

**THE W. L. GILBERT SCHOOL CORPORATION**  
**REGULAR MEETING**  
**WEDNESDAY, APRIL 24, 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 - Astrid Robitaille
- B. Vision and Mission Statement - Astrid Robitaille

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 - March 20, 2024

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

**5. COMMITTEE REPORTS**

A. Finance

1. Monthly Finance Report

2. Next Meeting - May 15, 2024

B. Policy

1. Report on Meeting - April 11, 2024

2. Next Meeting - May 2, 2024

C. Building & Grounds

1. Report on Meeting - March 20, 2024

2. Next Meeting - May 15, 2024

**6. SECURITY UPDATE**

A. ASO Update

**7. FIRST READING OF POLICIES**

A. # 5131.6 - Alcohol Use, Drugs, and Tobacco

B. # 5145.124 - Breathalyzer Testing

C. # 5145.5 - Exploitation/Sexual Harassment

D. # 5145.53 - Transgender and Gender Non-Conforming Youth

**8. SECOND READING OF POLICIES**

A. #6146 - Graduation Requirements (Personal Finance)

**9. ENHANCEMENT GRANT REQUESTS**

A. Whole School Read (materials)

B. Hive Time (materials)

C. Student Incentives (materials)

**10. PRINCIPAL'S REPORT**

D. SAT Prep Class Data

E. March CT SAT Day Preliminary Report

**11. HEAD OF SCHOOL REPORT**

A. Greg P. Shugrue

1. Enrollment

2. Attendance Data

3. Food Services Report

4. Budget

**12. BOARD OF EDUCATION REPORT**

A. Winchester

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

A. Holly Cassaday

**14. ADJOURNMENT**

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

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## **PREVIOUS MEETING MINUTES**

**The W.L. Gilbert School Corporation  
Regular Meeting  
Wednesday March 20, 2024  
The Gilbert School  
6:30PM  
Library**

**MINUTES**

1. Chair Holly Cassady calls the meeting to order at 6:30PM. In attendance are members Scott Beecher, Shane Centrella, Jared Fritch (6:33PM), Theresa Padin, Ellen Marino and Renee Waldron. Absent members are Astrid Robitaille and Jonathan Morhardt.

Head of School Greg Shugrue and student representatives Danica Poirier and James Slauta are present. EdAdvance representatives Dan Cocchiola, Sue Lubomski, Taylor Van Antwerp and School Guidance Counselor Patrick Brintle are also in attendance.

Scott Beecher recites the pledge of allegiance and reads aloud The Gilbert School Vision and Mission Statement.

**2. Public Forum**

- A. General Public: None
- B. Student Representatives

James Slauta and Danica Poirier update the board on the following events/school happenings: SAT week competition, Wizard of Oz performance, trip to Italy over April break, TGS Fest, Spring Spirit Week, Spring Sports

**3. Call for Agenda Items**

***Motion to move Item 6, Presentation from EdAdvance, before item #4, Approval of Minutes, made by Theresa Padin, seconded by Scott Beecher and unanimously approved.***

Renee Waldron requests receipt of draft Meeting Minutes from the new board secretary prior to WPS BOE meeting on April 9th.

**4. Approval of Minutes**

***Motion to approve the Minutes of the February 21, 2024 as amended (three corrections per Ellen Marino) made by Theresa Padin, seconded by Ellen Marino and approved unanimously. Renee Waldron and Shane Centrella abstain.***

Amendments: typo under Building and Grounds Report- missing the "r" in "solar", Missing the vote under Approval of Policies and Deb should be listed under Principal's Report (rather than Greg).

**5. Committee Reports**

**A. Finance**

- 1. Ellen Marino reported that the board hired a secretary for minute-taking and a purchasing agent.
- 2. The next monthly meeting will be on April 24, 2024.

**B. Policy**

- 1. Ellen reports on the meeting from March 7, 2024.
- 2. Next Meeting is April 4, 2024.

**C. Building and Grounds**

1. Scott Beecher provides an update on the roof and solar project. The roof project is set to begin construction on April 15th. Driveway sinkhole discovered and discussion. 5-year plan outline and discussion.
2. Next meeting is April 24, 2024

## **6. Presentation from EdAdvance**

Representatives present on College and Career Accelerator programs. Work-based learning for students, opportunity for students to learn and explore career pathways. Bridge between high school/College or higher ed/workplace. EdAdvance provides free transportation for all students. Grant funding at the State and National levels. Supported by Governor Lamont. Brand new, progressive programming set to begin Fall 2024. Great for kids who are looking at Oliver Wolcott; rather than making the decision to go there, we will be able to offer similar programs "in house". Dual enrollment and opportunities to receive high school and college credit simultaneously. Four pathways for students to choose from. Opportunities to make meaningful connections in the workplace, while taking classes and getting paid. Endless paths for students to grow, explore and choose from. Flexibility for students and instructors to build programming along the way. Pilot program, "building as we fly this". Magnet School experiences at home town school. Students can enjoy the best of both worlds, for example, while focusing on specified tier/pathway at Gilbert, students won't need to miss out on after school activities or other extracurriculars that they otherwise would (if at Tech, for instance).

## **7. Committee Assignments**

Building and Grounds Committee (meets at 5:30 in the library before most regular meetings): Scott Beecher (Chair), Holly Cassaday, Jonathan Morhardt

Finance Committee (meets at 6:00 in the library before the School Corp. meeting): Ellen Marino (Chair), Scott Beecher, Shane Centrella, Astrid Robitaille, and Renata Waldron [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), Shane Centrella, Jared Fritch, and Theresa Padin

Policy Committee (meets during the daytime at the call of the Chairman): Ellen Marino (Chair), Jonathan Morhardt, Theresa Padin, Astrid Robitaille [Holly Cassaday to be invited as guest (Board Chair)]

Celebration of Excellence Committee (meets during the daytime on an as-needed basis but no less than once a year): Theresa Padin, Jared Fritch, Scott Beecher.

## **8. Security Update**

Nothing new until we have a new Town Manager.

## **9. First Reading of Policies**

- A. #6146 Graduation Requirements: Head of School Greg Shugrue discusses the new state mandate of .5 credit hours for each student in Personal Finance. School is prepared for this change.

## **10. Approval of Policies**

- A. #5131.8 Off School Grounds Misconduct

***Motion is made to approve policy #5131.8 by Ellen Marino, seconded by Theresa Padin and unanimously approved.***

- B. #5141.5 Suicide Prevention and Intervention

***Motion is made to approve policy #5141.5 by Ellen Marino, seconded by Jared Fritch and unanimously approved.***

C. #5141.6 Crisis Response/Crisis Management Plan (Emergency Preparedness Plan)

***Motion to approve policy #5141.6 made by Jared Fritch, seconded by Theresa Padin and unanimously approved.***

**11. Out of State Field Trip Requests**

A. Six Flags New England

***Motion for approval made by Scott Beecher, seconded by Jared Fritch and unanimously approved.***

B. New York City, Broadway

***Motion for approval made by Theresa Padin, seconded by Ellen Marino and unanimously approved.***

C. Museum of Fine Arts, Boston

***Motion for approval made by Theresa Padin, seconded by Jared Fritch and unanimously approved.***

**12. Food Services**

Holly Cassaday recites aloud the following two motions:

**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.

***Motion to approve made by Theresa Padin, seconded by Scott Beecher and unanimously approved.***

**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.

***Motion for approval made by Scott Beecher, seconded by Jared Fritch and unanimously***

**approved.**

**13. Principal's Report (Greg Shugrue reports on behalf of Deb)**

SAT Day last week went well. Entire test administered online only and nearly 100% participation.

**14. Head of School Report (Greg Shugrue)**

Numbers are way up for Spring sports, compared to Winter sports. Drone programming to begin next Fall. STEM Grants paid for drones for next year's students.

