

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, MARCH 20, 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	Shane Centrella
Jared Fritch	Ellen Marino	Jonathan Morhardt
Theresa Padin	Astrid Robitaille	Renata Waldron

Administration

Greg P. Shugrue
Head of School

Student Representatives

Danica Poirier
James Slauta

- A. Pledge of Allegiance - Scott Beecher
- B. Vision and Mission Statement - Scott Beecher

The Gilbert School is committed to ensuring that all 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 The Gilbert School community members 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 Regular Meeting - February 21, 2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report

2. Next Meeting - April 24, 2024

B. Policy

1. Report on Meeting - March 7, 2024

2. Next Meeting - April 4, 2024

C. Building & Grounds

1. Report on Meeting - March 20, 2024

2. Next Meeting - April 24, 2024

6. PRESENTATION FROM EDADVANCE - Career Pathways & Workforce Development

7. COMMITTEE ASSIGNMENTS

8. SECURITY UPDATE

A. ASO Update

9. FIRST READING OF POLICIES

A. #6146 - Graduation Requirements (Personal Finance)

10. APPROVAL OF POLICIES

A. #5131.8 - Off School Grounds Misconduct

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. #5141.5 - Suicide Prevention & Intervention

1. VOTE: Yeas _____ Nays _____ Abstain _____

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

1. VOTE: Yeas _____ Nays _____ Abstain _____

11. OUT OF STATE FIELD TRIP REQUESTS

A. Six Flags New England

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. New York City, Broadway

1. VOTE: Yeas _____ Nays _____ Abstain _____

C. Museum of Fine Arts, Boston

1. VOTE: Yeas _____ Nays _____ Abstain _____

12. FOOD SERVICES

A. Motion #1 (Required vote for participation in healthy food option of HFC)

This vote is required for all BOEs that participate in the NSLP. Each BOE must vote “yes” or “no” to participate in the healthy food option of C.G.S. Section 10-215f and follow the Connecticut Nutrition Standards (CNS). The motion and BOE-approved meeting minutes must include the exact motion language below:

Pursuant to C.G.S. Section 10-215f, the WL Gilbert School Corp dba The Gilbert School certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through

June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. Motion #2 (BOEs that vote “yes” to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion, by using the exact motion language below. Required motion language for combined food and beverage exemptions:

The WL Gilbert School Corp dba The Gilbert School will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

1. VOTE: Yeas _____ Nays _____ Abstain _____

13. PRINCIPAL’S REPORT

14. HEAD OF SCHOOL REPORT

A. Greg P. Shugrue

1. Enrollment

2. Attendance Data

3. State Mandates

a. Increasing Educator Diversity Plan (3/15/24)

b. School-Based Climate Plans (7/1/24)

15. STATE MANDATE - INCREASING EDUCATOR DIVERSITY PLAN (IED)

A. VOTE: Yeas _____ Nays _____ Abstain _____

16. BOARD OF EDUCATION REPORT

A. Winchester

17. SCHOOL CORPORATION CHAIRMAN'S REPORT

A. Holly Cassaday

18. ADJOURNMENT

A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

The W.L. Gilbert School Corporation
Regular Meeting
Wednesday, February 21, 2024
The Gilbert School
Meeting called to order by Holly Cassaday at 6:30 p.m.

Members Present: Scott Beecher, Holly Cassaday, Ellen Marino, Theresa Padin, Astrid Robitaille, Jared Fritch
Members Absent: Renata Waldron, Shane Centrella (appointed via WBOE, not yet sworn in)
Other Members: Jonathan Morhardt (appointed via WBOE, not yet sworn in)
Administration: Greg Shugrue, Head of Schools

Public Forum: none

Student Report: James Slauta

- Winter Sports Ending
- Spring Sports Beginning
- Drama Club Rehearsals in full swing
- Evan Schibi- State Champion-Wrestling

Call for Agenda Items: None

A motion was made by Ellen Marino, seconded by Jared Fritch, to approve the minutes of the Special Meeting held on February 2, 2024, as presented.
6/0/0

Committee Reports:

Finance- Ellen Marino reported on the 2/21 meeting.

- Audit was reviewed by the Finance Committee- there were no findings and no recommendations.
- Monthly Financials reviewed

Policy- No Meeting to report

Building & Grounds- Scott Beecher reported on the 2/21 meeting

- Roof/Sola update- works begins on/around 4/1/24, should be completed by September 2024
- Review 5 Year plan- HVAC next priority issue (Solar project cover the cost of the roof changes finances, and thus changes the 5 year plan)

Personnel- No meeting to report

Security Update:

Next step is for Greg to connect with Bob Geiger. Bob has been out of the office.

