

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, JUNE 19, 2024
THE GILBERT SCHOOL
6:30 PM
Library

AGENDA

Google Meet joining info

Video call link: <https://meet.google.com/wtc-pdmv-cro>

(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 - Shane Centrella
- B. Vision and Mission Statement - Shane Centrella

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).

3. CALL FOR AGENDA ITEMS

4. APPROVAL OF MINUTES

A. Minutes of Regular Meeting - May 15, 2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report

2. Next Meeting - August 21, 2024

B. Policy

1. Next Meeting - September 5, 2024

C. Building & Grounds

1. Report on Meeting - May 15, 2024

2. Next Meeting - August 21, 2024

D. Personnel

1. Next Meeting - TBD

6. BUDGET

A. Discussion of Referendum and possible action

7. RESIGNATIONS & APPOINTMENTS

A. Resignations

1. Brad Toomey

2. Mason DuBois

3. Steve Hodges

B. Appointments

1. Scott MacDonald

8. OUT OF STATE FIELD TRIP

A. Massachusetts College of Liberal Arts

1. VOTE: Yeas _____ Nays _____ Abstain _____

9. SECURITY UPDATE

A. ASO Update

10. SECOND READING OF POLICIES

A. # 5124 - Reporting to Parents/Guardians

B. # 6146.11 - Grade Weighting/Class Ranking

11. APPROVAL OF POLICIES

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

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. # 5145.124 - Breathalyzer Testing

1. VOTE: Yeas _____ Nays _____ Abstain _____

C. # 5145.5 - Exploitation/Sexual Harassment

1. VOTE: Yeas _____ Nays _____ Abstain _____

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

1. VOTE: Yeas _____ Nays _____ Abstain _____

12. HEAD OF SCHOOL REPORT

- A. Greg P. Shugrue
 - 1. Enrollment
 - 2. Attendance Data
 - 3. Social Worker/Mental Health Report
 - 4. Food Service Report
 - 5. Update on Increasing Educator Diversity Plan
 - 6. Special Education MOU

13. BOARD OF EDUCATION REPORT

- A. Winchester

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

- A. Holly Cassaday

15. EXECUTIVE SESSION

- A. Head Of School - Year in Review

16. ADJOURNMENT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

The W.L. Gilbert School Corporation

Regular Meeting

Wednesday, May 15, 2024

6:30 p.m.

Members present: Scott Beecher, Holly Cassaday, Shane Centrella, Jared Fritch, Ellen Marino, Theresa Padin, Astrid Robitaille

Members absent: Renata Waldron, Johnathan Morhardt

Admin present: Greg Shugrue, Head of Schools; Debra Lewis, Principal

Others: Diane Cooke, Business Manager

Meeting called to order at 6:30 p.m. by Holly Cassaday

Pledge/Mission/Vision: Astrid Robitaille

Public Forum: None

Student Representative:

- Baseball trip to Cooperstown
- Exams begin for Seniors 5/31
- Prom 5/18
- 8th Grade Promotion 6/10

Student Awards

CABE Leadership Awards Recipients

- Wilnerys Ortiz-Reyes- 8th Grade
- Cameron Picard- 8th Grade
- Danica Poirier- 12th Grade
- Thatcher Rupert-12th Grade

LCSA Superintendent Awards Recipients

- Wilnerys Ortiz-Reyes- 8th Grade
- Robert Tanis-8th Grade
- Madison Arthur- 12th Grade
- Zackary Richardson- 12th Grade

CAS High School Arts Awards Recipients

- Mariah Walter- 12th Grade, Art
- Colton Zawisza- 12th Grade, Music

CAS Middle School Scholar Leader Awards Recipients

- Francesca Monaco-8th Grade
- Cole Scacca- 8th Grade

CIAC Scholar Athlete Award Recipients

- Ivy Davis- 12th Grade
- Zackary Richardson- 12th Grade

Student Representative Recognition

- Danica Poirier-12th Grade
- James Slauta-9th Grade

Salutatorian- Ivy Davis

Valedictorian- Angelina Morales

Approval of Minutes:

A motion was made by Ellen Marino, seconded by Jared Fritch to approve the minutes of the Regular Meeting on 4/24/24.