1. Enrollment Down from 440 to 439

2. Attendance Data best it's been in 3 years. 92% return rate. Social workers have been door- knocking with great success.

3. State Mandates

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

EdAdvance "guide" for NW CT towns, following State mandate.

Help with recruitment, hiring, retaining teachers.

B. School Based Climate Plans (7/1/24)

Need to work on, approve and post.

**15. State Mandate - Increasing Educator Diversity Plan (IED)**

***Scott Beecher makes a motion to approve state mandated educator diversity plan, Ellen Marino seconded the motion and the board unanimously approved.***

**16. Board of Education Report**

Renee Waldron presents and reports that WBOE has approved their budget. Read Across America was a success. Spring Conferences are next week. March 13, 2024 was Paint Night at Hinsdale School. At the March 14, 2024 BOE Special Meeting the board selected/appointed Alison Pierce to the board, which is now full.

Theresa Padin presents and reports that Pearson School students received an Excellence Award at the state drone competition. Two teams have qualified for nationals. Drama students had a successful trip to NYC. Celebration of reading month activities at Pearson and Hinsdale. Finding Nemo Drama Presentation this Spring.

**17. School Corporation Chairman's Report**

Holly Cassaday provides an update: Currently working on "Founder's Day". Drone and robotics programming to begin at Gilbert in the Fall. After school program is aligned with what the Pearson School students are currently doing. These types of activities are very popular with students right now. Reminder, Tuesday night Mel and Greg will present their budgets to the Board of Selectmen. All are invited to attend.

**18. Adjournment**

***Motion to adjourn at 8:10PM by Jared Fritch, seconded by Theresa Padin and unanimously approved.***

Respectfully submitted,

Lauren Jones Dombrowski



# College and Career Accelerator


Dan Coschito, Sue Lubomski, Taylor Van Antwerp  
College Pathways & Career Workforce Development  
March 19, 2024



1

## CCA Mission

CCA exists to provide customized postsecondary educational and career opportunities for students while enrolled at their home high school.



2

## Partners & Values

### CCA as the Bridge, "The Liaison"

Collaboratively, with our school district partners, we provide programs that are aligned with the interests of students and the workforce needs of local businesses in the NW region and across CT.

1. School Districts
2. Higher Education
3. Local Businesses, Healthcare, and Organizations



3

## Goals & Pathways

### Goals:

1. Increase Concurrent/Dual Enrollment College Course Offerings
2. Build Staff Capacity at Site
3. Provide Work-Based Learning Experiences

### 4 Pathways:

1. Manufacturing/Engineering
2. Education
3. Healthcare
4. Public Safety



4

## Post-Secondary Outcome

### Who is K-12 worried about?

- Chronically no plan
- College persistence Data
  - 62% of all BS Degree seekers graduate within 6 years
  - 40% of all AS Degree seekers graduate within 6 years

What are the barriers?



5

## Access and Readiness

### Barriers

1. Cost / Loans
2. Demanding Academics
4. Advising: First generation students especially lack family expertise and advising
5. Connection to content



6

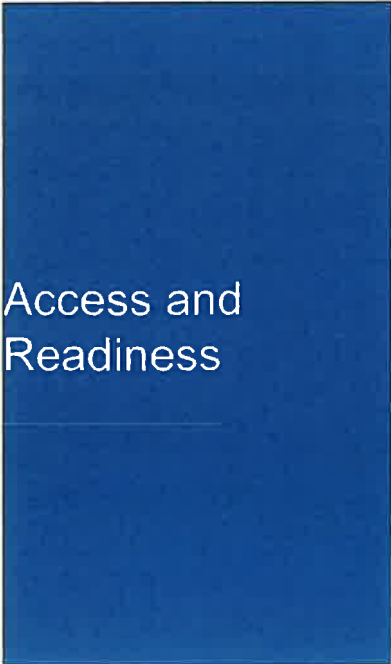


## Access and Readiness

### **College Certificate Process:**

- Enroll in highly supported, career focused college courses while in high school
- Develop specialized skills for in-demand fields
- Incorporate on-the-job training through internships and pre-apprenticeships
- Lead directly to skilled trades and careers starting at above-average salaries

7



## Access and Readiness

### **Associate Degree:**

- Graduate high school with 2 years of college completed at no cost
- Enroll in college courses throughout high school
- Enter the workforce upon graduation and/or pursue Bachelor's Degree

8

<p>Manufacturing Tiers 2024- 2025 (gr 9-12)</p>	<p><b>Tier 1: CAD User Certificate - 3 classes</b></p> <p><b>Tier 2: CAD Mechanical Certificate - 7 classes</b></p> <p><b>Tier 3: Mechatronics Certificate - 10 classes</b></p> <p><b>Tier 4: Technology Engineering Associate Degree</b></p> <p><b>Tier 5: Manufacturing Engineering Associate Degree</b></p>
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9

<p>Education Tiers 2024-2025 (gr 9-12)</p>	<p><b>Tier 1: Child Development Associates (CDA) National Certification - 3 classes + work hours with students</b></p> <p><b>Tier 2: Early Childhood Education Certification - 8 classes</b></p> <p><b>Tier 3: Courses toward or completing Associates Degree in Early Childhood, Grades 1-6, and grades 7-12</b></p>
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10

## Healthcare & Public Safety Tiers 2024- 2025

**Tier I: CNA and EMT basic courses  
in First Aid and CPR**

**2025-2026-Fully developed program  
to meet certification requirements**

11

## Manufacturing Engineering Workforce

**13% of CT's GDP**

- 11,000 NEW Manufacturing/Engineering openings right now in CT
- 65,000 NEW Jobs in the next decade
- Greying of Workforce



12

**Students might be interested in CCA Manufacturing Engineering Pathway if:**

- They're thinking about **ENGINEERING** as a job
- They've ever wanted to be an **ARCHITECT**
- They think it would be cool to **DESIGN** and make your own objects
- They enjoy **MAKING THINGS** and/or taking them apart:
  - Legos, RC cars, Rubik's cubes, etc.
- Do they like to **BUILD THINGS**?
- Enjoy **DRAWING** and design
- They've used **CAD** (Computer Aided Design) software & enjoyed it
- Looking for a **NEW INTEREST**?



13

**Education  
Workforce**

**Survey taken in August 2023:**

CEA: 77% Teachers stressed out;  
74% Contemplating retirement/exiting

CSDE: 1,300 Vacancies for Teachers &  
Paras

Teachers-special education, math,  
science; Paraeducators-special education



14

## Healthcare Workforce

Largest Workforce Sector in CT

**Healthcare is 16% of CT's workforce (270,000 jobs)**

Nurses, CNA, skilled techs, long-term & home care

Deficit of nurses; 1,000 vacancies/ year

State's nursing programs accepts only 25% of qualified students due to a lack of faculty

52% of RNs are over 50, retiring within next 10 years



15

## Public Safety Workforce

EMS, firefighter, and police shortages statewide

"EMS deserts" in rural parts of the state lacking ambulance coverage. Wait time of 30 to 40 mins.

26,800 firefighters in CT (4,450 career firefighters)

In June 2023, CT Task Force assembled, but in the meantime services are limited or lacking

By fall 2025, Public Safety Workforce Pathway fully developed



16

## Work-Based Learning

**Work-based learning (WBL) is a continuum of structured activities that provide the student with hands-on, real-world experience alongside industry professionals.**

CCA WBL goals for students:

- Expose students to career opportunities
- Develop students' workplace skills

CCA WBL goal for districts:

- Create and grow relationships between local employers, school districts, and the CCA to address skills gaps

17

## The CCA Advantage

- Our mission is to service our districts and our towns.
- We are developing a sustainable, long term work-based learning program that will significantly impact the northwest corner and all of CT.



