

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, FEBRUARY 21, 2024
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
	Astrid Robitaille	Renata Waldron

Administration

Greg P. Shugrue
Head of School

Student Representatives

Danica Poirier
James Slauta

- A. Pledge of Allegiance - Jared Fritch
- B. Vision and Mission Statement - Jared Fritch

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).

B. Student Representatives Report

3. CALL FOR AGENDA ITEMS

4. APPROVAL OF MINUTES

A. Minutes of Special Meeting - February 7, 2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report

2. Next Meeting - March 20, 2024

B. Policy

1. Report on Meeting - No Meeting to Report

2. Next Meeting - March 7, 2024

C. Building & Grounds

1. Next Meeting - March 20, 2024

6. SECURITY UPDATE

A. ASO Update

7. SECOND READING OF POLICIES

A. #5131.8 - Off School Grounds Misconduct

B. #5141.5 - Suicide Prevention & Intervention

C. #5141.6 - Crisis Response/Crisis Management Plan (Emergencies & Disaster Preparedness Plan)

8. APPROVAL OF POLICIES

A. #5112.3 - Dropouts

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. #5118 - Nonresident Attendance

1. VOTE: Yeas _____ Nays _____ Abstain _____

9. PRINCIPAL'S REPORT

10. HEAD OF SCHOOL REPORT

A. Greg P. Shugrue

1. Enrollment

2. Attendance Data

3. Roof/Solar Update

4. Mental Health Data

**11. DISCUSSION/APPROVAL OF THE W. L. GILBERT SCHOOL CORPORATION
PROPOSED 2024/2025 BUDGET**

A. VOTE: Yeas _____ Nays _____ Abstain _____

12. BOARD OF EDUCATION REPORT

A. Winchester

13. SCHOOL CORPORATION CHAIRMAN'S REPORT

A. Holly Cassaday

14. ADJOURNMENT

A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

The W.L. Gilbert School Corporation
Special Meeting
Wednesday, February 7, 2024
Meeting called to order by Holly Cassaday at 6:00 p.m.

Members Present: Scott Beecher, Holly Cassaday, Ellen Marino, Theresa Padin, Astrid Robitaille, Renata Waldron, Jared Fritch

Members Absent: Tore Lovetere

Administration: Greg Shugrue, Head of Schools, Debra Lewis, Principal

Others Present: Diane Cook- Business Manager

Public Forum: None

Student Representative Report: None

Call for Agenda Items: None

Approval of Minutes: A motion was made by Theresa Padin, seconded by Ellen Marino to approve the minutes of the 1/17/24 regular meeting.

7/0/0

A motion was made by Ellen Marino, seconded by Scott Beecher, to authorize the School Corp Chair (Holly Cassaday) and School Corp Secretary (Theresa Padin) to sign the solar documents.

7/0/0

2024 Head of School Presentation of the W.L. Gilbert School Corporation proposed 2024-2025 Budget.

- Greg discussed budget development process
- Discussed setup of budget book (object codes, etc.)
- Highlighted major drivers (insurance increase, contractual salary increases, etc.)
- Discussion regarding various parts of the budget book ensued, (Athletic Trainer, list of staff by schools in town, athletic receipts, class size, software, etc.)

(Note: Scott Beecher left the meeting at 7:01 p.m.)

A motion was made by Jared Fritch, seconded by Theresa Padin to adjourn the meeting at 7:22 p.m.

6/0/0

SECOND READING OF POLICY:
#5131.8 - "OFF SCHOOL GROUNDS MISCONDUCT"

A policy to consider.

Students

Off School Grounds Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized Board policy, even if such misconduct occurs off-school property and during nonschool time.

In compliance with judicial decisions, the Board considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in Section 2938 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The conduct can also be the use of inappropriate electronic messages. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) even if the incident occurred or was initiated off-school grounds and nonschool time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school, by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat,
5. Threatening to harm or kill another student or member of the staff.

where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

Students

Off School Grounds Misconduct (continued)

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

A student who possessed and used a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on a case-by-case basis.