7/0/0

Committee Reports:

Finance: Ellen Marino reported on the 5/15/24 meeting. Nothing unexpected to report

Policy: Ellen Marino reported on the 5/9/24 meeting. First, Second and Approval of Policies down agenda. Next meeting in September, will complete the review of the 5000 series and focus on 6000 series, Bylaws of the Board

Building & Grounds: Scott Beecher reported on 5/15/24 meeting. Roof project 75% complete (weather delays). Review 5 year plan

Personnel: Holly Cassaday reported on 5/7/24 meeting. Discussion of HOS Contract and Non-Certified staff salary increases to be discussed in Executive Session.

Security Update

Greg met with new Town manager to discuss MOU and need for ASO. Conversations will continue. Unlikely to have ASO hired/trained/ready to start first day of school, but should be on board by end of calendar year.

Security Grant received, will focus on new front entry doors and updated radios for communication.

First Reading of Policies

1. 5124-Reporting to Parents/Guardians
2. 6146.11- Grade Weighting/Class Ranking

Second Reading of Policies

1. 5131.6- Alcohol Use, Drugs & Tobacco
2. 5145.124-Breathalyzer Testing

3. 5145.5- Exploitation/Sexual Harassment
4. 5145.53-Transgender and Gender Non-Conforming Youth

Approval of Policies:

A motion was made by Theresa Padin, seconded by Astrid Robitaille to approve policy 6146- Graduation Requirements (Personal Finance) as presented.

7/0/0

Principals Report:

- 86% of seniors report they are attending 2-4 year colleges, the armed forces and the workforce
- AP exams- 116 exams, 9 subjects
- SBAC testing complete
- WGSS- 5/17/24
- Sixth Graders will tour 5/16
- Kris Kelsey hosting Open Gym on Wednesday nights, attendance approx. 40 students
- NEASC progressing. Currently have drafts for all 5 standards. Visit is 10/29-10/30
- Master Schedule for next year almost complete
- Project Graduation on track

Head of School Report:

- Enrollment- 440 students (24/25 projections 465)
- Daily Average Attendance over 90%

Board of Education Report:

- Interim Superintendent position posted 5/15
- Solar Project in the works

School Corporation Chairman's Report

- 5/23/24 Scholarship Night
- 6/7/24 Graduation

A motion was made by Scott Beecher, seconded by Jared Fritch to enter Executive Session, inviting Greg Shugrue to join, at 7:25 p.m.

7/0/0

Executive Session exited 7:29 p.m.

A motion was made by Holly Cassaday, seconded by Theresa Padin to accept the Head of School Contract as presented.

7/0/0

A motion was made by Holly Cassaday, seconded by Theresa Padin to accept the Non-Certified Staff salary increases as presented.

7/0/0

A motion was made by Theresa Padin, seconded by Shane Centrella to adjourn the meeting at 7:32 pm.

7/0/0

RESIGNATIONS & APPOINTMENTS

May 13, 2024

Dear Mr. Shugrue,

Please accept this letter as formal notice of my resignation from my position as a full time English teacher (Language Arts 7) at The Gilbert School prior to the commencement of the 2024-2025 school year.

After much consideration, I have decided to more fully commit myself to a Master's Degree in Clinical Mental Health. I appreciate the support you have given to me as I have pursued this exciting endeavor. Throughout my time at Gilbert I have enjoyed the dedication and inspiration that my colleagues have provided me and that your leadership has helped to strengthen.

I wish you and the entire Gilbert community all the best in the times to come.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brad Toomey', with a long horizontal flourish extending to the right.

Brad Toomey
English Department
The Gilbert School

May 15, 2024

Dear Mr. Shugrue,

I resign from my position in the Facilities Department at The Gilbert School, effective as of today.

Sincerely,

Mason DuBois

A handwritten signature in black ink, appearing to read 'Mason DuBois', followed by a long horizontal line extending to the right.

Steven Hodges
69 Pleasant Valley Road
Barkhamsted, CT 06063

Mr. Greg Shugrue
Head of Schools
The Gilbert School
200 Williams Ave.
Winsted, CT 06098

May 16, 2024

Dear Mr. Shugrue;

It is with deep sadness that I am informing you that I will be retiring from Teaching in Connecticut, and as such, I will be concluding my employment at the Gilbert School.