18

**FIRST READING OF POLICY:**  
**#5131.6 - Alcohol Use, Drugs, and Tobacco**

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## **Students**

### **Alcohol Use, Drugs, and Tobacco (including Performance Enhancing Substances)**

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana (cannabis), heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana (cannabis), alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy.

## **Definitions**

**Drugs** are defined as any substance other than food or water that is intended to be taken or administered (ingested, injected, applied, implanted, inhaled, etc.) for the purpose of altering, sustaining, or controlling the recipient's physical, mental, or emotional state. Drugs may include, but not be limited to, alcoholic beverages; controlled substances such as marijuana (cannabis), hallucinogens, cocaine, barbiturates, amphetamines, narcotics; and non-authorized prescription drugs.

**Controlled substances**, for purposes of this policy shall include all controlled substances prohibited by federal and state law, look-alike drugs, alcoholic beverages, anabolic steroids, drug paraphernalia, any volatile solvents or inhalants, such as but not limited to glue and aerosol products, and prescription or patent drugs, except those for which permission for use in school has been granted pursuant to Board policy.

**Under the influence**, for purposes of this policy shall include any consumption or ingestion of controlled substances by a student.

**Electronic nicotine delivery system** means an electronic device that may be used to simulate smoking in the delivery of nicotine or cannabis or other substance to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device.

## Students

### Alcohol Use, Drugs, and Tobacco (continued)

#### Definitions (continued)

**Liquid nicotine container** means a container that holds a liquid substance containing nicotine or cannabis that is sold, marketed or intended for use in an electronic nicotine delivery system or vapor product, except “liquid nicotine container” does not include such a container that is prefilled and sealed by the manufacturer and not intended to be opened by the consumer.

**Vapor product** means any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis that is inhaled by the user of such product.

CBD, for purposes of this policy, is defined under federal law as a cannabis product with less than 0.3% tetrahydrocannabinol (THC) on a dry weight basis. It is also referred to as hemp. (Nonprescription CBD products that are available have not been approved by the U.S. Food and Drug Administration (FDA) for any use) *(Optional definition to add to this policy)*

#### Privacy Rights

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel. Privileged communication between a certified or paraprofessional employee and a student concerning drug abuse shall remain confidential except in cases where the employee is obtaining physical evidence of a controlled substance, and/or where there is an immediate threat to, or where students' health, safety, and welfare may be jeopardized.

#### Illegal Activities

Use, possession, sale or distribution of drugs, including cannabis, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug, including cannabis, or alcohol, or engaged in the illegal activity of possessing or selling drugs, including cannabis, and/or alcohol, the police will be notified, as deemed appropriate, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students may be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will not be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Notification of Policy**

Annually, students will be notified through the student handbook, or through other means, of disciplinary sanctions for violation of this policy.

Principals shall include statements, appropriate to student maturity, in school handbooks and on District/school websites to the effect that:

1. the unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, including cannabis, other illegal drugs, performance-enhancing substances, alcohol or tobacco, including electronic nicotine delivery systems and vapor products, is prohibited in school, on school grounds, on school transportation and at school sponsored activities;
2. compliance with the standards of conduct stated in the handbook is mandatory;
3. a violation of its provisions will subject students to disciplinary action up to and including suspension and expulsion and referral for prosecution;
4. CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations; and
5. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

#### **Disciplinary Action**

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, including cannabis, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco/tobacco products the employee shall immediately refer the matter to the Principal or his/her designee.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Disciplinary Action** (continued)

1. (continued) The Principal or his/her designee may then search a student's person or possessions connected to that person, in accordance with Board policies and regulations, if he/she has reasonable suspicions from the inception of the search that the student has violated either the law or the substance abuse policy. The Principal or designee will notify the student's parent/guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, including cannabis, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent/guardian, recommend a specified assessment as appropriate, may notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law. (not later than within 3 calendar days after the receipt of such physical evidence, excluding Saturdays, Sundays or holidays (C.G.S. 10-154a(c))
3. In conformity with the Board's discipline policy, students may be suspended or expelled for drug or alcohol use off school grounds if such drug or alcohol use is considered seriously disruptive of the educational process. In determining whether the conduct is seriously disruptive of the educational process, the Administration and the Board may consider, among other factors: 1) whether the drug or alcohol use occurred within close proximity of a school; 2) whether other students from the school were involved; and 3) whether any injuries occurred.
4. Disciplinary action taken by District officials against a student for the use, sale, or possession of marijuana (cannabis) on school premises or at any District/school sponsored activity, on or after January 1, 2022, shall not result in any discipline, punishment, or sanction greater than that which a student would face for the use, sale, or possession of alcohol. (C.G.S. 10-221(d), as amended by P.A. 21-1, June Special Session, Section 19)

#### **Drug-Free Awareness Program**

The Superintendent shall assure that the school District provides a drug-free awareness program for students including the following topics:

- health and safety-related dangers of drug abuse;
- review of the Board of Education's policy of maintaining drug-free schools;
- notification of the availability of drug counseling and rehabilitation programs; and
- official penalties for drug abuse violations in schools.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Drugs and Alcohol (continued)**

It is the policy of the Board to prevent and prohibit the use (except as duly authorized through the school nurse), possession, distribution or sale of any drug, including cannabis, drug paraphernalia, or alcohol by any student at any time on school property, at school-sponsored events or on school-provided transportation. The District provides (1) a supportive environment for recovering chemically dependent students during and/or after their involvement in a treatment program for chemical dependency; and will provide (2) assistance to those students who are affected by drug/alcohol possession or use by others. Any student in District schools found to be using, selling, distributing, in possession of or under the influence of intoxicants, mood altering drugs or substances, or look-alike drugs, or in possession of any related drug paraphernalia during a school session, on school premises, or anywhere at a school-sponsored activity or trip, on school-provided transportation, or otherwise off school grounds when such student's conduct violates the substance abuse policy and is seriously disruptive of the educational process shall be subject to consequences as stated in the student handbook.

A breath alcohol tester is approved for use at events/activities such as dances and proms at the middle school and high school levels where, in the judgment of the school administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

- The student denies to an administrator that he/she has consumed alcoholic beverages and wishes to establish his/her innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.
- The student denies to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish his/her innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the discipline/behavior regulations in the Code of Conduct.

#### **Inhalant Abuse**

In addition to the prohibitions pertaining to alcohol, drugs and tobacco contained in this policy, no student shall inhale, ingest, apply, use or possess an abusable glue, aerosol paint or substance containing a volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to directions for use, cautions or warnings appearing on a label of a container of the glue, paint aerosol or substance; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination or elation, or change, distort, or disturb the person's eyesight, thinking process, balance or coordination.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Inhalant Abuse (continued)**

For purposes of this policy, inhalants are defined as follows, but not limited to:

Nitrous Oxide – Laughing Gas, Whippets, CO<sub>2</sub> Cartridge  
Amyl Nitrite – “Locker Room,” “Rush,” “Poppers,” “Snappers”  
Butyl Nitrite – “Bullet,” “Climax”  
Chlorohydrocarbons – Aerosol Paint Cans, Cleaning Fluids  
Hydrocarbons – Aerosol Propellants, Gasoline, Glue, Butane

Further, no student, 18 years of age or older, shall intentionally, knowingly or recklessly deliver or sell potentially abusable inhalant materials as listed above to a minor student.

No student shall intentionally use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the body an abusable glue, aerosol paint or substance or other substance that contains a volatile chemical.