Second Read of Policies

5131.8

5141.5

5141.6

Approval of Policies:

A motion was made by Ellen Marino, seconded by Theresa Padin to approve policy 5112.3 Dropouts, as presented.

6/0/0

A motion was made by Ellen Marino, seconded by Theresa Padin to approve policy 5118.0 Non-Resident attendance, as presented.

Principals Report

Greg Shugrue presented on behalf of Greg. Deb's notes were forwarded prior the meeting.

- Middle schoolers had a successful 2nd qtr rewards event last week where they played basketball and other games. Middle school valentines dance was a success with about 60 kids attending.
- Our long term sub Scott Macdonald is settling into Mrs Gilley's classes nicely and hasn't missed a beat.
- Our new hall monitor Mr Gordon is doing a great job, has already fostered relationships with students and staff and is a wonderful addition to our team.
- Evan Schibi is the Class L 150# State Wrestling Champion!!!! Our GT wrestlers had a nice showing as a crew at the state tournament, with a few making it to qtr finals and beyond.
- Gilbert wrestlers also won the Berk League wrestling tournament a few weeks ago and senior Maddie Arthur became first ever female Gilbert wrestler who is a BL champ. Kudos to Gilbert Torrington wrestling and Coaches Schibi and Rambo! A tremendous showing in their first year as a co-op!
- Emily Arel is currently #4 on the ALL TIME BL leading girls basketball scoring list only 60 or so points off the #3 spot. Emily was also named 1st team all Berk League this season. Congrats to her!
- Girls basketball was defeated in round one of BL tourney by Regional. States begin next week. Good luck to the girls!
- Spring sports signups are in full swing!
- Financial planning night catered by Mario's was a rousing success, possible by our fafsa challenge grant through the state of CT. We serviced many families with the help from financial aid experts from NCCC and our counselors.
- Counselors are continuing Junior planning meetings in person or via zoom with every student and family. Once finished, they move to 10th, 9th and beyond to pick courses and then we start to build the master schedule for next year after requests are solidified.
- Our new part time middle school counselor, Erica Gauthier, started last week. This position is grant funded through Ed Advance and she was hired in coordination with them. She will be spending three days a week with us and two at Hartland School. She's already begun working with students and is hitting the ground running!
- With 45% of families still not connected through PowerSchool we sent a personalized communication home to ALL of those parents and guardians with directions on how to link to PowerSchool. We will continue to try to outreach to ensure everyone who wants to be connected is linked.
- NEASC work is continuing week to week. Chairs Chris Affie and Kate Rohlfing are leading the charge. Reports are due soon to committees which will later be voted on and submitted to our dashboard prior to the visit.
- Our AP's and social workers went to Hinsdale to do training on crisis management last week. Follow up session is in a few weeks. This will provide a seamless K-12 approach to managing some aspects of crisis management.

Head of School Report

Enrollment: 424 students

Attendance: January 92.41% avg. daily attendance

Mental Health Update: Handout Given

Discussion and Adoption of the 2024/2025 W. L. Gilbert School Corporation proposed budget.

A motion was made by Ellen Marino, seconded by Astrid Robitaille to approve the 2024/2025 W. L. Gilbert School Corporation proposed budget of \$9,393,388.00

6/0/0

- Gratitude was expressed to Greg Shugrue, and all others who worked on the budget, for such a detailed, transparent budget.
- Diane Cook, as requested in a previous meeting, reported that there is currently \$360,000.00 in the Capital Reserve Fund. It should be noted that \$180,000.00 is used in the 24/25 budget, so the CR Fund will have \$180,000.00 in it at the end of the 24/25 budget year.

School Corp Chairman Report

- Holly noted that herself and Ellen Marino participated as judges at the Pearson Drone Competition on 2/10. It was a wonderful event and both look forward to participating in the future.

A motion was made by Ellen Marino, seconded by Jared Fritch, to adjourn the meeting at 7:11 p.m.