Regulation of Off-Campus Speech

It is recognized that some off-campus speech can be harmful and subject to regulation by District officials. The regulatory interests of the District and its schools remain significant in some off-campus circumstances. Such circumstances involving off-campus speech in which the District has an interest include, but are not limited to, the following:

- serious or severe bullying or harassment targeting particular individuals;
- threats aimed at teachers or students;
- the failure to follow rules concerning lessons, the writing of papers, the use of computers or participation in other online school activities; and
- breaches of school security devices, including material maintained within school computers.

In order for the District to take disciplinary action regarding student off-campus speech, school officials are limited to those situations where it can be reasonably forecast that the student speech in question will materially disrupt classwork or involve substantial disorder in the school setting. Off-campus student speech may be regulated only in compelling circumstances.

Legal Reference: Connecticut General Statutes

4 176e through 4 185 Uniform Administrative Procedure Act.

10233a through 10233f re inschool suspension, suspension, expulsion. (as amended by PA 98139)

2935 Carrying of pistol or revolver without permit prohibited.

2938 Weapons in vehicles.

P5131.8(c)

Students

Off School Grounds Misconduct

Legal Reference: Connecticut General Statutes (continued)

53a3 Firearms and deadly weapons.

53206 Carrying and sale of dangerous weapons.

53a217b Possession of firearms and deadly weapons on school grounds.

PA 94221 An Act Concerning School Safety.

18 U.S.C. 921 Definitions.

PL 103382 Elementary and Secondary Education Act. (Sec. 14601 Gun Free Requirements: Gun Free School Act of 1994)

PA 95304 An Act Concerning School Safety.

PA 96244 An Act Concerning Revisions to the Education Statutes.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (SC 15862

Wisniewski v. Bd. Of Educ., 494F.3d34 (2nd Cir. 2007)

Doninger v. Niehoff, 257F.3d (2nd Cir. 2008)

Mahanoy Area School District v. B.L. (S.C. 20-255) June 23, 2021

Policy adopted:

rev 4/02

rev 12/09

rev 7/21

SECOND READING OF POLICY:
#5141.5 - "SUICIDE PREVENTION AND INTERVENTION"

A policy is required. Here is one sample followed by another sample.

Students

Suicide Prevention and Intervention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide indepth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for professional assessment, counseling and treatment services outside of the school.

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Any school employee who may have knowledge of a suicide threat, attempt or ideation must take the proper steps to immediately report this information to the building Principal or his/her designee who will, in turn, notify the appropriate school officials, the Crisis Intervention Team, the student's family and appropriate resource services outside and within the school system.

In addition, information regarding the 988 crisis line should be made widely available in schools and district offices. Text should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed.

Information concerning a student's suicide attempt, threat, or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference: Connecticut General Statutes

10221(e) Boards of education to prescribe rules.

Policy adopted:

rev 10/18

rev 2/23

SECOND READING OF POLICY:
#5141.6 - "CRISIS RESPONSE/CRISIS MANAGEMENT PLAN"

A recommended policy to consider.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

It is the policy of the Board of Education (Board) to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

The Board of Education recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Annually the Board shall develop, maintain and implement an emergency disaster preparedness and response plan ("School Security and Safety Plan") and administrative procedures which detail provisions for responding to emergency situations and disasters and the role that local emergency service providers shall play in crisis preparedness and incident management, and which shall be included in the District's comprehensive school safety plan. Such plans shall be based on the school security and safety plan standards and the accompanying School Security and Safety Plan Template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3. This shall include the establishment at each school of a school security and safety committee and consultation and cooperation with law enforcement, fire department, and emergency rescue squads.

Examples of school crises include, but are not limited to, fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous material spills, weather-related emergencies, natural disasters, bomb threats, or terrorist activities.

In developing the District and school security and safety plans, the Superintendent or designee shall collaborate with local and state emergency responders, including local public health administrators, in compliance with the provisions of PA 13-3.