Gilbert has been my home for 8 years, and I am filled with gratitude for the friendships and great work we have done together. The whole experience is emotionally difficult, yet through my tears, I wish only the best for my friends in the Gilbert Community. I truly hope that the program I am leaving behind will thrive and become even stronger in coming years.

Respectfully;

A handwritten signature in black ink, appearing to read 'SHODGES', written in a cursive style.

Steven Hodges
May 16, 2024

Cc: Deb Lewis

OUT OF STATE FIELD TRIP REQUEST

THE GILBERT SCHOOL

200 WILLIAMS AVENUE

WINSTED, CT 06098

Field Trip Request Form

For

Overnight

and/or

Out-of-State Field Trips



Revised 11/2/22

Revised 12/15/23 SB

**THE GILBERT SCHOOL
200 WILLIAMS AVENUE
WINSTED, CT 06098**

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

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

DATE(S) OF TRIP: 08/30/2024

TIME(S) OF TRIP: 1PM - 10PM

PRIMARY DESTINATION(S): Massachusetts College of Liberal Arts

NUMBER OF STUDENTS ATTENDING: 22

STUDENT CLASS/GROUP: 9-12

NAME(S) OF SPONSORING FACULTY: Jared Fritch, Josh Penn

NAMES OF CHAPERONES:

Jared Fritch

Kevin Lillie

Josh Penn

ANTICIPATED COST TO STUDENTS: \$0

Attached Curriculum and Objective Linkages Form must be submitted.

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

Departure Date: 08/30/2024 1:00PM

Departure Time: _____

Hotel

Name:

Hotel

Address:

Hotel Phone Number: _____

ACTIVITY	LOCATION	APPROXIMATE TIME
<u>Meet MCLA Soccer team</u>	<u>MCLA Campus North Adams</u>	<u>3pm-4pm</u>
<u>Eat dinner Pizza</u>	<u>MCLA Campus North Adams</u>	<u>4pm - 5pm</u>
<u>Watch MCLA Game</u>	<u>MCLA Campus North Adams</u>	<u>5pm-7:30pm</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

RETURN DATE: 8/30/2024


RETURN TIME (Arrival at Gilbert): 9:30pm-10pm

Department Chair/Liaison Approval:

Date:

5/15/24

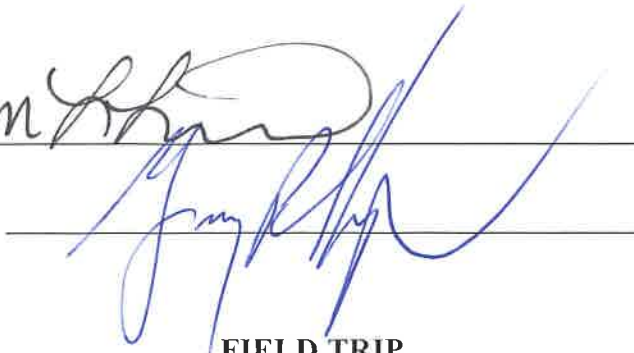
Principal:



Date:

5/15/24

Head of School Approval:



Date:

FIELD TRIP

CURRICULUM AND OBJECTIVE LINKAGES

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

FACULTY NAME: Jared Fritch

COURSE NAME: Girls Varsity Soccer Team

CURRICULUM AND OBJECTIVE LINKAGE: _____

Three Former Gilbert scooter players will be playing in this game MCLA VS Dean. The objective of the trip is to show the team that with hard work they can keep playing the game they love at the next level. I want to show them that they should be proud to play for Gilbert and that hard work pays off. Before the game we will meet with the MCLA players and talk about setting goals in life and how to be a good teammate.

STUDENT BEHAVIORAL EXPECTATIONS

It is important for all students, parents/guardians to understand that attending this trip is an earned privilege.

Students who have failing grades by a designated date will **NOT** be allowed to attend the trip.

A student's behavior will determine if he/she will be permitted to participate in this field trip. Students who have not been following school rules, have significant discipline records, or poor school attendance will be reviewed by The Gilbert School Administration, who will reserve the right to make final decisions on who attends this field trip. In the event a student is unable to attend a field trip due to disciplinary action, no refund will be provided.

Throughout the entire trip, students are subject to all school rules, regulations and consequences. Disciplinary action can and will be administered as a result of infractions.