6/0/0

School Counseling Office
Data Tracking Results
SY 2023 - 2024

	Number of Students in Each Grade <i>With Number of Unique Students</i> Semester 1 2023-2024							
Action	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Unique Total	Total Number
Drop in <i>Unique # by grade</i>	137 44	141 31	83 31	103 32	107 40	31 16	182	602
Weekly <i>Unique # by grade</i>	99 20	50 10	80 16	45 15	70 13	25 6	76	369
Called DCF <i>Unique # by grade</i>	4 3	1 1	10 6	10 8	8 4		20	33
DCF contact / requested documentation <i>Unique # by grade</i>	11 10	2 2	6 4	4 4	8 5		22	31
Home visit <i>Unique # by grade</i>	2 1		7 3	4 2	5 4	8 5	13	26
Parent interaction <i>Unique # by grade</i>	28 15	6 5	10 5	12 10	20 13	1 1	46	77
Student in crisis <i>Unique # by grade</i>	36 20	33 16	9 4	27 15	24 12	6 5	70	135
Classroom observation <i>Unique # by grade</i>		3 3		2 2			5	5
Teacher consultation <i>Unique # by grade</i>	1 1	4 3	2 2	5 4	6 3	2 2	14	20
Mediation between students <i>Unique # by grade</i>	11 8	11 8		5 3	12 7		26	39
Called 211 <i>Unique # by grade</i>				2 2	1 1		3	3
Added 504 student	3	1					4	4

School Counseling Office
Data Tracking Results
 SY 2023 - 2024

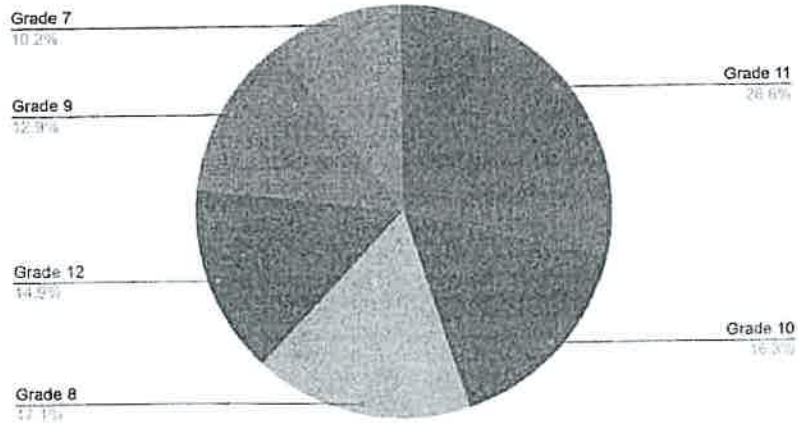
Safety plan created <i>Unique # by grade</i>	4 2	2 1	1 1		2 2	3 2	8	12
Reported suicidal ideation <i>Unique # by grade</i>	3 1	1 1		1 1	6 5	2 2	10	13
Reported self harm <i>Unique # by grade</i>	2 1	2 1	2 2		5 3	2 1	8	13
Hospitalization <i>Unique # by grade</i>	2 1	1 1			3 3	2 2	6	8

Number of Times Action Was Taken Semester 1 2022-2023			
Action	Total Semester 1	Total Semester 2	Total 2022-2023 SY
Called DCF	17	7	24
DCF contact / requested documentation	4	9	13
Home visit	7	11	18
Student in crisis	127	89	216
Mediation between students and/or teacher	48	37	85
Called 211	4	3	7
Added 504 student	4	4	8
Safety plan created	16	19	35
Reported suicidal ideation and/or self harm	42	29	71
Hospitalization	7	7	14

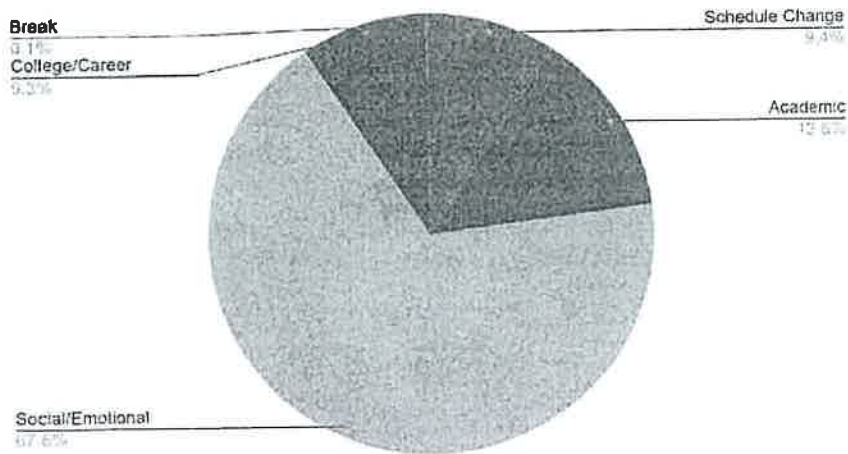
School Counseling Office Data Tracking Results SY 2023 - 2024

Semester 1 2023-2024 SY
Counseling Office Kiosk Sign-In

Count of Grade Level



Count of Reason you are here to see your counselor:



COMMITTEE ASSIGNMENTS

The W. L. Gilbert School Corporation
Committee Assignments
2024

Building and Grounds Committee (meets at 5:30 in the library before most regular meetings)

Scott Beecher (Chair), Holly Cassaday, ?, ?

