

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, MAY 15, 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 - Jonathan Morhardt
- B. Vision and Mission Statement - Jonathan Morhardt

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. AWARDS

- A. CABA Leadership Awards
- B. LCSEA Superintendent Award Recognition
- C. CAS High School Arts Award Recognition
- D. CAS Middle School Scholar Leader Award Recognition
- E. CIAC Scholar-Athlete Award Recognition
- F. Student Representative Recognition
- G. Valedictorian & Salutatorian Recognition

BRIEF BREAK FOR REFRESHMENTS

5. APPROVAL OF MINUTES

- A. Minutes of Regular Meeting - April 24, 2024
 - 1. VOTE: Yeas _____ Nays _____ Abstain _____

6. COMMITTEE REPORTS

- A. Finance
 - 1. Monthly Finance Report
 - 2. Next Meeting - June 19, 2024
- B. Policy
 - 1. Report on Meeting - May 9, 2024
 - 2. Next Meeting - September 5, 2024
- C. Building & Grounds
 - 1. Report on Meeting - April 24, 2024
 - 2. Next Meeting - June 19, 2024
- D. Personnel
 - 1. Report on Meeting - May 7, 2024

7. SECURITY UPDATE

- A. ASO Update

8. FIRST READING OF POLICIES

- A. # 5124 - Reporting to Parents/Guardians
- B. # 6146.11 - Grade Weighting/Class Ranking

9. SECOND 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

10. APPROVAL OF POLICIES

- A. #6146 - Graduation Requirements (Personal Finance)
 - 1. VOTE: Yeas _____ Nays _____ Abstain _____

11. PRINCIPAL'S REPORT

12. HEAD OF SCHOOL REPORT

- A. Greg P. Shugrue
 - 1. Enrollment
 - 2. Attendance Data

13. BOARD OF EDUCATION REPORT

- A. Winchester

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

- A. Holly Cassaday

15. EXECUTIVE SESSION

- A. Head Of School Contract
- B. Non-Certified Staff Salary Increases

16. HEAD OF SCHOOL CONTRACT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

17. NON-CERTIFIED STAFF SALARY INCREASES

- A. VOTE: Yeas _____ Nays _____ Abstain _____

18. ADJOURNMENT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

**THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING**

WEDNESDAY, APRIL 24, 2024

THE GILBERT SCHOOL

6:30 PM

Library

MINUTES

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

1. OPENING OF MEETING

The W. L. Gilbert School Corporation: Scott Beecher, Jared Fritch, Holly Cassaday, Ellen Marino, Shane Centrella, Jonathan Morhardt, Renata Waldron, Theresa Padin, Astrid Robitaille (via phone)

Administration: Greg P. Shugrue Head of School

Student Representatives: Danica Poirier, James Slauta (absent)

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

2. PUBLIC FORUM

A. General Public

Nora Mocarski, WPS BOE Chair speaking on behalf of herself as a town resident. Nora expresses her hope that WPS and the Gilbert School will utilize a “*team effort in the cut*”, in referencing the proposed budget cut(s) for the upcoming Town Meeting scheduled for May 13th.

B. Student Representatives Report

Danica Poirier reports on various happenings including the senior car wash, AP testing, Prom, the Italy trip, Broadway trip, and a proposed college “Decision Day” for seniors.

3. CALL FOR AGENDA ITEMS

Scott Beecher makes a motion to add 11.A and 11.B for the purpose of a budget cut related vote. Jared Fritch seconded the motion, and the motion was unanimously approved.

4. APPROVAL OF MINUTES

A. Minutes of Regular Meeting: March 20, 2024

Ellen Marino makes a motion to approve, as amended *, the minutes of March 20, 2024. Shane Centrella seconded the motion, and the motion is unanimously approved.

***Holly “Cassady” should be Holly “Cassaday”**

5. COMMITTEE REPORTS

A. Finance

- Monthly Finance Report: Ellen Marino provides a brief update; the impending budget cuts have been a priority. Per Diane Cook: Our Northwest Community Bank account number has been compromised due to false check issuance. For this reason, a new bank account number has been issued to the Gilbert School Corporation and signed off on by the board.