Any student in the District schools found to be in possession of, using, distributing, or selling potentially abusable inhalant materials shall be subject to disciplinary action as outlined in this policy, up to and including suspension and a recommendation for expulsion. Violators of this policy may also be required to complete an appropriate rehabilitation program. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The Board of Education shall incorporate into the curriculum at all levels education pertaining to potential inhalant abuse which is appropriate for students given their age, maturity, and grade level. Inhalant abuse educational programs/information for parents/guardians will be offered in a manner convenient to parents/guardians.

#### **Performance-Enhancing Drugs (including food supplement)**

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use, possession, distribution or sale of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity/program, other than use for a valid medical purpose as documented by a physician. Bodybuilding and enhancement of athletic ability and performance are not considered valid medical purposes.

School personnel and coaches will not dispense any drugs, medication or food supplements except as in compliance with Connecticut State law, District policy and as prescribed by a student’s physician, dentist, physician assistant or advanced practice registered nurse.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Performance-Enhancing Drugs (including food supplement) (continued)**

Students shall be made aware of the dangers of steroid abuse and that such abuse, unauthorized possession, purchase, or sale will subject them to disciplinary action and CIAC sanctions.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose, and the Board of Education shall approve, procedures and regulations to ensure that any student violating this section is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

It is the expectation of the Board that District schools, as members of the Connecticut Interscholastic Athletic Association (CIAC), require all athletes playing in CIAC-controlled sports to be chemical free.

#### **Tobacco/E-Cigarette Use by Students**

There shall be no smoking or any other unauthorized use or possession of tobacco, tobacco products, including chewing tobacco or tobacco paraphernalia, and electronic nicotine delivery systems or vapor products by students in any school building or school vehicle at any time or on any school grounds during the school day, or at any time when the student is subject to the supervision of designated school personnel. Such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program. An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

For purposes of this policy, “use of tobacco” shall mean all uses of tobacco, including but is not limited to, cigarettes, cigars, snuff, blunts, bidis, pipes, chewing tobacco, or any other substance that contains tobacco or nicotine, and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products and electronic nicotine delivery systems or vapor product. In order to protect students and staff, the Board prohibits the use of tobacco or nicotine-based products in school buildings, on school grounds, in school vehicles, or at any school-related event.

Students who violate this policy will be subject to disciplinary action. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar actions are treated consistently.

## **Students**

### **Alcohol Use, Drugs, and Tobacco (continued)**

#### **Prescribed Medications**

Students may possess and/or self-administer medications in school in accordance with the Board's policy concerning the administration of medication in school.

Students taking improper amounts of a prescribed medication, or otherwise taking medication contrary to the provisions of the Board's policy on the administration of medication will be subject to the procedures for improper drug or alcohol use outlined in this policy.

#### **Medical Marijuana**

The conditions which follow are applicable to a District student who holds a certificate authorizing the palliative use of marijuana issued by the Connecticut Department of Consumer Protection (DCP) for the medical use of marijuana as set out in P.A. 12-55, "An Act Concerning the Palliative Use of Marijuana" and as amended by P.A. 16-23.

The District will not refuse to enroll a student or otherwise penalize a student for being a medical marijuana certificate holder unless failure to do so would cause the school to lose a monetary or licensing benefit under federal law or regulations.

A student medical marijuana certificate holder is subject to, without bias, the same code of conduct and disciplinary standards applicable to all students attending District schools.

A student medical marijuana certificate holder shall not:

- Undertake any task under the influence of marijuana that would constitute negligence;
- Possess or engage in the medical use of marijuana
  - On a school bus;
  - On the grounds of any preschool, elementary or secondary school;
  - Utilize marijuana on any form of public transportation or in any public place;
- Operate, navigate, or be in actual physical control of any motor vehicle while under the influence of marijuana, except that a qualifying certified marijuana user for medical purposes shall not be considered to be under the influence of marijuana solely because of the presence of metabolites or components of marijuana that appear in insufficient concentration to cause impairment;
- Use marijuana in any manner not authorized by P.A. 12-55, as amended by P.A. 16-23; or
- Offer to give, sell, or dispense medical marijuana to another student or other individual on school property, in school-provided vehicles, at school events, or when functioning as a representative of the school.

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

#### **Medical Marijuana (continued)**

If District officials have reasonable belief that a student may be under the influence, in possession of, or distributing medical marijuana, in a manner not authorized by the medical marijuana statute, law enforcement authorities will be informed.

A student who violates any portion of this policy shall be subject to disciplinary action and applicable criminal prosecution.

#### **Use of CBD Products**

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal law.

Students are prohibited from being under the influence of any controlled drugs, narcotic, substance or any mind-altering substance or intoxicant, illegal or legal, specifically any product with cannabidiol (CBD), whether hemp or cannabis, and regardless of the amount of THC (tetrahydrocannabinol) in the product or the extent to which it is legal or illegal under state law.

(cf. 5114 – Suspension/Expulsion)

(cf. 5131 – Conduct)

(cf. 5131.61 – Inhalant Abuse)

(cf. 5131.62 – Steroid Use)

(cf. 5131.612 – Surrender of Physical Evidence Obtained from Students)

(cf. 5131.8 – Out of School Grounds Misconduct)

(cf. 5131.92 – Corporal Punishment)

(cf. 5144 – Discipline/Punishment)

## **Students**

### **Alcohol Use, Drugs, and Tobacco (continued)**

(cf. 5145.12 – Search and Seizure)  
(cf. 5145.121 – Vehicle Searches on School Grounds)  
(cf. 5145.122 – Use of Dogs to Search School Property)  
(cf. 5145.124 – Breathalyzer Testing)  
(cf. 5145.125 – Drug Testing-Extracurricular Activities)  
(cf. 6164.11 – Drugs, Alcohol, Tobacco)

Legal Reference: Connecticut General Statutes

1-21b Smoking prohibited in certain places.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender or physical evidence obtained from students.

10-221(d) Boards of education to prescribe rules, policies and procedures re sale or possession of alcohol or controlled drugs. (as amended by P.A. 21-1, June Special Session, Section 19)

21a-240 Definitions dependency producing drugs.

21a -240(8) Definitions “Controlled Drugs,” dependency producing drugs.

21a-240(9) Definitions “controlled substance.”

21a-243 Regulation re schedules of controlled substances.

21a-408 et. seq. Palliative Uses of Marijuana (as amended by P.A. 16-23)

53-198 Smoking in motor buses, railroad cars and school buses.

P.A. 11-73 An Act Regulating the Sale and Possession of Synthetic Marijuana and Salvia Divinorum.

P.A. 12-55 An Act Concerning the Palliative Use of Marijuana.

P.A. 16-23 An Act Concerning the Palliative Use of Marijuana.

P.A. 14-76 An Act Concerning the Governor’s Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention.

P.A. 15-206 An Act Regulating Electronic Nicotine Delivery Systems and Vapor Products

P.A. 21-1 (June Special Session) An Act Concerning Responsible and Equitable Regulation of Adult-use Cannabis)

## **Students**

### **Alcohol Use, Drugs, and Tobacco**

Legal Reference:      Connecticut General Statutes (continued)  
Federal Regulation 34 CFR Part 85 Drug-free Schools & Communities Act.  
P.L. 114-95 Every Student Succeeds Act, Section 8573  
Synthetic Drug Abuse Prevention Act of 2012. (part of s.3187, the Food  
and Drug Administration Safety and Innovation Act)  
*New Jersey v. T.L.O.*, 469 U.S. 325 (1985).  
*Veronia School District 47J v. Acton*, 515 U.S. 646. (1995)  
*Board of Education of Independent School District No 92 of Pottawatomie  
County v. Earls* 01-332 U.S. (2002).

Policy adopted:

rev 6/16

rev 6/18

rev 4/20

rev 7/21

**FIRST READING OF POLICY:**  
**#5145.124 - Breathalyzer Testing**

## **Students**

### **Search and Seizure**

### **Breathalyzer Testing**

No student shall possess, use, be under the influence of, sell, or transfer any alcoholic beverage on school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity.

Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and suspensions or dismissal from athletic teams.

When an administrator has reasonable suspicion that a student is under the influence of alcohol at school or a school-sponsored event, the student shall be given the option to take a Breathalyzer test. If screening results are negative, no action shall be taken. However, if the student tests positive or if the student declines to take the test when reasonable suspicion exists, he/she shall be subject to appropriate disciplinary action as set out in the District's disciplinary policies.

Reasonable suspicion shall refer to any of the following:

1. Observed use or possession of alcohol;
2. Apparent physical state of impairment of motor functions;
3. Marked changes in personal behavior not attributable to other factors; or
4. Involvement in, or contribution to, an accident where the use of alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.

The Superintendent shall develop a process to reasonably ensure reliability of the screening instrument used, appropriate training for administrators, student privacy during the taking of the sample and security of the sample once obtained. Access to screening results shall be restricted on a need-to-know basis to those persons designated by the Superintendent.

Students who test positive on a confirmation alcohol test shall be subject to disciplinary action.

## Students

### Search and Seizure

#### Breathalyzer Testing (continued)

(cf. 5114 – Suspension/Expulsion)  
(cf. 5131 – Conduct)  
(cf. 5131.6 – Drugs, Alcohol, Tobacco)  
(cf. 5131.8 – Out of School Misconduct)  
(cf. 5144 – Discipline/Punishment)  
(cf. 5145.11 Questioning and Apprehension)  
(cf. 5145.12 – Search and Seizure)

Legal Reference: Connecticut General Statutes

10a-18 Programs to be offered on effects of drugs and alcohol.

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.

10-154a Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.

10-221d Boards of education to prescribe rules re; use, sale or possession.

21a-240 Definitions, dependency producing drugs.

21a-243 Regulation re schedules of controlled substances.

*New Jersey v. T.L.O.*, 469 325; 105 S.Ct. 733 (1985)

*Veronia School District 47J v. Acton*, 515 U.S. 646 (1995)

*Todd v. Rush County Schools*, 133F.3d 984 (7<sup>th</sup> Cir. 1998)

*Knox County Education Association v. Knox County Board of Education*, 158 F3d 361, 3885-386 (6<sup>th</sup> Cir. 1998)

Policy adopted:

**FIRST READING OF POLICY:**  
**#5145.5 - Exploitation/Sexual Harassment**

## **Students/Personnel -- Certified/Non-Certified**

### **Sexual Harassment/Title IX**

#### **Prohibition of Sex Discrimination and Sexual Harassment In The Workplace**

It is the policy of the W.L. Gilbert School Corp. (the "Board") for The Gilbert School (the "District") that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent shall develop Administrative Regulations implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the "Administrative Regulations").

**Sex discrimination** occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination also occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

## **Students/Personnel -- Certified/Non-Certified**

### **Sexual Harassment/Title IX**

#### **Prohibition of Sex Discrimination and Sexual Harassment In The Workplace (continued)**

**Sexual harassment under Title IX** means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Sexual harassment under Title VII and Connecticut law** means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

#### **Reporting Sex Discrimination or Sexual Harassment**

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner.

Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

## **Students/Personnel -- Certified/Non-Certified**

### **Sexual Harassment/Title IX**

#### **Reporting Sex Discrimination or Sexual Harassment (continued)**

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Gilbert School administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator. The Board's Title IX Coordinator can be found by contacting the Executive Assistant for The Gilbert School at the address and phone number listed below.

**OFFICE ADDRESS:**

***200 Williams Avenue, Winsted, CT 06098***

**TELEPHONE NUMBER:**

***860-379-8521***

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8<sup>th</sup> Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

## **Students/Personnel -- Certified/Non-Certified**

### **Sexual Harassment/Title IX**

#### **Reporting Sex Discrimination or Sexual Harassment (continued)**

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

- Legal References:
- Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).
  - Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.
  - Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq.
  - Title IX of the Education Amendments of 1972, 34 CFR §106, et seq.
  - Meritor Savings Bank, FSB v. Vinson*, 477 U.S. 57 (1986)
  - Conn. Gen. Stat. §46a-54 Commission powers Connecticut
  - Conn. Gen. Stat. §46a-60 Discriminatory employment practices prohibited.
  - Conn. Gen. Stat. §46a-81c Sexual orientation discrimination: Employment
  - Conn. Gen. Stat. §10-153 Discrimination on the basis of sex, gender identity or expression or marital status prohibited
  - Conn. Agencies Regs. §§ 46a-54-200 through §46a-54-207

**FIRST READING OF POLICY:**

**#5145.53 - Transgender and Gender Non-Conforming Youth**

## Students

### Transgender and Gender Non-Conforming Youth

#### Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students, and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

#### Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

**“Gender identity”** is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

**“Transgender”** describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

**“Gender expression”** refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

**“Gender non-conforming”** describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

## Students

### Transgender and Gender Non-Conforming Youth

#### Definitions (continued)

**“Sexual Orientation”** refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

**“Cisgender”** refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

**“Gender Fluid”** may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

**“Gender Minority”** is an umbrella term referring to individuals not identifying as cisgender.

**“Gender Transition”** is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, Social Security record) to reflect one’s gender identity.

**“Gender Dysphoria”** is defined as “the feeling of discomfort or distress that might occur in people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics.”

**“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive which:

- a. causes physical or emotional harm to an individual,
- b. places an individual in reasonable fear of physical or emotional harm, or
- c. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

## Students

### Transgender and Gender Non-Conforming Youth

#### Definitions (continued)

**“Harassment”** means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

#### Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender non-conforming presentation at school. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

#### Official Records

The District is required to maintain a mandatory permanent student record (“official record”) that includes a student’s legal name and legal gender. However, the District is not required to use a student’s legal name and gender on other school records or documents. The District will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

**Note:** A review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student’s official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student’s legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA\*, a school must consider the request of a minor student’s education records that is inaccurate, misleading, or in violation of the student’s privacy rights. Consider, therefore, the following language as an alternative to the above.  
\*(Family Educational Rights and Privacy Act)

## **Students**

### **Transgender and Gender Non-Conforming Youth (continued)**

Consistent with the Family Education Rights and Privacy Act (FERPA), only parents/guardians or students over the age of 18 have the authority to seek the amendment of education records. While minor students do not have the authority to require amendment of their records without parent/guardian consent, the Board expects the appropriate professional staff member(s) to work with families to resolve differences if the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

There may be instances when parental communication and involvement are essential to effectuating the district's legal obligation in cases that involve statutory authorities, such as Section 504 and IDEA. When such situations arise, based upon the 2024 Guidance, the Board expects the professional staff to fulfill its obligation to disclose a student's preferred name, gender marker, and pronouns to the student's parents or guardians where these identifiers differ from the student's sex at birth.