Finance Committee (meets at 6:00 in the library before the School Corp. meeting)

Ellen Marino (Chair), Scott Beecher, Astrid Robitaille, Renata Waldron, and Holly Cassaday to be invited as guest (Board Chair)

Nominations Committee (meets on an as-needed basis but no less than once every two years)

Jared Fritch, Theresa Padin, Astrid Robitaille

Personnel Committee (meets during the daytime at the call of the Chairman)

Holly Cassaday (Chair), Jared Fritch, Theresa Padin,

Policy Committee (meets during the daytime at the call of the Chairman)

Ellen Marino (Chair), Theresa Padin, Astrid Robitaille, Holly Cassaday to be invited as guest (Board Chair)

AD HOC COMMITTEE

By-Laws Committee (meeting time to be determined)

Holly Cassaday, Ellen Marino, Theresa Padin. Astrid Robitaille, Renata Waldron

Revised: June 27, 2023

FIRST READING OF POLICY:
#6146 - "GRADUATION REQUIREMENTS"

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 (25 Total Credits), 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

Requirements	Courses
Humanities (9.0 Credits)	<ul style="list-style-type: none"> • English (4.0) • Social Studies (3.0) <ul style="list-style-type: none"> ○ Includes US History (1.0) ○ Includes Civics (.5) or AP Gov't. & Politics ○ Includes Social Studies Elective (1.5) • Fine Arts, Visual Art, Music, or Theatre (1.0) • Personal Finance (.5) • Humanities elective (minimum additional .5) <ul style="list-style-type: none"> ○ 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)

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

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 [10-23](#) 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 The Gilbert School 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:

1. 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.

2. 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.

3. 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

Policy revised: November 17, 2021

Policy revised: June 21, 2023

THE GILBERT SCHOOL

Winsted, Connecticut

APPROVAL 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

APPROVAL 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 in-depth 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

APPROVAL 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

OUT OF STATE FIELD TRIP REQUEST (A)

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: May 29, 2024

TIME(S) OF TRIP: 8:30am - 5:00pm

PRIMARY DESTINATION(S): Six Flags - New England

NUMBER OF STUDENTS ATTENDING: 30

STUDENT CLASS/GROUP: AP Math Classes

NAME(S) OF SPONSORING FACULTY: Affie, Bannon, Salvatore

NAMES OF CHAPERONES:

<u>Affie</u>	<u>Bannon</u>
<u>Salvatore</u>	

ANTICIPATED COST TO STUDENTS: \$40.50

Attached Curriculum and Objective Linkages Form must be submitted.

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

Departure Date: May 29, 2024 Departure Time: 8:30 AM

Hotel NA Name: _____

Hotel N/A Address: _____

Hotel Phone Number: _____

ACTIVITY	LOCATION	APPROXIMATE TIME
<u>Six Pkys</u>	<u>Agawam, MA</u>	<u>10-3:30 PM</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

RETURN DATE: May 29, 2024

RETURN TIME (Arrival at Gilbert): 5:00 PM

Department Chair/Liaison Approval: [Signature] Date: 2/23/24

Principal: Deborah Date: 2/23/24
Head of School Approval: [Signature] Date: 2/23/24

FIELD TRIP
CURRICULUM AND OBJECTIVE LINKAGES

Please provide a one or two paragraph statement that identifies how this specific activity reflects on the curriculum for this course. Please be sure this is attached to you Field Trip Request Form.

FACULTY NAME: Algie, Bannan, Salvatore

COURSE NAME: AP Stats, Calc, Comp Sci

CURRICULUM AND OBJECTIVE LINKAGE: student will collect data from some of the rides. They will also enjoy the day as a celebration of their hard work all year

OUT OF STATE FIELD TRIP REQUEST (B)

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: May 1st, 2024

TIME(S) OF TRIP: 8 am - 8 pm

PRIMARY DESTINATION(S): New York City, Broadway

NUMBER OF STUDENTS ATTENDING: 50

STUDENT CLASS/GROUP: Music Department

NAME(S) OF SPONSORING FACULTY: Minnely & Attkin

NAMES OF CHAPERONES:


<u>Minnely</u>	<u>Zawisza</u>
<u>Attkin</u>	<u>Hale</u>
<u>Steever</u>	<u>DiClary</u>

ANTICIPATED COST TO STUDENTS: \$ 125.00

Attached Curriculum and Objective Linkages Form must be submitted.