If the nature of a student(s) infraction is of such seriousness, i.e., drug, alcohol or violence, the sponsoring faculty, after consultation with a school administrator, may determine that the student(s) CANNOT be maintained as a trip participant. At that time, transportation will be arranged for the student(s) **IMMEDIATE** return home. Parents will be notified. All costs associated with this "Emergency Return" will be the responsibility of the parent(s).

In the event of illness, accident, disciplinary infraction or other similar unanticipated occurrence, the sponsoring faculty member in charge will determine the best course of action to follow and will be authorized to act "in Loco Parentis", that is, to proceed in place of the parent. The sponsoring faculty member and/or chaperone will not assume liability, either expressed or implied, for action taken in the best interest of the student and the school, and parents agree to assume any medical expenses not covered by their own family insurance policy.

STUDENT AND PARENT AGREEMENT

I have reviewed and understand the information and provisions herein contained. With this understood and agreeing to abide by what is stated in this form, I authorize that my child _____

has permission to participate in this trip to _____.

Parent/Guardian Signature: _____ Date: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

As a participant on this trip, I understand all expectations and agree to abide by the provisions herein stated, as well as other directions and instructions provided by the trip sponsoring faculty member and chaperones.

Student Signature: _____ Date: _____

Student Cell Phone Number: _____

Please note: Medical Information and Authorization Form must also be filled out and signed by parent.

MEDICAL INFORMATION/AUTHORIZATION FORM

To help insure the safety and welfare of your child while a participant in this school-sponsored activity, you are required to complete, sign and return this information form or your child will not be able to attend.

ANY and **ALL** medications, prescribed or over-the-counter, can only be administered with written authorization of medical personnel identified on the attached **AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINES BY SCHOOL PERSONNEL FORM**.

Student Name: _____ DOB: _____

Student Address: _____ Student Cell Phone # _____

Please describe any dietary needs (especially food allergies) as well as any medical issues that affect your child (bee sting allergy, asthma, etc.): _____

Physician Name _____ Physician Phone _____

Parent Name _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Parent Name _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

In the event that a parent cannot be reached, please provide two additional contacts for your child.

Contact Name: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Contact Name: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Parent Signature: _____ Date: _____

AUTHORIZATION FOR THE ADMINISTRATION OF MEDICINES BY SCHOOL PERSONNEL

Connecticut State Law requires a physician, dentist, advanced practice registered nurse, or physician assistant's written order along with parent/guardian's authorization for the administration of **ANY** medication in school. Prescription medication must be properly labeled by a pharmacist. Over-the-counter medication must be in its original labeled container.

PHYSICIAN, DENTIST, ADVANCED PRACTICE REGISTERED NURSE, OR PHYSICIAN ASSISTANT'S ORDER:

Name of child: _____ Date: _____

Address: _____ Date of birth: _____

EXACT CONDITION/CONDITIONS for which drug is being administered during school hours

DRUG: Name, dose and method of administration

Time of administration _____

Medication shall be administered from _____ to _____
Date Date

Relevant side effects to be observed, if any

Student's allergies: _____

Is this a controlled drug? _____ If yes, DEA number _____

Physician's, dentist's, advanced practice registered nurse's or physician assistant's name: _____

Address _____ Phone _____

AUTHORIZATION BY PARENT/GUARDIAN FOR THE ADMINISTRATION OF THE ABOVE MEDICATION BY SCHOOL PERSONNEL

TO SCHOOL PERSONNEL:

I hereby request that the above medication, ordered by the physician/dentist/advanced practice registered nurse/physician's assistant for my child, _____, be administered by school personnel. I understand that I must supply the school with the prescribed medication in the original container dispensed and properly labeled by a pharmacist and will provide no more than a forty-five-school-day supply of said medication. Over-the-counter drugs must be in their original packaging. I understand that this medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Name _____ Date: _____
(Please print)

Signature _____ Relationship to child

Address _____ Phone _____

SECOND 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

SECOND 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

APPROVAL 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

APPROVAL 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:

