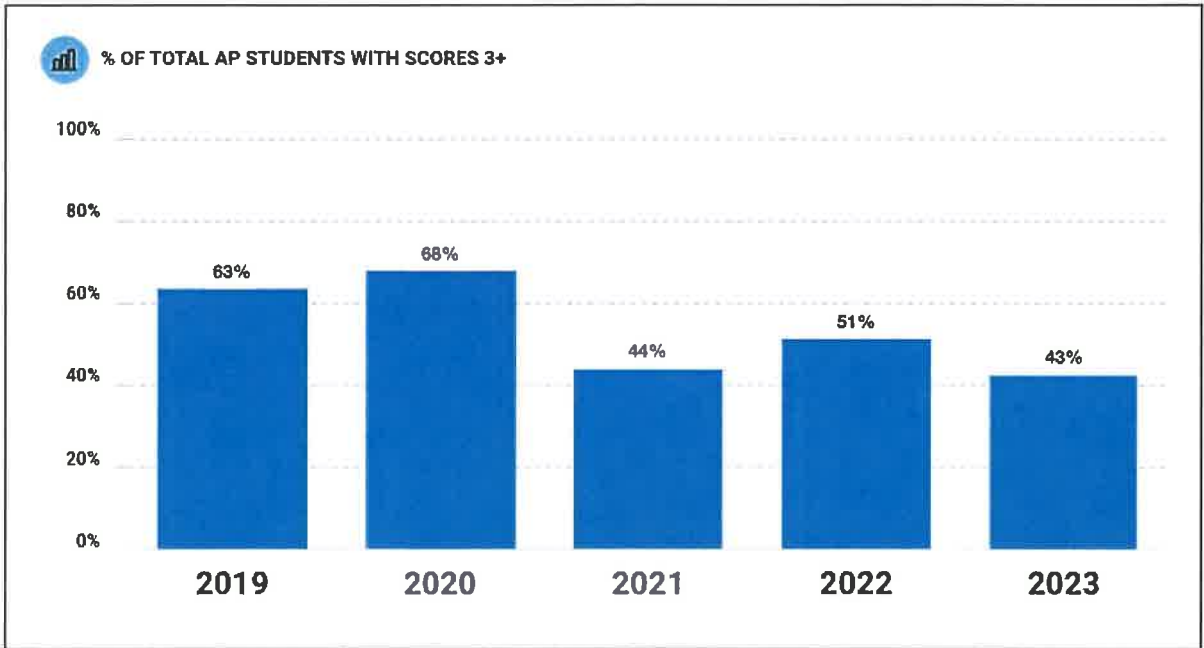
PSAT 9 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 410	ERW - 419	ERW - 430 (55%)	ERW - 461 (61%)	ERW - 451 (69%)	no results due to Covid 19	ERW - 429 (57%)	ERW - 429 (59%)
Math 450	MATH - 418	MATH - 397 (36%)	MATH - 432 (32%)	MATH - 435 (55%)	no results due to Covid 19	MATH - 416 (38%)	MATH - 412 (35%)


## PSAT (continued)

PSAT 10 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
<b>ERW 430</b>	<b>ERW - 439</b>	<b>ERW - 456</b> (67%)	<b>ERW - 432</b> (50%)	<b>ERW - 463</b> (65%)	<b>no results due to Covid 19</b>	<b>ERW - 456</b> (67%)	<b>ERW - 423</b> (42%)
<b>Math 480</b>	<b>MATH-463</b>	<b>MATH-436</b> (32%)	<b>MATH-436</b> (25%)	<b>MATH-428</b> (22%)	<b>no results due to Covid 19</b>	<b>MATH-446</b> (31%)	<b>MATH-448</b> (39%)

PSAT 11 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
<b>ERW 460</b>	<b>ERW - 456</b>	<b>ERW - 462</b> (57%)	<b>ERW - 479</b> (62%)	<b>ERW - 484</b> (60%)	<b>no results due to Covid 19</b>	<b>ERW - 479</b> (57%)	<b>ERW - 456</b> (49%)
<b>Math 510</b>	<b>MATH-486</b>	<b>MATH-450</b> (32%)	<b>MATH-453</b> (23%)	<b>MATH-436</b> (16%)	<b>no results due to Covid 19</b>	<b>MATH-442</b> (25%)	<b>MATH-461</b> (29%)