### **Names/Pronouns**

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

### **Gender-Segregated Activities**

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

### **Student Information Systems**

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Restroom Accessibility**

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

#### **Locker Room Accessibility**

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

#### **Physical Education Classes & Intramural Sports**

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

#### **Interscholastic Competitive Sports Teams**

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

#### **Dress Codes**

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

#### **Discrimination/Harassment**

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

## **Students**

### **Transgender and Gender Non-Conforming Youth**

#### **Discrimination/Harassment** (continued)

Where gender dysphoria substantially limits a major life activity, such as learning, it may qualify as a disabling condition under Section 504 of the Rehabilitation Act of 1973. If gender dysphoria is so pronounced as to constitute an emotional disability that results in a student's need for specialized instruction, a student may qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

#### **Transferring a Student to Another School (Opportunity Transfers)**

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

#### **Professional Development**

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

- (cf. 0521 – Nondiscrimination)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension and Expulsion/Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.21 – Violent and Aggressive Behavior)
- (cf. 5131.8 – Out-of-School Misconduct)
- (cf. 5131.912 – Aggressive Behavior)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.91 – Hazing)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 – Equal Educational Opportunity)

## Students

### Transgender and Gender Non-Conforming Youth

Legal Reference: Connecticut General Statutes  
1-1n “Gender identity or expression” defined.  
10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)  
10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166  
46a-51 Definitions.  
46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.  
46a-60 Discriminatory employment practices prohibited Federal Law.  
46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.  
10-209 Records not to be public.  
46a-60 Discriminatory employment practices prohibited.  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).  
Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.  
Public Act 11-55 An Act Concerning Discrimination.  
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).  
*Meritor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986).  
*Faragher v. City of Boca Raton*, No. 97-282 (U.S. Supreme Court, June 26, 1998).  
*Burlington Industries, Inc. v. Ellerth*, No. 97-569, (U.S. Supreme Court, June 26, 1998).  
*Gebbs v. Lago Vista Indiana School District*, No. 99-1866, (U.S. Supreme Court, June 26, 1998).  
*Davis v. Monroe County Board of Education*, No. 97-843 (U.S. Supreme Court, May 24, 1999).  
Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g  
“Guidance on Civil Rights Protections and Supports for Transgender Students,” Connecticut State Department of Education, June 2017  
*Bostock v. Clayton County, Georgia*, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)  
PA 23-145 An Act Revising the State’s Antidiscrimination Statutes  
PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.  
January 2024 CT State Department of Education Guidance

Policy adopted:

rev 7/23

rev 2/24

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

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

### Exemptions, Modifications, and Accommodations

- 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.
- 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.
- 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.
- 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

## **ENHANCEMENT GRANT REQUEST A**

## APPLICATION FOR ENHANCEMENT GRANTS

Name(s) Debra Lewis Date: 4/5/24Department: Admin/English Amount Requested: \_\_\_\_\_Summary of request: Whole-school Read books & materials

*Attach your proposal and any supporting documentation to this form.  
Return to Sandy O'Connor or Diane Cook.*

\*\*\*\*\*

## FOR OFFICE USE ONLY:

Reviewed by :  Date: 4/24/24  
Head of School

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

Reviewed by : \_\_\_\_\_ Date: \_\_\_\_\_

CEO, The W. L. Gilbert Trust Corporation

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

## **GUIDELINES FOR ENHANCEMENT REQUESTS**

### **What are enhancement grants:**

Enhancement grants typically cover items that do not fall under the school's normal operating budget. Requests should be for projects or items that enhance the learning experience of your students and/or the learning environment for members of The Gilbert School community. In keeping with William L. Gilbert's vision when he founded the school in 1895, enhancement grants help to preserve a tradition of excellence and further improve the educational environment.

### **How are these grants funded?**

Enhancement grants are funded through The Gilbert Annual Fund, a yearly appeal for donations to several thousand alumni and friends. Before the establishment of the annual fund, enhancement grants were made available directly from The W.L. Gilbert Trust Corporation, whose trustees oversee the mission of carrying out Mr. Gilbert's original wishes.

### **What are some examples of recent enhancement grants?**

Support for the Girls' Basketball team trip to China  
Two 3-D printers  
K-6 books for distribution by the town-wide Literacy Committee  
Training mannequin for use in forensics and EMT classes  
Field trip to the Baseball Hall of Fame in Cooperstown for the baseball team  
Vibraphone for the school's various music bands  
Additional SMART Board technology for the classroom

### **Where can I get an application?**

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### **How are applications reviewed?**

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Head of School  
The W.L. Gilbert School Corporation  
The Enhancement Committee of the W.L. Gilbert Trust Corporation  
Full Board of the W.L. Gilbert Trust Corporation

### **What are the deadlines\*?**

Oct 1 (for tentative review at Oct School Corp and Nov Trust meetings)  
Nov 1 (for tentative review at Dec School Corp and Jan Trust meetings)  
Jan 1 (for tentative review at Feb School Corp and March Trust meetings)  
March 1 (for tentative review at April School Corp and Ma Trust meetings)

\*Flexibility in application submissions is allowed on case-by-case basis.

### **Are there any other funds available in addition to enhancement grants?**

Yes, the Fred and Mary Centrella Fund for Student and Faculty Enrichment offers a limited number of funds to provide assistance with out-of-school learning opportunities for students and faculty for the purpose of intellectual enrichment. You may request guidelines and an application from Diane Cook in the school's Business Office.

### **What if I have more questions?**

Please contact Sandy O'Connor or Diane Cook at The Gilbert School.

Winsted 06098

Books a long walk to

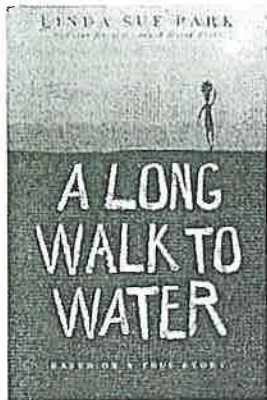
Subtotal  
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Books Advanced Search New Releases Best Sellers & More Children's Books Textbooks Textbook Rentals Best Books of the Month



Work on a bigger screen Shop laptops &amp; monitors

Books Children's Books Growing Up &amp; Facts of Life



## A Long Walk to Water: Based on a True Story Paperback – Illustrated, October 4, 2011

by Linda Sue Park (Author)

24,705

4.3 on Goodreads 87,860 ratings  
#1 Best Seller In Children's Africa BooksSee all formats  
and editions

Cherished by millions of readers, this #1 *New York Times* bestselling novel is a powerful tale of perseverance and hope. Newbery Medalist Linda Sue Park interweaves the stories of two Sudanese children who overcome mortal dangers to improve their lives and the lives of others.

*A Long Walk to Water* begins as two stories, told in alternating sections, about two eleven-year-olds In Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay.

Enduring every hardship from loneliness to attack by armed rebels

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Linda Sue  
Park

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Audiobook

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+



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Total Points: 21 pt

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This item: A Long Walk to Water: Based on a True...  
\$6.17  
7 pts

Holes (Holes Series)  
\$5.99  
6 pts

Where the Red Fern Grows  
\$7.29  
8 pts

amazon book clubs  
early access

See Clubs

Not in a club? Learn more

Discover popular items

## **Simon Says: “Start with Why”**

- I’ll start with what
  - Choose a book to read as an entire school
  - Create daily lessons and discussion prompts
  - Devote time for daily reading, lessons and discussion
  - Read aloud over Google Meet
  - Choose different readers every day
  - Plan and execute a culminating schoolwide read celebration

# Now to Why

- Promote a culture of reading in your school
- To increase basic literacy skills
- To promote cross-curricular connections
- To do SEL in a thoughtful, meaningful way
- To provide a model of diverse readers for WMS students
- To build a common language through the literature we read
- To increase quantity of reading and grow content/background knowledge
- To foster a more positive school climate
- To support MLL
- To meaningfully and organically leverage literature to promote PoG, CASEL, DESSA  
etc. skills and attributes

# SEL

We know that students are learning to:

- demonstrate empathy
- react appropriately
- combat impulsivity
- recognize audience awareness
- adapt in difficult situations
- communicate concerns appropriately
- respect diverse perspectives
- resolve peer to peer conflict

How can we leverage literature to get ahead of this?

# MLL

Strategies for increasing comprehensible input include:

1. Read out loud or play audio versions of texts.
2. Front load vocabulary and key concepts before reading.
3. Provide a similar text in the student's first language.
4. Go beyond the textbook and include artwork, videos, guest speakers, stories.
5. Slow down your speech.