APPROVAL 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

APPROVAL 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

ENROLLMENT DATA

Gilbert Total Enrollment by Month by Population				
	Winchester Enrollment	International Enrollment	Other District Enrollment	Total Enrollment
August 2023	408	4	2	414
September 2023	428	13	2	443
October 2023	432	13	2	447
November 2023	426	14	2	442
December 2023	424	14	2	440
January 2024	429	12	2	443
February 2024	424	14	2	440
March 2024	423	14	2	439
April 2024	423	14	2	439
May 2024	425	13	2	440
June 2024	423	13	2	438

[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	89	88
Grade 8	66	72	72	71	70	72	72	72	71	73	72
Grade 9	61	64	67	66	66	66	64	65	66	66	66
Grade 10	61	61	61	61	60	62	61	61	61	61	61
Grade 11	85	88	88	85	86	85	83	82	82	82	82
Grade 12	55	55	55	54	53	54	55	54	54	54	54
Total	408	428	432	426	424	429	424	423	423	425	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	
05/01/2024	440	31	92.95%		05/01/2023	419	27	93.56%		05/02/2022	428	48	88.79%	
05/02/2024	440	39	91.14%		05/02/2023	419	35	91.65%		05/03/2022	429	41	90.44%	
05/03/2024	440	28	93.64%		05/03/2023	419	31	92.60%		05/04/2022	429	40	90.68%	
05/06/2024	440	28	93.64%		05/04/2023	419	42	89.98%		05/05/2022	429	39	90.91%	
05/07/2024	440	41	90.68%		05/05/2023	419	39	90.69%		05/06/2022	429	60	86.01%	
05/08/2024	440	31	92.95%		05/08/2023	419	40	90.45%		05/09/2022	429	74	82.75%	
05/09/2024	440	23	94.77%		05/09/2023	419	28	93.32%		05/10/2022	429	56	86.95%	
05/10/2024	440	37	91.59%		05/10/2023	419	32	92.36%		05/11/2022	429	48	88.81%	
05/13/2024	439	28	93.62%		05/11/2023	419	25	94.03%		05/12/2022	429	48	88.81%	
05/14/2024	439	60	86.33%		05/12/2023	418	29	93.06%		05/13/2022	429	60	86.01%	
05/15/2024	439	34	92.26%		05/15/2023	418	79	81.10%		05/16/2022	429	61	85.78%	
05/16/2024	439	28	93.62%		05/16/2023	417	29	93.05%		05/17/2022	428	44	89.72%	
05/17/2024	439	35	92.03%		05/17/2023	417	31	92.57%		05/18/2022	428	59	86.21%	
05/20/2024	439	49	88.84%		05/18/2023	417	37	91.13%		05/19/2022	428	77	82.01%	
05/21/2024	439	26	94.08%		05/19/2023	417	30	92.81%		05/20/2022	426	73	82.86%	
05/22/2024	439	35	92.03%		05/22/2023	417	30	92.81%		05/23/2022	424	50	88.21%	
05/23/2024	438	37	91.55%		05/23/2023	417	28	93.29%		05/24/2022	424	49	88.44%	
05/24/2024	438	66	84.93%		05/24/2023	417	29	93.05%		05/25/2022	424	48	88.68%	
05/28/2024	438	56	87.21%		05/25/2023	417	30	92.81%		05/26/2022	424	48	88.68%	
05/29/2024	438	23	94.75%		05/26/2023	417	46	88.97%		05/27/2022	424	61	85.61%	
05/30/2024	438	33	92.47%		05/30/2023	417	79	81.06%		05/31/2022	424	44	89.62%	
05/31/2024	438	34	92.24%		05/31/2023	417		100.00%						
Average	439.0909091		91.70%		Average	418		91.56%		Average	427		87.36%	

INCREASING EDUCATOR DIVERSITY PLAN



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



June 4, 2024

Dear Superintendent:

Thank you for your very diligent efforts in submitting an Increasing Educator Diversity Plan (Plan) as required by Public Act (P.A.) 23-167 Section 10.

The purpose of this letter is to inform you that the Connecticut State Department of Education (CSDE) has completed a review of your Plan. The Plan was reviewed by CSDE staff trained to use the Increasing Educator Diversity Review and Feedback Tool (Feedback Tool) to determine if the Plan submitted has characteristics of a strong plan and is on track for successfully increasing educator diversity. The feedback was generated with input from advisory members. Advisory members are professionals from across the state with relevant expertise. Both CSDE reviewers and advisory members underwent training on the Feedback Tool, the elements of a strong plan for increasing educator diversity, and bias and bias mitigation in the Plan review process.