# AP

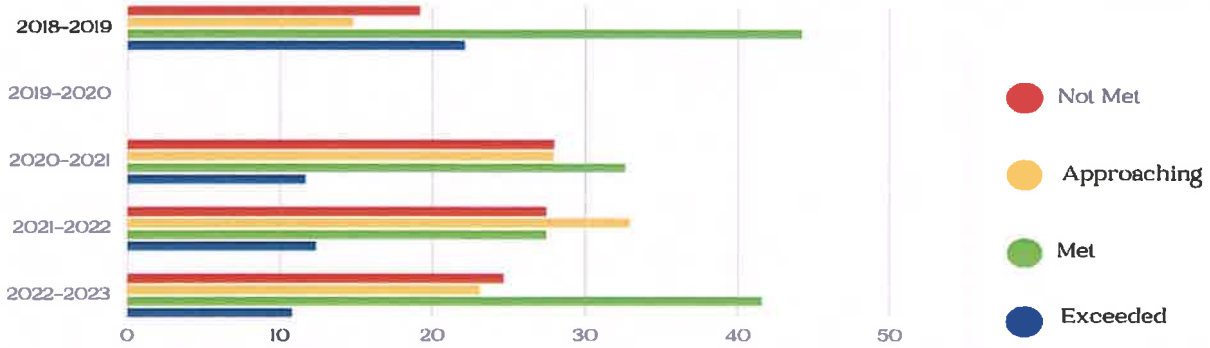


 **SCHOOL SUMMARY**

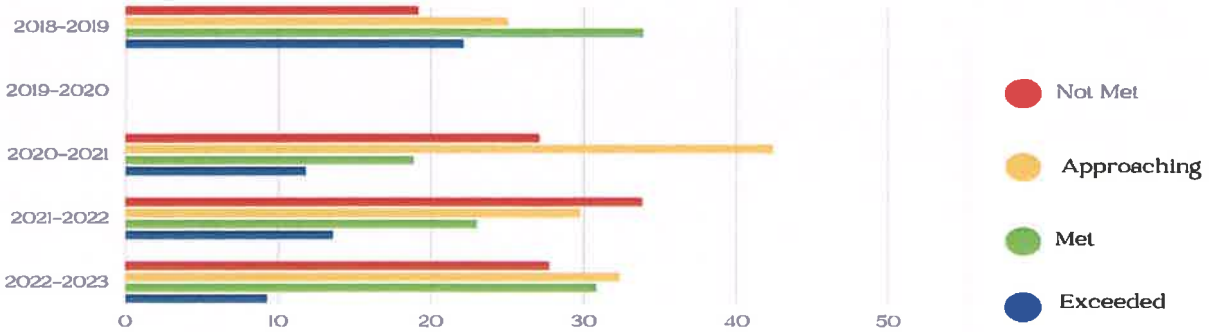
	2019	2020	2021	2022	2023
<b>Total AP Students</b>	63	56	50	39	47
<b>Number of Exams</b>	124	107	95	77	94
<b>AP Students with Scores 3+</b>	40	38	22	20	20
<b>% of Total AP Students with Scores 3+</b>	63.49	67.86	44.00	51.28	42.55