Principal: 

Date: 3/18/24

Head of School Approval: 

Date: 3/13/24

FIELD TRIP

CURRICULUM AND OBJECTIVE LINKAGES

Please provide a one or two paragraph statement that identifies how this specific activity reflects on the curriculum for this course. Please be sure this is attached to you Field Trip Request Form.

FACULTY NAME: Scott Minnery & Adam Atkins

COURSE NAME: Music Department

CURRICULUM AND OBJECTIVE LINKAGE: _____

Students will be seeing a live performance
which is directly linked to what we do
in our performance classes.

OUT OF STATE FIELD TRIP REQUEST (C)

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: Friday, May 3rd 2024
TIME(S) OF TRIP: 8:30 am - 8 pm
PRIMARY DESTINATION(S): Museum of Fine Arts, Boston

NUMBER OF STUDENTS ATTENDING: 50
STUDENT CLASS/GROUP: Latin 3/4, Spanish 3/4, French I
NAME(S) OF SPONSORING FACULTY: Sarah Frechette
NAMES OF CHAPERONES: Jess Pelletier, Magdalena Kruk

ANTICIPATED COST TO STUDENTS: \$ 50

Attached Curriculum and Objective Linkages Form must be submitted.

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

Departure Date: 5/3/24 8:30am Departure Time: _____

Hotel Name: _____

Hotel Address: _____

Hotel Phone Number: _____

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

RETURN DATE: same day 5/3/24

RETURN TIME (Arrival at Gilbert): 8pm

Department Chair/Liaison Approval: [Signature] Date: March 7, 2024

Principal:

Deborah [Signature]

Date:

3/10/24

Head of School Approval:

[Signature]

Date:

3/13/24

FIELD TRIP

CURRICULUM AND OBJECTIVE LINKAGES

Please provide a one or two paragraph statement that identifies how this specific activity reflects on the curriculum for this course. Please be sure this is attached to you Field Trip Request Form.

FACULTY NAME:

Sarah Frechette, Jess Pelletier,
Magdalene Kruk

COURSE NAME:

Latin 3/4, Spanish 3/4, French 1

CURRICULUM AND OBJECTIVE LINKAGE:

please see attached

Museum of Fine Arts, Boston
Field Trip Rationale
2/29/2024

For many years now, the World Language department has sponsored a field trip to a major regional art museum in order to supplement the curricula of our classes. For many years, we have visited either the Met in New York City or the MFA, Boston. These trips have provided students with a unique opportunity to experience first hand the artifacts and products of the cultures we study. For many of our students, these field trips provide the only opportunity for them to visit a major art museum.

These field trips align with the concepts of Culture and Comparisons, 2 of the 5 Cs of language education.

2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the perspectives and products of the culture studied.

4. Comparisons - Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

This year, we hope to return to Boston. The Museum of Fine Arts, Boston houses one of the most comprehensive collections of Classical art in the United States. Their collection includes a state of the art Roman coin study room in which students can learn about the iconography of coins and its relationship to Roman history. The images of Emperors and monuments imprinted on coins illustrate important political events of ancient Rome and demonstrate how Roman Emperors used their coin portraits as visual propaganda. We will also view the Greek and Roman sculpture galleries which house statues of the major gods and goddesses we study. Also included in our tour will be the museum's collection of everyday household objects, such as glassware, votive offerings, mosaics, and wall paintings, which when viewed as a whole, help students visualize the daily life of Romans. As a bonus, we will also visit the Egyptian galleries. Latin 2 spends half the school year studying life in Roman Egypt. Students will have specific activities to complete that align with the curricula of Latin 3 and 4.

Spanish students will visit the galleries in the Americas' wing which feature many displays of pre-Columbian art from Central and South America. Students will also visit the European galleries in order to study major Spanish paintings of the Baroque period. Students will compare and contrast Spanish court paintings with Mexican folk art in order to examine the different cultures and styles of art in all levels of society. Students will have specific activities to complete throughout the museum that supplement our curricula.

The MFA, Boston houses one of the most comprehensive collections of French Impressionist and Post-Impressionist art in the US. French students will visit the European galleries and explore the works of the most innovative and influential French artists of the 19th and 20th centuries.