After a thorough review and careful deliberation, it has been determined that your plan has conditional approval. Aspects of your Plan require review, revision and resubmission by Tuesday, October 1, 2024. The comments provided on the enclosed Feedback Tool are intended to inform your team's revision process. Beginning June 7 through June 26, 2024, CSDE and WestEd staff will provide virtual office hours to school districts to support feedback interpretation, and to facilitate Plan revision and resubmission. You and your team are encouraged to use the following link to schedule a virtual session <https://calendar.app.google/9DWNDHU185BDR5qr8>.

We are confident that after making the necessary revisions to your Plan it can be a useful anchor for your increasing educator diversity work. A strong Plan can effectively guide your journey to increase the racial, ethnic, and linguistic diversity of your educator workforce.

Thank you for your commitment to prioritize building a teacher workforce that reflects the demographic diversity of the state's K-12 students. Please email questions about your Plan and/or Plan feedback to: SDE.IEDPlans@ct.gov.

Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education

Cc: Sinthia Sone-Moyano, Deputy Commissioner, Educational Supports and Wellness
Dr. Shuana K. Tucker, Chief Talent Officer
Michael P. McKeon, Director of Legal and Governmental Affairs

Enclosure: (1)

Increasing Educator Diversity (IED) Plan Review and Feedback Tool

This tool is designed to be used by staff at the Connecticut Department of Education to guide their review and feedback for Increasing Educator Diversity plans submitted by districts.

Decision

Conditional Approval

District Name

Gilbert School

1. Clear Goals and a Theory of Action

Key Questions Guiding Review

- Does the theory of action align with the district's vision for equity?
- Is the theory of action clearly articulated, and does it establish a direct connection with the goals identified in the plan?
- Are the goals sustainable, measurable, attainable, ambitious, relevant, and time bound (SMAART)?
- Is it evident that the goals identified are based on the district's most current data and/or any data projections the district has about the educator workforce?
- Is it clear what success will look like (i.e., how things will be different) if the goals are achieved?
- Are the indicators of progress for each goal clearly described and likely to support achievement of the goal?

Characteristics of a Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals. All components of the plan are undergirded by a strong root-cause analysis.
- The plan defines the goals in terms of specific and measurable outcomes based on the district's most current data, and any projections they have, about the educator workforce.
- The goals address all parts of the workforce pipeline (recruiting, selecting, hiring, sustaining, and retaining).
- If the goals are achieved, there will be a marked difference in the district's educator workforce that is apparent to everyone.
- The goals and theory of action are clearly linked to overall system commitments and goals.

Feedback

The vision and theory of action could be more closely aligned if they were inclusive of all stakeholders. For example, the vision is student focused, while the TOA focuses on the educator. To be fully aligned, all stakeholders should be considered. Additionally, the ToA prioritizes engagement and connectedness but does not identify how this will result in increased educator diversity.

2. Strategies, Key Activities, and Vital Processes

Key Questions Guiding Review

- Are the strategies and key activities for each goal relevant and research-based and/or informed by best practices?
- For each goal, is there a coordinated and coherent set of strategies described that will support achievement of the goal?
- For each goal, is a single person identified who is responsible for monitoring progress and ensuring successful implementation?
- For each strategy, is it clear who needs to do what and by when?
- Are the indicators of progress clearly described and relevant for each strategy/activity?
- Does the plan clearly describe how system leaders and accountable leaders will be involved in and/or informed about the plan, its progress, and problem-solving to address challenges in implementation?

Characteristics of a Strong Plan

- The plan engages senior leaders from important, interested, and/or affected parties.
- The plan has a clear set of strategies that are based on research and best practices.
- Chosen strategies are relevant to each goal, complement one another, build upon one another, and are sequenced to achieve the plan's goals.
- Each strategy specifies the necessary roles at every level—from the state to the school—for successful implementation.
- Each strategy has a single accountable owner.
- The plan defines a clear measure of success for each goal, and each activity has a defined set of indicators of success that includes specific and time-bound implementation milestones and evidence of implementation quality.