# SBAC

## SBAC-ELA 7TH GRADE

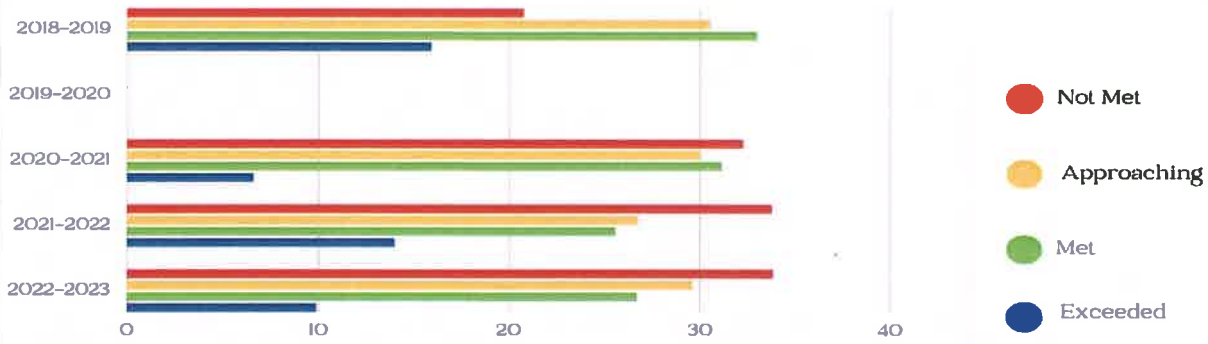


## SBAC-MATH 7TH GRADE

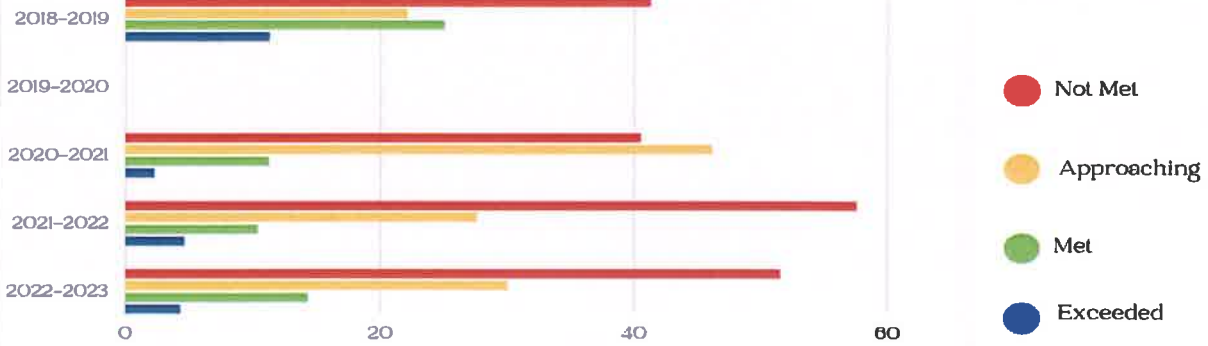


## SBAC (continued)

### SBAC-ELA 8TH GRADE



### SBAC-MATH 8TH GRADE



2023-2024 REGISTRATION COUNTS 7/1/2023 - 6/30/2024					
Grade	Withdrawals	Total New Registrations	New Winchester Regs	New Int'l & Non-Winchester Regs	Pending Registrations
7	2	6	6	0	2
8	2	10	8	2	0
9	16	8	5	3	3
10	6	5	4	1	1
11	4	8	4	4	2
12	4	2	1	1	0
<b>Total</b>	<b>34</b>	<b>39</b>	<b>28</b>	<b>11</b>	<b>8</b>

Withdrawal Breakdown 7/1/2023-6/30/2024												
Grade Level	7	8	9	10	11	12	Total					
Capistrano Valley Christian School, CA	0	0	0	0	0	1	1					
Cocalico Sr. High School, Denver, PA	0	0	0	0	1	0	1					
College of Mount St. Vincent, Bronx, NY	0	0	0	1	0	0	1					
DeLand High School, DeLand, FL	0	0	1	0	0	0	1					
Discontinued School	0	0	0	0	0	1	1					
EdAdvance (GED thru NW Region 7)	0	0	0	1	0	0	1					
EF Academy, Thornwood, NY	0	0	1	0	0	0	1					
Explorations Charter School	0	0	2	0	0	0	2					
Frederick Gunn School	0	0	1	0	0	0	1					
International student returning to Brazil	0	0	0	0	0	1	1					
N/A (Homeschooling)	0	0	0	1	0	0	1					
Never Attended - Moved over summer	1	0	0	0	0	0	1					
NW Region 7	0	0	5	1	2	0	8					
Oliver Wolcott Tech	0	0	5	0	0	0	5					
Orville H. Platt High School, Meriden	0	0	1	0	0	0	1					
Penn Foster High School, Scranton, PA	0	0	0	0	0	1	1					
St. Ann Academy	0	1	0	0	0	0	1					
St. Francois Girls College, Trinidad	0	0	0	1	0	0	1					
Student was exited from Pearson on 3/27/23, should not have been imported for TGS	1	0	0	0	0	0	1					
The Storm King School, Thornburg, NY	0	1	0	0	0	0	1					
Torrington High School	0	0	0	1	0	0	1					
Francis Lewis High School, Queens, NY	0	0	0	0	1	0	1					
	0	0	0	0	0	0	0					
	0	0	0	0	0	0	0					
	0	0	0	0	0	0	0					
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>16</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>34</b>					