ENROLLMENT DATA

[illegible]

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	89			
Grade 8	66	72	72	71	70	72	72	72			
Grade 9	61	64	67	66	66	66	64	65			
Grade 10	61	61	61	61	60	62	61	61			
Grade 11	85	88	88	85	86	85	83	82			
Grade 12	55	55	55	54	53	54	55	54			
Total	408	428	432	426	424	429	424	423			

ATTENDANCE DATA

2023-2024					2022-2023					2021-2022				
Date	Membership	Number of Students Absent	Percentage in Attendance		Date	Membership	Number of Students Absent	Percentage in Attendance		Date	Membership	Number of Students Absent	Percentage in Attendance	
2/1/2024	439	27	93.85%		2/1/2023	417	28	93.29%		02/01/2022	431	44	89.79%	
2/2/2024	439	31	92.94%		2/2/2023	417	29	93.05%		02/02/2022	431	53	87.70%	
2/5/2024	439	39	91.12%		2/3/2023	417	37	91.13%		02/03/2022	431	52	87.94%	
2/6/2024	439	35	92.03%		2/6/2023	417	22	94.72%		02/07/2022	432	40	90.74%	
2/7/2024	440	34	92.27%		2/7/2023	417	30	92.81%		02/08/2022	432	46	89.35%	
2/8/2024	439	22	94.99%		2/8/2023	417	37	91.13%		02/09/2022	432	37	91.44%	
2/9/2024	439	35	92.03%		2/9/2023	417	32	92.33%		02/10/2022	432	43	90.05%	
2/12/2024	439	35	92.03%		2/10/2023	417	44	89.45%		02/11/2022	432	49	88.66%	
2/13/2024					2/13/2023	417	32	92.33%		02/14/2022	432	30	93.06%	
2/14/2024	439	20	95.44%	Snow Day	2/14/2023	417	35	91.61%		02/15/2022	432	37	91.44%	
2/15/2024	439	30	93.17%		2/15/2023	416	44	89.42%		02/16/2022	432	42	90.28%	
2/16/2024	439	34	92.26%		2/16/2023	416	36	91.35%		02/17/2022	432	33	92.36%	
2/19/2024				Winter Recess	2/17/2023	416	37	91.11%		02/18/2022	432	54	87.50%	
2/20/2024				Winter Recess	2/20/2023				Winter Recess	02/23/2022	432	34	92.13%	
2/21/2024	439	34	92.26%		2/21/2023				Winter Recess	02/24/2022	432	48	88.89%	
2/22/2024	439	47	89.29%		2/22/2023	417	34	91.85%		02/28/2022	433	41	90.53%	
2/23/2024	439	47	89.29%		2/23/2023	417	58	86.09%						
2/26/2024	439	40	90.89%		2/24/2023	417	39	90.65%						
2/27/2024	439	37	91.57%		2/27/2023	419	42	89.98%						
2/28/2024	439	34	92.26%		2/28/2023				Snow Day					
2/29/2024	439	38	91.34%											
Average	439		92.17%		Average	417		91.31%		Average	432		90.12%	

**STATE MANDATE -
INCREASING EDUCATOR DIVERSITY PLAN (IED)**

THE GILBERT SCHOOL

INCREASING EDUCATOR DIVERSITY PLAN



TEAM MEMBERS:

STEVE BARONE

PATRICK BRINTLE

FRANCESCA DANIELE

DEBRA LEWIS

JESSICA PELLETIER

JOSH PENN

KATE ROHFLING

GREG SHUGRUE

VISION AND MISSION STATEMENT

The Gilbert School is committed to ensuring that all 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 The Gilbert School community members 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.

THEORY OF ACTION

If we promote a safe, healthy, welcoming school environment, then employees will be encouraged to take leadership opportunities and increase engagement. If we foster an inclusive school environment that respects and values all stakeholders within the community, then educator involvement and connectedness will increase.

RECRUITMENT

Goal

Increase the diversity of educators within the district.

Who manages the goal?

School Administration, Human Resources

Strategies/Key Activities

What?

1. Create recruitment brochures
2. Increase the number of applicants of color
3. Attend recruitment fairs (SCSU, CCSU, SHU, St. Joseph's)
4. Expand outreach network (teacher prep programs, Chamber of Commerce, NCCC.
5. Edsitesecure- provide demographic data for teacher candidates.
6. Creating a mentorship program for students, support staff, etc. of color who have aspirations for education.
7. Increase the number of trained faculty qualified to have student teachers, and increase partnerships for student teachers.

Who Owns This?

School leadership: administration, department leadership, human resources.

By When?