- Next Meeting: May 15, 2024

B. Policy

- Report on Meeting: April 11, 2024, provided by Ellen Marino.
- Next Meeting: May 2, 2024
- **C. Building & Grounds**
- Report on Meeting: March 20, 2024, provided by Scott Beecher. Roof and solar project of main concern. The roof's scheduled completion date is May 6th.
- Next Meeting: May 15, 2024

6. SECURITY UPDATE

- ASO Update provided by Greg Shugrue. An ASO conversation with new Town Manager Paul Harrington is in the works and a date is to be determined.

7. FIRST READING OF POLICIES

- #5131.6 - Alcohol Use, Drugs, and Tobacco
- #5145.124 - Breathalyzer Testing
- #5145.5 - Exploitation/Sexual Harassment
- #5145.53 - Transgender and Gender Non-Conforming Youth

8. SECOND READING OF POLICIES

- #6146 - Graduation Requirements (Personal Finance) to be voted upon next month.

9. ENHANCEMENT GRANT REQUESTS

- Whole School Read (materials) synopsis provided by Principal Debra Lewis; same book for all students' distribution with subsequent school-wide reflection. Total expenditure \$3455.

Motion to approve Whole School Read enhancement grant in the amount of \$3455 made by Scott Beecher, seconded by Jared Fritch and unanimously approved.

- Hive Time (materials) synopsis provided by Principal Debra Lewis; journaling opportunity and time provided specifically during school hours. Total expenditure \$1600.

Motion made by Jared Fritch to approve Hive Time enhancement funding in the amount of \$1600, seconded by Jonathan Morhardt and unanimously approved by the board.

- Student Incentives (materials) Synopsis provided by Principal Debra Lewis; approximately \$1945 remaining in enhancement grant funding will be utilized for student incentives.

Motion made by Ellen Marino to approve Student Incentive enhancement grant funding in the amount of an approximate \$1945, seconded by Jared Fritch and unanimously approved by the board.

10. PRINCIPAL'S REPORT

- Successful Italy trip over Spring Break, successful and great attendance for incoming 7th grade parent night, AP test prep ongoing in anticipation of upcoming test, Ed Advance funding available for summer counseling services.
- SAT Prep Class Data: Reports/data/graphs along with explanation provided by Debra Lewis. Making positive changes in the classroom in support of SAT readiness.
- March CT SAT Day Preliminary Report: discussion provided by Debra Lewis.

11. HEAD OF SCHOOL REPORT

- Enrollment data provided by Greg Shugrue: 423 students to date.
- Attendance Data: Daily attendance slowly increased over the past couple of years. School Social Workers and Counselors have been making enrollment a priority as exemplified by an approximate daily attendance rate of 91%.
- Food Services Report: Free breakfast and lunch available to all students. Local farm promoted with various options. Ed Advance funding helps.
- Budget: BOS requesting a \$300,000 cut from the schools; half from WPS/half from Gilbert School. The goal of said cut is to *not* impact programs or student services. Diane Cook reports on the specifics of a \$155,000 proposed cut.

Motion is made to approve the proposed budget cut of \$155,000 made by Theresa Padin, seconded by Jared Fritch, and approved by all board members with the exception of Ellen Marino who opposed.

12. BOARD OF EDUCATION REPORT

- WPS board members Renee Waldron and Shane Centrella provide updates: WPS has approved their half of the cut (\$150,000) for the proposed budget, boiler issues at Pearson School of importance and priority, Superintendent of WPS resignation, solar project in the works for both Hinsdale and Pearson School, Pearson also in need of a new roof.

13. SCHOOL CORPORATION CHAIRMAN'S REPORT

- Holly Cassaday reports: Budget meetings have been a priority. School Corp “happy” for Mel and hopeful as WPS looks to hire a new Superintendent.

14. ADJOURNMENT

A motion was made to adjourn the meeting by Jonathan Morhardt, seconded by Ellen Marino and unanimously approved.

Respectfully submitted,
Lauren Jones Dombrowski

FIRST READING OF POLICY:
#5124 - REPORTING TO PARENTS/GUARDIANS

Students

Reporting to Parents/Guardians*

The Board of Directors encourages regular and effective two-way communication between parent/guardian and teacher through frequent and varied reporting methods. Parent/guardian-teacher conferences, letters and informal notes, telephone calls to parents/guardians, and school visitation should be used regularly, among other means, to inform parents/guardians of student successes and student needs and to inform teachers of parent concerns about, suggestions for, and perceptions of their children which may help the teacher in his or her work with particular children.