Feedback

The primary goal is to enhance educator diversity. LEA 71 second strategy, "increase the number of applicants of color," can be the recruitment goal, which aligns with the outlined strategies. While the hiring and retention goals and accompanying strategies are specific, we recommend revising the progress indicators in these areas to ensure clarity and relevance to support each strategy. Identifying progress monitoring benchmarks and timelines may also be helpful. Revisit the plan's management section; the benefits of deep collaborations with and delegating to other key stakeholders involves them in the process, which will create buy-in and improve outcomes.

3. Resources, Communication, and Risk Mitigation

Key Questions Guiding Review

- Is it evident that the team represents and/or has access to and strong relationships with people and information they need for problem-solving and keeping the work on track?
- Are the personnel, financial, technological, and other resources required to achieve goals clearly identified?
- Are the identified resources adequate for implementing a deliberate and differentiated communications strategy that will build a critical mass of support for each goal and the plan as a whole?
- Are the key interested and/or affected parties that the district will need to engage for successful implementation of each goal clearly identified, and is engagement with them clearly described?
- Is it evident how the team will onboard new leaders when leadership transitions occur?
- Are major risks that might cause the work to go off course clearly identified?
- Are strategies to mitigate potential risks described?
- Is it evident in the plan that the district has considered implications for other systems and initiatives in the district and/or in the state?

Characteristics of a Strong Plan

- The plan clearly identifies the team lead and core team members.
- The team has the right mix of people, talent, influence, and access to key individuals in the state who can be tapped to help solve problems and keep the work moving to achieve goals.
- There is a clear communication strategy that details the messages, modes of communication, frequency and timing of communication, and messengers.
- The plan gives a clear picture of how the strategies can work with the resources available, or it specifies how the needed resources can be obtained.
- The plan identifies key interested and/or affected parties who will be most critical to the success of any potential policy change.
- The plan details risks and constraints along the delivery chain—including weak relationships, choke points, funding shortfalls, and other potential major issues—and there are potential solutions for managing these risks.
- The plan includes the essential work that must occur across institutions, including the state, educator preparation programs, districts, and schools. Interdependencies are well understood and articulated.
- The team proactively manages transitions so that new leaders quickly become familiar with and supportive of the increasing educator diversity plan.

Feedback

The plan lacks risk and mitigations. The current risk related to inaccurate data does not take into account that applicants self-reporting, which almost entirely eliminates the identified risk. What other resources, risks, and mitigations might LEA 71 consider as they further develop the plan? How can technology be utilized to attract diverse candidates?

THE GILBERT SCHOOL

INCREASING EDUCATOR DIVERSITY PLAN



TEAM MEMBERS:

STEVE BARONE

PATRICK BRINTLE

FRANCESCA DANIELE

DEBRA LEWIS

JESSICA PELLETIER

JOSH PENN

KATE ROHLFING

GREG SHUGRUE

VISION AND MISSION STATEMENT

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

In pursuing this Mission, we believe that:

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

THEORY OF ACTION

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

RECRUITMENT

Goal

Increase the diversity of educators within the district.

Who manages the goal?

School Administration, Human Resources

Strategies/Key Activities

What?

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

Who Owns This?

School leadership: administration, department leadership, human resources.

By When?

Start of 2025-2026 school year

Indicators of Progress

Quarterly reviews of the following information:

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

Resources Required

One-page handout about Gilbert

*attached to this document

Risks and Mitigation

Inaccurate or limited data from Applitrack regarding applicants' identities

Communication/Engagement Efforts

Chamber of Commerce, NCCC, local childcare establishments, ARC

HIRING AND SELECTION

Goal

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

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

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

Who Owns This?

School leadership: administration, department leadership, human resources

By When?

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

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

Indicators of Progress

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

Resources Required

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

Risks and Mitigation

Applicant may decline job due to:

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

Communication/Engagement Efforts

HR

Head of School

School Corporation

RETENTION

Goal

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

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

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

Who Owns This?

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

By When?

1. Start the 2024-2025 school year.

Indicators of Progress

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

Resources Required

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

Risks and Mitigation

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

Communication/Engagement Efforts

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

SPECIAL EDUCATION M.O.U.