Start of 2025-2026 school year

Indicators of Progress

Quarterly reviews of the following information:

1. Demographic data provided by Applitrack to better understand referral sources and identities of applicants.
2. Demographic data of faculty and staff to evaluate the diversity of new hires.
3. Number of fairs attended
4. Follow-up contact with prospective candidates and check-ins with the network (i.e. inviting in for tours and events).

Resources Required

One-page handout about Gilbert
*attached to this document

Risks and Mitigation

Inaccurate or limited data from Applitrack regarding applicants' identities

Communication/Engagement Efforts

Chamber of Commerce, NCCC, local childcare establishments, ARC

HIRING AND SELECTION

Goal

Evaluate current hiring practices to ensure that they are equitable and conducive to attracting/considering a more diverse staff

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

1. Audit our job descriptions for underlying bias.
2. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position.
3. Establish a consistent protocol and timeline for application review.
4. Explore resources for professional development about best hiring practices for more equitable outcomes. Select training for staff.
5. Consider diversity in the composition of interviewing committees.

Who Owns This?

School leadership: administration, department leadership, human resources

By When?

1. Audit our job descriptions for underlying bias. Start 2024-2025 school year., but ongoing process (review job postings as they are posted).

2. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position. Complete by the end of the 2024-2025 school year.
3. Establish a consistent protocol and timeline for application review. Start of 2024-2025 school year.
4. Explore resources for professional development about best hiring practices for more equitable outcomes. ASAP and on an ongoing basis.
5. Consider diversity in the composition of interviewing committees. ASAP and on an ongoing basis.

Indicators of Progress

1. Starting a *new to the building* teacher mentor program
2. Audit our job descriptions for underlying bias. Start 2024-2025 school year, but ongoing process (review job postings as they are posted).
3. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position. Complete by the end of the 2024-2025 school year.
4. Establish a consistent protocol and timeline for application review. Create and utilize protocol, and adapt as necessary.
5. Explore resources for professional development about best hiring practices for more equitable outcomes. Select training for staff. Create a committee specially trained for interviewing.
6. Consider diversity in the composition of interviewing committees. Revire the demographic information in Applitrack and number of interviews with diverse candidates conducted monthly. Compare data to the previous month.

Resources Required

1. Utilize the resources we have access to:
 - Applitrack
 - Indeed?
 - Edsight Secure
 - School Spring
 - CTREAP
2. Research alternative hiring software
3. Investigate the use of AI to check for bias in interview questions.
4. CREC DEI Professional Learning Series:
<https://www.crec.org/equity-services/>

Risks and Mitigation

Applicant may decline job due to:

1. Geographic location.
2. Competitive Salary
3. Lack of available housing

Communication/Engagement Efforts

HR
Head of School
School Corporation

RETENTION

Goal

Build a community that prioritizes an inclusive culture/climate where all educators of all backgrounds are valued, feel safe, and have a sense of belonging.

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

1. Creating an effective onboarding protocol, ensuring support for new educators (i.e. informal check and connects, conduct stay interviews, conduct needs assessments).
2. Seek out funding opportunities to support initiatives and training, including professional development and continuing education opportunities.
3. Offering incentives to retain educators of color, including tuition reimbursement, professional learning opportunities, etc.
4. Increasing opportunities for faculty and staff to develop positive relationships and to increase staff morale (i.e. monthly breakfasts).
5. Establishing a mentorship program for new faculty and staff.
6. Building capacity for leadership opportunities for educators of color, providing opportunities to take leadership roles.

Who Owns This?

School leadership: administration, department leadership, human resources, staff

By When?

1. Start the 2024-2025 school year.

Indicators of Progress

1. Climate Surveys
2. Conduct stay interviews quarterly.
3. Comparison of the number of diverse staff at the beginning of the school year to the end of the year, but also from year to year.
4. Monthly check-ins from mentors and others in a non-supervisory role.
5. Explore resources for professional development.

Resources Required

1. Data from human resources personnel regarding retention rates of educators of color.
2. Partnerships with local education associations (EdAdvance)
3. Continuing PD on recognizing bias and increasing cultural awareness, etc.

Risks and Mitigation

1. Over-reliance on educators of color to intervene with students of color or to act as race/DEI experts.
2. Lived experiences/microaggressions are not addressed by leadership.

Communication/Engagement Efforts

School Corp. Community, faculty, and staff all need to be supporting the needs and goals of the school.



About The Gilbert School

Grades 7 - 12

The Gilbert School is steeped in tradition and has a tremendously dedicated and committed staff that takes pride in their work and our history. We strive to provide a comprehensive and memorable experience for every student and prepare them for life's challenges upon graduation. The Gilbert School experience is about discovering oneself as a student and a person, appreciating our rich tradition, and understanding that The Gilbert School is a special little gem that hopefully played a significant part in their adolescent years.