### Enrollment

	Actual	Winchester Actual less Int'l & Other Enrollments	Budgeted
Grade 7	88	89	83
Grade 8	74	72	63
Grade 9	65	62	72
Grade 10	62	61	60
Grade 11	91	86	81
Grade 12	60	55	57
	440	425	
			416 WBOE
			12 Intl
	440	425	428 Total

**School Counseling Office Data**  
SY 2022 - 2023

**Specific Situation Data**

Action	Number of times the action was taken Prior to 1/3/23	Number of times the action was taken As of 1/3/23 - 4/17/23	Number of unique students For the 1/3/23 - 4/17/23 data	Number of times the action was taken As of 4/18/23 - June 2023	Number of unique students For the 4/18/23 - June 2023	TOTAL number of times the action was taken Since data has been collected
Made DCF report	17	3	3	4	4	24
Called 211	4	2	2	1	1	7
Hospitalization (Recommended hospital visit - taken by parent escort or ambulance ride)	7	5	5	2	2	14
Safety plan created (in school)	16	14	6	5	5	35
Supported a student that reported self harm	42	15	9	4	4	71
Supported a student that reported suicidal ideation		7	4	3	3	
Facilitated a mediation between students	48	22	13	22	18	94
Facilitated a		1	1	1	1	



## School Counseling Office Data

SY 2022 - 2023

mediation between student and teacher									
Received a new 504 referral/qualified student	4	4	4	0	0	0	8		
Sent DCF requested documents	4	7	7	2	2	2	13		
Supported a student in crisis	127	45	27	44	37	216			
Conducted a home visit	7	2	2	9	5	9			

**Unique cases and explanation of the data above:**

*(‘Action’ is identified as the counselors’ preventative/reactive response to a students’ incident.)*

*(‘Incident’ is identified as the event that required the above actions. One incident may involve more than one action response.)*

**CJR 2022-2023 School Year (September - June)  
 clients (students) served - 69 (11 have safety plans)  
 18 out of 24 clients (students) or 75% of clients (students) discharged had a Positive Course of Treatment  
 1,600 sessions were attended by clients (students)**

**School Counseling Office Data**  
SY 2022 - 2023

**Counseling Office Data**

<b>Kiosk prompt/question</b>	<b>Counseling office data tracking</b> <i>(data from the student sign in kiosk)</i>		
	<b>Quarter 3</b> 1/23/23 - 3/29/23	<b>Quarter 4</b>	<b>Full Year</b> December 2022 - current
Grade level count	7 - 9.4% 8 - 23.6% 9 - 15% 10 - 27% 11 - 9.4% 12 - 15.5%	7 - 16% 8 - 24% 9 - 11% 10 - 29% 11 - 8% 12 - 10%	7 - 13% 8 - 24% 9 - 13% 10 - 29% 11 - 9% 12 - 12%
Why are you in the school counseling office	61% - to see a counselor 13.5% - to schedule an appointment 25.55 - other (see below breakdown)	60% - to see a school counselor 8% - to schedule an appointment 32% - other (see below breakdown)	59% - to see a counselor 11.6% - to schedule an appointment 29.4 - other (see below breakdown)
'Other' reason why you came to the counseling office	To take a break - 69% To eat lunch - 18% Teacher sent me - 11% Admin sent me - 2%	To take a break - 24% To eat lunch - 6% Teacher sent me - 1% Admin sent me - .3%	To take a break - 70% To eat lunch - 19% Teacher sent me - 8.5% Admin sent me - 1.9%
Why would you like to see a counselor	57% - social/emotional 19.8 % - academic 17.2% - schedule change 5.8% - college/career	45% - social/emotional 7% - academic 4% - schedule change 3% - college/career	63.4% - social/emotional 16.7% % - academic 13.4% - schedule change 6.5% - college/career
Total number of visitors	>1,015	>812	>2,315



# Public School Information System

## Truancy By District

902 - The Gilbert School District

State of Connecticut  
 Department of Education  
 P.O. Box 2219  
 Hartford, CT 06145-2219