## **Schoolwide read Proposal**

In order to further develop literacy skills, a love of reading, genuine community-building, and increase worldly awareness and empathy, we would like to partake in a whole-school grade 7-12 student and staff universal read.

Every student and staff/faculty member would receive a copy of the short novel "A Long Walk to Water" by Linda Sue Park. In researching this concept of a whole-school read for a few years, this book has been used for a lot of schools as their pilot venture. Region 7 and Westport Middle School (the Principal did a PD session on this in Mystic) are two such schools who both described it as a phenomenal starting point.

### **Brief summary of the book:**

"A Long Walk to Water (2010) by Linda Sue Park is a novel based on the true story of Salva Dut, a Sudanese "Lost Boy" who fled his war-torn country as a child. The book intertwines Salva's journey in 1985 with the story of Nya, a young girl in 2008, both struggling to survive and find clean water" (litcharts.com).

### **Thematic ties:**

- physical realities of people struggling to survive—such as the need for water and shelter
- psychological and emotional aspects of the struggle for survival
- War in Society
- Family & Friendship

**Time commitment:**

No class-time would be missed for this program. Instead, it would take place during the schoolwide advisory period (30 minutes) every day during the time period after Thanksgiving Break up until Winter Break begins in December. Our new schedule which moves advisory schoolwide to the third timeblock allows literally the entire school to be devoted to this experience at the same time every day for the duration. The short nature of the book (133 pages only) allows dedicated discussion, background, and connections to be explored each period along with the actual reading of the text (over Google Meet or live in person in classroom).

**Planning/Execution:**

From a workshop I attended, I have their entire lesson portfolio and setup for the text from start to finish. Maura Hurley and I will review this summer, being English teachers, and tweek as needed, but minimal adjustment is necessary. I will also pass on to Steve Barone for overview of historical content and any adjustment there.

**Post-read Activities:**

It is my hope that after the reading of this text, we can come up with schoolwide community projects to further extend student commitment to global awareness and possibly even dedicate fundraising efforts to a specific charity in Africa (much like Reg. 7 did). However, I want the outreach piece to come naturally and organically from the students and not from teachers and administrators, so details here are minimal.

**Proposal Rationale:**

I believe that the effects of this project could be astronomical, not only regarding the obvious student learning outcomes, but the lessons in empathy, community, compassion, friendship, and family that truly could span way beyond the walls of 200 Williams Avenue. Additionally, we are reinforcing the power and importance of reading and hopefully bridging

that message to those at home as well. The obvious extension activities for service and global awareness are virtually unlimited upon the novel's conclusion. With a successful experience on this pilot adventure, we could consider expanding to include parental/community involvement for following years and make it a true community experience with guest speakers, outreach initiatives, etc.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'Debra L. Lewis', with a large, sweeping loop at the end.

Debra L. Lewis

Principal

(in coordination with the English department and Karen Pfeffer, Library Media Specialist)

## **ENHANCEMENT GRANT REQUEST B**

**APPLICATION FOR ENHANCEMENT GRANTS**

Name(s) GREG SHUGRUE Date: 4/24/24  
 Department: The Gilbert School Amount Requested: 1600  
 Summary of request: SEE ATTACHED

*Attach your proposal and any supporting documentation to this form.  
 Return to Sandy O'Connor or Diane Cook.*

\*\*\*\*\*

**FOR OFFICE USE ONLY:**

Reviewed by :  Date: 4/24/24  
 Head of School

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

Reviewed by : \_\_\_\_\_ Date: \_\_\_\_\_  
 CEO, The W. L. Gilbert Trust Corporation

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

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### **What if I have more questions?**

Please contact Sandy O'Connor or Diane Cook at The Gilbert School.



MEMO

TO: W.L. Gilber School Corp.  
FROM: Greg Shugrue, Head of School  
RE: Enhancement Grant  
DATE: April 24, 2024

Subject: Grant Proposal: Enhancing Hive Time with Individual Journals for Grade 7 Students

I am writing to request funding for \$1600 for an enhancement to our "Hive Time" program for our 7th-grade students. "Hive Time" is a unique initiative aimed at providing students with valuable insights and skills that extend beyond traditional academic knowledge. Through this program, our social workers deliver Social-Emotional Learning (SEL) curriculum sessions using various activities, games, and interactive lectures to create a dynamic and supportive environment for our students' emotional and social growth.

As part of our ongoing commitment to nurturing emotional intelligence alongside academic success, we propose to introduce journaling into the "Hive Time" curriculum. We seek funding to purchase individual journals for each of our grade 7 students to facilitate this endeavor.

Journaling is a powerful tool that offers numerous benefits for emotional and social development. It provides students with a private space to reflect, express their thoughts and feelings, and explore their identities. Through journaling, students can enhance their self-awareness, develop empathy, improve communication skills, and build resilience.

By incorporating journaling into the "Hive Time" sessions, we aim to empower our students to:

- Enhance Self-Awareness: Journaling encourages students to explore their thoughts, emotions, and experiences, leading to a deeper understanding of themselves and their values.
- Develop Interpersonal Skills: Through journaling prompts and reflection exercises, students can practice articulating their feelings and perspectives, thereby improving their communication and empathy towards others.
- Build Resilience: Journaling serves as a coping mechanism during challenging times, allowing students to process difficult emotions and develop strategies for overcoming obstacles.

We believe that providing each student with their journal will foster a sense of ownership and confidentiality, enabling them to engage more fully in the journaling process.

The requested funding of \$1600 will cover the cost of purchasing high-quality journals tailored to the needs of our 7th-grade students. Additionally, it will support the training of our educators in incorporating journaling activities effectively into the "Hive Time" sessions.



THE GILBERT SCHOOL

HERITAGE. INNOVATION. OPPORTUNITY

Greg P. Shugrue, Head of School

Phone: 860-379-8521 / Fax: 860-379-6163  
200 Williams Avenue, Winsted, CT 06098-1190

We are confident that integrating journaling into our SEL curriculum will have a positive and lasting impact on our students' emotional and social well-being. Your support in funding this initiative will enable us to provide our students with a valuable tool for personal growth and empowerment.

Thank you for considering our proposal. We look forward to the opportunity to enhance the "Hive Time" experience for our grade 7 students.

## **ENHANCEMENT GRANT REQUEST C**

## APPLICATION FOR ENHANCEMENT GRANTS

Name(s) Debra LewisDate: 7/25/23Department: Administration

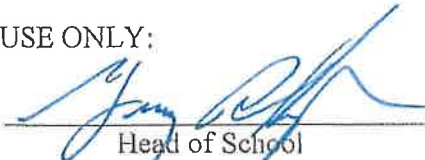
Amount Requested: \_\_\_\_\_

Summary of request: \_\_\_\_\_

*Attach your proposal and any supporting documentation to this form.  
Return to Sandy O'Connor or Diane Cook.*

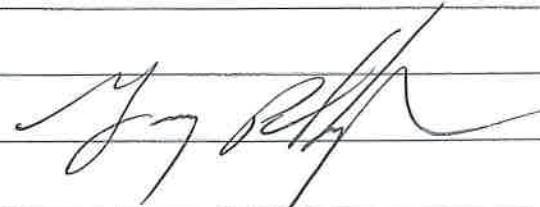
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## FOR OFFICE USE ONLY:

Reviewed by :  Date: 9/18/23

Head of School

Comments: \_\_\_\_\_

 4/24/24Request balance of available grant fundsRecommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

Reviewed by : \_\_\_\_\_ Date: \_\_\_\_\_

CEO, The W. L. Gilbert Trust Corporation

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation: ☐ Reject ☐ Approve ☐ Approve with modifications

## **GUIDELINES FOR ENHANCEMENT REQUESTS**

### **What are enhancement grants:**

Enhancement grants typically cover items that do not fall under the school's normal operating budget. Requests should be for projects or items that enhance the learning experience of your students and/or the learning environment for members of The Gilbert School community. In keeping with William L. Gilbert's vision when he founded the school in 1895, enhancement grants help to preserve a tradition of excellence and further improve the educational environment.