Our mission is to always put students first, and it is our job to support all of their needs at every step of the journey. As educators, we need to discover how each child learns, support diverse learning styles, and help maximize learning in all areas. We want children to thrive socially, emotionally, and academically. Our goal is to provide a safe, caring, positive, fun learning environment where all students 7-12 can thrive and grow.

The Gilbert School *at a glance...*

Total School Enrollment

7 - 8: 137 students

9 - 12: 283 students

Faculty & Staff

Certified Staff: 49



The Gilbert School is a collaborative process between the school and the family and it is our goal to promote that collaboration in an effort for the benefit of the students. We strive for excellence in our school, it is my hope that we chart our path forward in a purposeful and collaborative manner. We share a mutual goal of providing an academically rigorous experience where all students are challenged at their level and leave The Gilbert School with fond memories and the skills and tools to be successful in their next journey. The only way for us to overcome the challenges we face in educating today's children is to come together as a learning community and let ourselves be driven by the supposition that everything we do is not about what we teach, but about what our students learn.

We are proud of the work our dedicated teachers are doing and the experiences we are providing our students, and we continue to grow our talented and committed faculty..



Insights from Staff & Students of the Gilbert School



Kate Rohlfing (Teacher) - While in high school I began forging a connection with Gilbert. My mother was an art teacher here for many years, and I had friends/college roommates who attended as well.

I worked in other districts before TGS and never felt at home. I have had the pleasure of working at TGS for 8 years, and every year is better than the last. The students, educators, administration, and staff are all wonderful and bring light and levity to each and every day. At the end of each school year when I reflect, I am happy with my choice to stay and work in such a remarkable community.



Donny Crossman (Administrator) - As a proud graduate of The Gilbert School, former teacher, and currently a school Administrator I can say with absolute confidence that there is no school like The Gilbert School.

The community atmosphere fosters a welcoming environment for students, staff, parents, and community members. To be able to work with such an amazing group of individuals is an absolute privilege and I always look forward to seeing the smiling faces of our students on a daily basis.



Stephanie Daige (Teacher) - The small but powerful community that The Gilbert School shares is commendable. As a middle school English teacher, it's wonderful to watch students blossom and grow as they enter high school.

The encouragement and comradery among middle and high school levels is given with such great dedication by all staff involved. It is a place where students can be noticed, appreciated, and celebrated on a daily basis. Teachers and students really get to make lifelong, bonding relationships that larger districts would not have the capacity to withstand. I am a proud yellowjacket and look forward to walking through those front doors each and every day to be blown away by the creativity and initiatives that the students and staff bring.

Zach Richardson (Student) -

The teachers at Gilbert are caring and provide all students the chance to get a good education. They push students to their maximum effort. The teachers here help create a good community throughout Gilbert for all students

Jazira Lapointe (Student) - There is no tighter community than here at The Gilbert School, where teachers rally behind their students, full of support. The bonds built between teachers and students helps to create a comfortable environment, encouraging students to ask more questions and gain more knowledge.



Marijo Thompson (School Counselor) - Joining the TGS community in August of 2022 as the Middle School Counselor has been one of the best decisions I've made for my career and personal wellbeing.

Being part of the Middle School team is fun, challenging, exciting, and most of all, rewarding. I feel fortunate every day to work with a team of people that value my ideas, experience, and opinion. I trust this team to support my work, challenge me, and help me to become a better counselor, colleague, and person. I didn't know what it felt like to truly feel comfortable, valued, and supported in a work environment until joining the TGS community. In June of 2022 I was sitting in your place - staring at the position posting thinking, "should I apply?" As I sit here now as a happy and confident member of the TGS team, I'm here to assure you that - yes, you should apply - because the best thing that could happen is that you will find your forever school, just like I did.



Buck Morgan (Teacher) - As a non-traditional teacher (retired military, second career) I found my job search challenging. I started as a building substitute at TGS. After a brief period of time I realized that Gilbert was where I wanted to stay.

I realized that this school was worth waiting for and I stopped looking for a teaching position. I stayed on at The Gilbert School in various capacities until a teaching position opened in which I was certified to teach. I have worked in other schools in Connecticut and outside of Connecticut. I found Gilbert to be a place I could call home. The administration and teachers have one primary focus, student education and developing future good citizens. I am both supported and improved as a teacher under the Gilbert umbrella that we refer to as family. I am honored to be a part of the amazing Gilbert team that strives to improve children's lives everyday.