June 2022

	Gender	Count of Truant Students	Percent of Truant Students	Total Student Count*
<b>Gender</b>	Female	63	31.82 %	198
	Male	89	39.56 %	225
<b>Lunch Eligibility</b>		152	35.93 %	423
<b>ELL</b>	English Language Learners	4	33.33 %	12
	English Primary	148	36.01 %	411
<b>Students with Disabilities</b>		152	35.93 %	423
<b>Race</b>	Asian	6	22.22 %	27
	Black or African American	3	30.00 %	10
	Hispanic/Latino of any race	36	40.45 %	89
	Two or More Races	15	68.18 %	22
	White	92	33.45 %	275
<b>Total Unique Count</b>		<b>152</b>	<b>35.93 %</b>	<b>423</b>

\*This report provides truancy statistics based on current PSIS.



# Public School Information System

## Truancy By District

902 - The Gilbert School District

State of Connecticut  
 Department of Education  
 P.O. Box 2219  
 Hartford, CT 06145-2219

June 2023

	Gender	Count of Truant Students	Percent of Truant Students	Total Student Count*
<b>Gender</b>	Female	61	30.65 %	199
	Male	65	29.95 %	217
<b>Lunch Eligibility</b>		126	30.29 %	416
<b>ELL</b>	English Language Learners	7	38.89 %	18
	English Primary	119	29.90 %	398
<b>Students with Disabilities</b>		126	30.29 %	416
<b>Race</b>	Asian	2	9.52 %	21
	Black or African American	5	50.00 %	10
	Hispanic/Latino of any race	33	37.93 %	87
	Two or More Races	7	35.00 %	20
	White	79	28.42 %	278
<b>Total Unique Count</b>		<b>126</b>	<b>30.29 %</b>	<b>416</b>

\*This report provides truancy statistics based on current PSIS.



# Public School Information System

## Chronic Absenteeism Rate by District

902 - The Gilbert School District

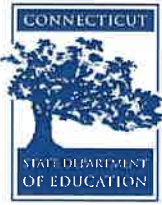
State of Connecticut  
 Department of Education  
 P.O. Box 2219  
 Hartford, CT 06145-2219

June 2022

		Count of Chronically Absent Students	Percent of Chronically Absent Students	Total Student Count*
<b>Gender</b>	Female	72	36.36 %	198
	Male	93	41.33 %	225
<b>Lunch Eligibility</b>	Free	75	49.02 %	153
	Not eligible	64	29.77 %	215
	Reduced	26	47.27 %	55
<b>ELL</b>	English Language Learners	4	33.33 %	12
	English Primary	161	39.17 %	411
<b>Students with Disabilities</b>	General Education	134	36.71 %	365
	Students With Disabilities	31	53.45 %	58
<b>Race</b>	Asian	7	25.93 %	27
	Black or African American	4	40.00 %	10
	Hispanic/Latino of any race	41	46.07 %	89
	Two or More Races	13	59.09 %	22
	White	100	36.36 %	275
<b>Total Unique Count</b>		<b>165</b>	<b>39.01 %</b>	<b>423</b>

\*This report provides chronic absenteeism statistics based on current PSIS and excludes students reported in grade PK or P3.

[Return to Menu](#)



# Public School Information System

## Chronic Absenteeism Rate by District

State of Connecticut  
 Department of Education  
 P.O. Box 2219  
 Hartford, CT 06145-2219

902 - The Gilbert School District

June 2023

		Count of Chronically Absent Students	Percent of Chronically Absent Students	Total Student Count*
<b>Gender</b>	Female	62	31.16 %	199
	Male	55	25.35 %	217
<b>Lunch Eligibility</b>	Free	64	37.65 %	170
	Not eligible	43	22.28 %	193
	Reduced	10	18.87 %	53
<b>ELL</b>	English Language Learners	3	16.67 %	18
	English Primary	114	28.64 %	398
<b>Students with Disabilities</b>	General Education	99	27.20 %	364
	Students With Disabilities	18	34.62 %	52
<b>Race</b>	Asian	3	14.29 %	21
	Black or African American	3	30.00 %	10
	Hispanic/Latino of any race	28	32.18 %	87
	Two or More Races	8	40.00 %	20
	White	75	26.98 %	278
<b>Total Unique Count</b>		<b>117</b>	<b>28.13 %</b>	<b>416</b>

\*This report provides chronic absenteeism statistics based on current PSIS and excludes students reported in grade PK or P3.

[Return to Menu](#)