The Superintendent or designee shall also develop and maintain emergency plans for each school site, with the cooperation of the school's security and safety committee.

Note: The U.S. Department of Education has published Practical Information on Crisis Planning, which is available on its web site, to provide guidance for schools in developing crisis plans. This document recommends that districts work with city and county emergency planners to help integrate resources and that school staff participate in local emergency planning so that the district perspective is addressed by the local government. In addition, as part of the Pandemic Influenza Planning Checklist, the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that local public health administrators be involved in the district's planning process.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan) (continued)

The Board shall annually, by November 1 of each year, submit the school security and safety plan for each school to the Department of Emergency Services and Public Protection, via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

The Superintendent or designee shall use the school security and safety plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The crisis management plan (School Security and Safety Plan) shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the district can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Security and safety plans shall also provide guidance on the recovery from an emergency incident, in addition to including provisions regarding preparedness and response.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities. Therefore, the Board will conduct a security and vulnerability assessment every two years for each District school and develop and/or revise a school security and safety plan for each school based on the aforementioned standards for such plans.

Schools shall collaborate closely with law enforcement, fire and emergency services personnel and community partners, including public health and mental health professionals who can assist with the development of a plan that addresses a wide range of crises.

The District crisis response team is responsible for:

- Initiating, building and maintaining relationships with community partners;
- Conducting safety and security needs assessments;
- Establishing and updating the emergency management plan;
- Assisting individual school-based crisis response teams, (the school security and safety committee) to include community partners and school-based personnel as specified in section 87 of PA 13-3; and

- Developing training activities and conducting emergency exercises to support and improve the plan.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan) (continued)

At a minimum, school and school district emergency management plans shall outline procedures for faculty, staff and students for the following three primary responses:

- **Evacuation** when it is safer outside the school than it is inside the school.
- **Lockdown** when there is an immediate threat of violence in, on or in the vicinity of the school.
- **Shelter-in-place** when students and staff must remain in a school building for extended periods of time during an event such as a chemical spill or terrorist attack.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Note: The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center is a hub of information and services available to assist in emergency management planning and preparedness. The website is <http://rem.ed.gov>.

(cf. 3516 – Safe and Secure School Facilities, Equipment and Grounds)

(cf. 4148.1/4248.1 – School Security and Safety Committee)

(cf. 5131.7 – Weapons and Dangerous Instruments)

(cf. 5141.22 – Communicable/Infectious Diseases)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.8 – Pandemic/Epidemic Emergencies)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

10-222m – School security and safety plans. School security and safety committees

10-222n School security and safety plan standards

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Legal Reference: Connecticut General Statutes (continued)

 10221 Boards of education to prescribe rules.

 19a-221 Quarantine of certain persons.

 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

 PA 13-3 An Act Concerning Gun Violence and Children's Safety

 The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted:

cps 1/07
rev 2/13
rev 7/13
rev 3/16

APPROVAL OF POLICY:
#5112.3 "DROPOUTS"

A recommended policy.

Students

Dropouts

Parents and those who have the control of children from five years of age to eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2023 and each school year thereafter, a student who is eighteen years of age or older may withdraw from school. Such parent, guardian or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such a school district has provided such parent, guardian or student with information on the educational options available in the school system and in the community. The parent or guardian having such control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to section 10-69 in the state statutes. Such parent or guardian must personally appear at the school district office and sign an adult education withdrawal and enrollment form. The adult education withdrawal and enrollment form must include an attestation from a school counselor or school administrator of the school the district has provided the parent or guardian with information on the educational options available in the school system and in the community, and the parent or guardian that the child will be enrolled in an adult education program upon the child's withdrawal from school.

The administration, guidance staff and faculty of the school system shall extend every possible effort to ensure each student may meet with success in his/her/their school program, have a favorable school experience and earn a diploma. Every attempt will be made to identify the potential dropout and to provide the appropriate resources in order to assist such students.

If the drop-out rate of the District is determined to be 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

The Board directs the Administration to propose programs and initiatives to mitigate drop out, including, but not limited to, online credit recovery programs.