### **How are these grants funded?**

Enhancement grants are funded through The Gilbert Annual Fund, a yearly appeal for donations to several thousand alumni and friends. Before the establishment of the annual fund, enhancement grants were made available directly from The W.L. Gilbert Trust Corporation, whose trustees oversee the mission of carrying out Mr. Gilbert's original wishes.

### **What are some examples of recent enhancement grants?**

Support for the Girls' Basketball team trip to China

Two 3-D printers

K-6 books for distribution by the town-wide Literacy Committee

Training mannequin for use in forensics and EMT classes

Field trip to the Baseball Hall of Fame in Cooperstown for the baseball team

Vibraphone for the school's various music bands

Additional SMART Board technology for the classroom

### **Where can I get an application?**

Contact the Alumni Office or Sandy O'Connor or Diane Cook at The Gilbert School. Please return your completed application to Sandy O'Connor or Diane Cook.

### **How are applications reviewed?**

Proposals are reviewed in the following order by:

Head of School

The W.L. Gilbert School Corporation

The Enhancement Committee of the W.L. Gilbert Trust Corporation

Full Board of the W.L. Gilbert Trust Corporation

### **What are the deadlines\*?**

Oct 1 (for tentative review at Oct School Corp and Nov Trust meetings)

Nov 1 (for tentative review at Dec School Corp and Jan Trust meetings)

Jan 1 (for tentative review at Feb School Corp and March Trust meetings)

March 1 (for tentative review at April School Corp and Ma Trust meetings)

\*Flexibility in application submissions is allowed on case-by-case basis.

### **Are there any other funds available in addition to enhancement grants?**

Yes, the Fred and Mary Centrella Fund for Student and Faculty Enrichment offers a limited number of funds to provide assistance with out-of-school learning opportunities for students and faculty for the purpose of intellectual enrichment. You may request guidelines and an application from Diane Cook in the school's Business Office.

### **What if I have more questions?**

Please contact Sandy O'Connor or Diane Cook at The Gilbert School.

# Enhancement Request: '23-'24

Last year, we incorporated several school climate initiatives in order to help our students connect to our school community and to recognize their positive contributions academically and beyond.

However, most of these initiatives resulted in administrators spending money out of pocket for rewards and positive recognition for students. As of now, there is no money budgeted for specific Positive Behavioral Interventions and Supports. Administrators can not continue to fund these initiatives, especially given our recent expansion of PBIS through Powerschool.

Our new Powerschool add-on tracks all students in all classes for behaviors, both positive and negative. This is exactly what we need to take our PBIS initiatives to the next level, but once again, there is no money to support the actual prizes/rewards that students will earn in classes. As students earn positive points, ideally they would get to earn incentives like the following:

- Gift cards
- School store items
- Gilbert swag
- medals/certificates

We would like to be able to purchase these items so they are available when students earn them. The goal for this program is to help improve school culture and to assist student connections to school and reward them for positive behaviors both inside the classroom and outside of it.

**Looking for: \$5,000**

**Respectfully Submitted, Debra Lewis**



## **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	89		
Grade 8	66	72	72	71	70	72	72	72	71		
Grade 9	61	64	67	66	66	66	64	65	66		
Grade 10	61	61	61	61	60	62	61	61	61		
Grade 11	85	88	88	85	86	85	83	82	82		
Grade 12	55	55	55	54	53	54	55	54	54		
Total	408	428	432	426	424	429	424	423	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
03/01/2024	No School for Students			03/01/2023	418	25	94.02%	03/01/2022	433	43	90.07%
03/04/2024	437	28	93.59%	03/02/2023	417	37	91.13%	03/02/2022	433	38	91.22%
03/05/2024	437	21	95.19%	03/06/2023	417	26	93.76%	03/03/2022	433	36	91.69%
03/06/2024	437	26	94.05%	03/07/2023	418	30	92.82%	03/07/2022	433	30	93.07%
03/07/2024	437	33	92.45%	03/08/2023	417	37	91.13%	03/08/2022	433	42	90.30%
03/08/2024	437	35	91.99%	03/09/2023	418	36	91.39%	03/09/2022	433	62	85.68%
03/11/2024	437	38	91.30%	03/10/2023	418	30	92.82%	03/10/2022	433	32	92.61%
03/12/2024	437	32	92.68%	03/13/2023	419	29	93.06%	03/11/2022	433	48	88.91%
03/13/2024	437	34	92.22%	03/14/2023		Snow Day		03/14/2022	433	46	89.38%
03/14/2024	437	31	92.91%	03/15/2023	420	25	94.05%	03/15/2022	433	36	91.69%
03/15/2024	437	26	94.05%	03/16/2023	420	25	94.05%	03/16/2022	433	40	90.76%
03/18/2024	438	21	95.21%	03/17/2023	420	35	91.67%	03/17/2022	433	36	91.69%
03/19/2024	438	22	94.98%	03/20/2023	420	32	92.38%	03/18/2022	432	41	90.51%
03/20/2024	438	31	92.92%	03/21/2023	420	31	92.62%	03/21/2022	432	28	93.52%
03/21/2024	438	25	94.29%	03/22/2023	420	34	91.90%	03/22/2022	432	40	90.74%
03/22/2024	438	35	92.01%	03/23/2023	420	28	93.33%	03/23/2022	431	47	89.10%
03/25/2024	438	30	93.15%	03/24/2023	420	30	92.86%	03/24/2022	431	36	91.65%
03/26/2024	438	28	93.61%	03/27/2023	420	35	91.67%	03/25/2022	431	32	92.58%
03/27/2024	439	28	93.62%	03/28/2023	420	28	93.33%	03/28/2022	431	27	93.74%
03/28/2024	439	26	94.08%	03/29/2023	420	29	93.10%	03/29/2022	431	33	92.34%
03/29/2024	No School for Students			03/30/2023	420	23	94.52%	03/30/2022	431	27	93.74%
				03/31/2023	420	38	90.95%	03/31/2022	428	37	91.36%
<b>Average</b>	<b>438</b>		<b>93.38%</b>	<b>Average</b>	<b>419</b>		<b>92.63%</b>	<b>Average</b>	<b>432</b>		<b>91.20%</b>

## **FOOD SERVICES REPORT**



## **The Gilbert School Food Service Update**

**4-24-24**

- **Staffing Update:** We have been short a staff member for several months due to a staff medical issue. We have struggled to find sub workers, so often the café is short-staffed. We expect a retirement over the summer and will be searching for replacement staff this summer.
- **Update on meal counts:** We are averaging 105 Breakfasts and 336 Lunches daily. Ala carte sales remain stable at \$185 per day.
- **Starting next year a new Point of Sale (POS) system** will be used at the school. The current system will be outdated. A decision was made after investigating options to upgrade to a new program with the current vendor or switch to a new vendor. It was determined that changing to new vendor was the best option. The impact to students and parents will be changing to a new payment system, the district will be using Myschool bucks starting next year. Current funds will be transferred so they remain with the student. Parent communication will be sent out prior to the end of the school year.
- **Financial Update & Projection:** Current financial report from 3/31/24 indicates a positive balance of \$7,450 year to date. We anticipate this trend will hold, and a small positive balance is expected to end the year.
- **Gilbert Food Service** started this month using local produce through the Northwest Food Hub soon. State and Federal funding to subsidize local purchase are being used through the LFSIP (Local Food Incentive Program) Program.