1. Report Card. Written reports on student progress will be issued in accordance with a schedule approved by the Superintendent after consultation with the principal and faculty. Reporting dates shall be determined annually and placed on the school calendar. Parents/guardians will be advised no later than the penultimate reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.

Teachers also will report on student progress at regularly scheduled parent/guardian conferences.

2. Warning Notices. Student progress reports to parents/guardians should be sent as needed between marking periods - not only to indicate student achievement. Parental acknowledgment of these communications should be encouraged.

If parents/guardians are separated or divorced, both have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Non-custodial parents/guardians shall receive written reports and conference notifications upon a request to the school principal.

* Please refer to Policy 5125 for definitions.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

46b-56 Access to records of minor children by non-custodial parent.

Policy adopted: May 20, 2009

THE GILBERT SCHOOL

Winsted, Connecticut

FIRST READING OF POLICY:
#6146.11 - GRADE WEIGHTING/CLASS RANKING

Instruction

Grade Weighting/Class Ranking

Students are provided with weighted grade point averages (GPAs) at the end of each academic year, excluding senior year. Final senior GPAs will be determined after seven semesters of academic rank. Weighted GPA is used for purposes of determining class rank. Courses are assigned a weighting factor based upon the level of study designated for each course in which a student is enrolled. The more rigorous the level of study, the greater weighted value assigned to the course.

1. Students must have completed four semesters of coursework at The Gilbert School to be included in class rank.
2. Summer school coursework will not be included as part of class rank.
3. Students must be carrying at least seven (7) ranked credits per year to be included in the ranking process.
4. Students who seek to accelerate the graduation process and graduate in less than four years will not be ranked with the senior class. These students will be given an equivalent class rank for purposes of college applications and scholarships. Accelerated students will not displace seniors in the ranking process.
5. Courses completed in the Independent Study Program will not routinely be included in class rank. A course taken in the Independent Study Program may be considered for inclusion in class rank if the following conditions exist: a) the course is an approved course within the curricular offerings of the school; and b) the contact hours for it were offered during the regular school day. An academic review panel including representation of high school administrator(s), guidance counselors(s), teachers(s) and directors(s) will meet at the beginning of each academic year to determine if any courses(s) fulfill the eligibility requirements to be included in class rank. If a course is approved for inclusion in class rank, all students enrolled in the course will have that course included in their class rank calculations.
6. Students and parents will be provided with general class rank at the end of freshman, sophomore and junior years.
7. A weighted GPA will be determined for each senior after six semesters of study for the purpose of class rank for college applications. Final graduation rank will be determined after seven semesters of study. At the conclusion of semester seven, class rank and GPA will be based on courses where credit has been earned. The valedictorian, salutatorian and Gilbert Award will be named after the seventh semester. Students will be provided with class rank information for ranking and college application purposes.

The Gilbert School believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. Quality points are the weights that are assigned to courses in order to communicate their differing academic

challenge. Calculation of the quality points assigned to academic courses multiplied by the grades a student achieves determines a student's Grade Point Average (GPA).

Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights and impact the Grade Point Average accordingly.

Advanced Placement courses will be distinguished from honors courses with higher weights and honors courses will be distinguished from other college preparatory courses with higher weights for the determination of Grade Point Average and class rank. In addition, The Gilbert School seeks to encourage students to take a wide range of courses from the elective offerings in order to broaden their education without encountering any negative impact to their Grade Point Averages. For that reason, The Gilbert School will not weight the majority of its elective course offerings, with the only exceptions being honors and Advanced Placement elective courses.

GPA and Rank in Class

GPA is calculated by finding the arithmetic mean of all final course grades as weighted by their credit value. Rank in class is determined by the numeric ordered ranking of GPA of students who will have attended The Gilbert School for the equivalent of four full semesters by the time graduation honors are determined for that graduating class. A relative rank in class will be provided for transitional students as needed for scholarships and college or other post-secondary applications. A transitional student's relative rank in class is determined according to his/her GPA in comparison to permanent students and other transitional students. Transitional students are students with less than four semesters at The Gilbert School. The cumulative GPA used to determine eligibility for academic awards will be calculated at the end of the third quarterly ranking period immediately preceding graduation, and third quarter grades will be prorated as final grades.

Students' grades that transfer from another school are reviewed and evaluated by the principal or his/her designee to determine weighted grade values in accordance with criteria established for all course grades. Once evaluated the course grade is included in the grade point average or class ranking depending on the quality point system average used by the school.