Students

Dropouts (continued)

Any student who seeks to drop out of school shall be referred immediately to a guidance counselor or school administrator. The student, eighteen years of age or younger, must present to the guidance counselor or administrator the required written parental consent of his/her/their withdrawal. If the student is at or above the age of majority no such parental consent shall be sought. A student under age eighteen shall not be allowed to withdraw who has not presented such parental consent.

The interval between the student's announcement of his/her/their desire to leave and the possible presentation of the written consent will be used to attempt to dissuade the student from leaving and to resolve his/her/their problems so that he/she/they might continue in school and finish satisfactorily.

(cf. 5111 - Admission)
(cf. 5112 - Ages of Attendance)
(cf. 5113 - Admission/Excuses/Dismissal)
(cf. 5113.2 - Truancy)
(cf. 6146 - Graduation Requirements)
(cf. 6172.6 - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
 10-69 Adult education
 10-184 Duties of parents as amended by PA 98-243, PA 00-157, PA 09-6
 (September Special Session) and PA 18-15
 10-199 through 10-202 Attendance, truancy - in general.
 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 and P.A. 08-138, An Act Concerning High School Credit for
 Private World Language Courses, Other Subject Areas) and P.A. 10-111,
 An Act Concerning Education Reform in Connecticut.
 PA 21-199 An Act Concerning Various Revisions and Additions to the
 Statutes Relating to Education and Workforce Development

Policy adopted:

rev 7/18

rev 7/23

APPROVAL OF POLICY:
#5118 - "NONRESIDENT ATTENDANCE"

Students

Nonresident Attendance

Applications from nonresidents to attend The Gilbert School will be considered when space is available. Applications will be accepted on the basis of qualifications set by the administration and a tuition rate set by the Board. Nonresident students are defined as those who reside outside the Town of Winchester and any sending district.

Admission

The Gilbert School will admit nonresident students provided that:

1. Enrollment of these students will not cause class size to exceed the desired maximum in any classroom or program as set by the Superintendent.
2. The records of these students indicate to the administration that the student can profit from the school program and not distract from the education offered to resident students.
3. The tuition rate shall be established at the current per pupil tuition charge to Winchester or any sending district plus the cost of special education, if any. Any monies collected for special education costs from the sending district will be forwarded to WBOE.
4. The parent/student assumes full responsibility for transportation and any other charges incurred.

Future Residents

Students whose parent(s)/guardian(s) provide written evidence that they have assumed a legal obligation to purchase, build, or rent housing in one of the sending towns will be enrolled with a waiver of tuition. They will be required to pay tuition as of the expiration of the two-month period. Students will be admitted upon the approval of the sending Board of Education.

Former Residents

Students of families who move from either Winchester or any sending district after May 1 may continue in The Gilbert School for the balance of that school year without payment of tuition charges. Parents will be responsible for transportation and/or any other charges incurred.

Students who have successfully completed Grade 11 and whose parents/guardians move from either Winchester or any sending district may attend The Gilbert School on a non-tuition basis providing:

1. There is a written request for this consideration that is approved by the Superintendent.
2. The parent/student assumes full responsibility for transportation and any other charges incurred.

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined (amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities)

10-33 Tuition in towns in which no high school is maintained.

10-35 Notice of discontinuance of high school service to nonresidents.

10-55 Students to attend regional school.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

Policy adopted: May 20, 2009

THE GILBERT SCHOOL

Winsted, Connecticut

ENROLLMENT DATA

Gilbert Grade Level Enrollment - Winchester Only											
	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024	June 2024
Grade 7	80	88	89	89	89	90	89				
Grade 8	66	72	72	71	70	72	72				
Grade 9	61	64	67	66	66	66	64				
Grade 10	61	61	61	61	60	62	61				
Grade 11	85	88	88	85	86	85	83				
Grade 12	55	55	55	54	53	54	55				
Total	408	428	432	426	424	429	424				

ATTENDANCE DATA