Academic Awards

Academic awards are determined by either GPA or Rank in Class. Rank in Class is determined by GPA and length of enrollment at The Gilbert School. Students must attend The Gilbert School for the equivalent of four full semesters to be considered a permanent student and therefore to be eligible for any academic awards that are limited to students with permanent student status.

High Honors Award

The High Honors Awards is given to any graduating senior with a cumulative GPA of 3.67 or greater from courses taken while enrolled at The Gilbert School.

Gilbert Award

The Gilbert Award is given to the members of the graduating class representing the top 15% of Rank in Class among all permanent students in that class.

Salutatorian

Recognition as salutatorian is given to the member of the graduating class with the second-highest Rank in Class among all permanent students in that class.

Valedictorian

Recognition as valedictorian is given to the member of the graduating class with the highest Rank in Class among all permanent students in that class.

Students must attend The Gilbert School for six (6) semesters to be considered for salutatorian and valedictorian.

Policy adopted: November 19, 2014

Policy revised: April 20, 2016

Policy revised: June 19, 2019

Policy revised: November 17, 2021

THE GILBERT SCHOOL

Winsted, Connecticut

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

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, CO₂ 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

SECOND 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 (7th Cir. 1998)

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

Policy adopted:

SECOND 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, 8th 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

SECOND 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

APPROVAL OF POLICY:
#6146 - GRADUATION REQUIREMENTS

Instruction

Graduation Requirements

The School Corporation, working with the Administration, is responsible for maintaining the integrity of The Gilbert School diploma. The Board, represented by its Chairman, will award a Gilbert diploma to only those students who have been verified by the Superintendent as having successfully completed the graduation requirements (25 Total Credits), thereby earning the honor of receiving a Gilbert School diploma.

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

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

Additionally, to be eligible for a Gilbert School diploma:

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

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

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

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

Exemptions, Modifications, and Accommodations

- 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 form 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

ENROLLMENT DATA

Gilbert Grade Level Enrollment - Winchester Only												
	August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024	June 2024	
Grade 7	80	88	89	89	89	90	89	89	89	89		
Grade 8	66	72	72	71	70	72	72	72	71	73		
Grade 9		64	67	66	66	66	64	65	66	66		
Grade 10	61	61	61	61	60	62	61	61	61	61		
Grade 11	85	88	88	85	86	85	83	82	82	82		
Grade 12	55	55	55	54	53	54	55	54	54	54		
Total	408	428	432	426	424	429	424	423	423	425		

[illegible]

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
4/1/2024	440	32	92.73%	04/03/2023	420	31	92.62%	04/01/2022	428	38	91.12%
4/2/2024	440	47	89.32%	04/04/2023	420	27	93.57%	04/04/2022	428	36	91.59%
4/3/2024	440	38	91.36%	04/05/2023	420	34	91.90%	04/05/2022	428	43	89.95%
4/4/2024	SNOW DAY			04/06/2023	420	52	87.62%	04/06/2022	428	33	92.29%
4/5/2024	440	26	94.09%	04/17/2023	420	35	91.67%	04/07/2022	428	42	90.19%
4/8/2024	440	54	87.73%	04/18/2023	420	35	91.67%	04/08/2022	428	37	91.36%
4/9/2024	440	34	92.27%	04/19/2023	420	36	91.43%	04/11/2022	428	48	88.79%
4/10/2024	440	33	92.50%	04/20/2023	420	36	91.43%	04/12/2022	428	38	91.12%
4/11/2024	440	38	91.36%	04/21/2023	420	48	88.57%	04/13/2022	428	33	92.29%
4/12/2024	441	43	90.25%	04/24/2023	420	28	93.33%	04/14/2022	427	39	90.87%
4/22/2024	440	33	92.50%	04/25/2023	420	39	90.71%	04/25/2022	427	37	91.33%
4/23/2024	440	34	92.27%	04/26/2023	420	35	91.67%	04/26/2022	427	37	91.33%
4/24/2024	440	33	92.50%	04/27/2023	419	32	92.36%	04/27/2022	428	36	91.59%
4/25/2024	441	37	91.61%	04/28/2023	419	34	91.89%	04/28/2022	428	35	91.82%
4/26/2024	441	36	91.84%					04/29/2022	428	38	91.12%
4/29/2024	441	32	92.74%								
4/30/2024	441	29	93.42%								
Average	440		91.78%	Average	420		92.25%	Average	428		91.12%