**THE W. L. GILBERT SCHOOL CORPORATION AND
BOARD OF EDUCATION OF THE TOWN OF WINCHESTER, CONNECTICUT**

**MEMORANDUM OF UNDERSTANDING WITH
RESPECT TO SPECIAL EDUCATION**

This Memorandum of Understanding with Respect to Special Education is made this _____ day of _____, 2023, between THE W. L. GILBERT SCHOOL CORPORATION of the Town of Winchester, State of Connecticut (hereinafter, together with The Gilbert School, referred to herein as "the School" or "Gilbert") and the BOARD OF EDUCATION OF THE TOWN OF WINCHESTER, State of Connecticut (herein referred to as "the Board", "Winchester" or "the Winchester Board"), both being of the Town of Winchester, County of Litchfield, and State of Connecticut.

The parties agree to the following principles and promises:

1. Winchester assumes full responsibility for Special Education services at Gilbert as provided in an Agreement between the parties executed this date, to which this Memorandum is appended (the "Agreement").

2a. Gilbert will provide classroom space at no additional cost to Winchester as well as the related office facilities.

2b. Winchester and Gilbert will work collaboratively to design and plan protocols around any student-specific or program-specific modification such as the creation of a sensory/multi-functional break room, a Student Resource Center (that may focus on needs of students with Social and/or Emotional deficits) and or an Alternative Education Program (Low Credit, High Age 3pm-6pm) and Winchester shall provide funding for any student-specific or program specification modification and shall provide any and all adaptive equipment or specialized equipment or materials necessary for a student-specific or program-specific need.

2c. Winchester and Gilbert will work collaboratively around section 504. Gilbert will have responsibility of running and implementing 504 programming for identified students. Gilbert will consult with Winchester prior to any 504 decisions being made around adaptive equipment, including technology.

2d. The parties intend that the Special Education program at Gilbert will be an integral part of the School. To the extent feasible and available within the constraints of the Gilbert School budget, Gilbert will furnish each special education classroom with student desks, a teacher desk, a teacher computer, customary storage cabinets and other equipment normally provided for a regular education classroom. Special education teachers and paraprofessionals will have the same access to photocopying,

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telephone and other services, and paper and other teaching supplies as is provided to regular education teachers and paraprofessionals. Winchester will provide a photocopying device for staff to use to be housed in the special education office. If said machinery is in disrepair Gilbert will give staff access to its equipment while Winchester resolves this issue, so that there will not be a lapse in Special Education related paperwork.

3a. Winchester commits to provide administrative time and support, consistent with the number of special education students and their needs, to assist in the successful implementation and conduct of the Special Education programs at the Gilbert School. This will include but not limited to the supervision of Winchester staff housed at the school, assisting Gilbert regular education staff in accommodating needs outlined in designated student IEPs, and consultations with the Gilbert administration in order to assist open communication and program success.

3b. Supervision: Direct supervision and evaluation of Winchester staff working at Gilbert will be conducted by Winchester administrators (appropriately certified). To the extent feasible and permissible by law and contract, Winchester will solicit input from Gilbert administration regarding supervision and evaluation issues.

3c. Hiring: Although existing Winchester staff working in special education will be assigned to Gilbert by Winchester, Gilbert will participate in the interview process for future employment decisions related to Winchester staff working at Gilbert. To the extent feasible and permitted by law, Winchester and The Gilbert School will identify a Gilbert representative who may participate in the interview process for the filling of a certified teacher vacancy. Winchester still reserves the right to make the final decisions on employment based off the recommendations from the collaborative discussions and interview process.

3d. Gilbert shall not assign any Winchester employees to perform tasks contrary to or inconsistent with the staff members' special education obligations without the express written consent of the Winchester Superintendent or the Winchester Director of Student Services.

3e. Only Winchester may extend the workday of its certified and noncertified personnel who are assigned to The Gilbert School.

4a. Gilbert School and Winchester shall work collaboratively to make it possible for regular education teachers to meet with and collaborate with Winchester's special education teachers to do the following:

- (1) review Tier III interventions for students and PPT referral issues;
- (2) discuss and plan for co-taught classes;
- (3) review IEP accommodations and behavioral intervention plans; and/or
- (4) collaborate on resolving IEP issues.

4b. Winchester and Gilbert will work collaboratively to provide appropriate joint instruction to Winchester special education paraprofessionals assigned to the Gilbert School regarding interaction with regular education teachers and the role of special education paraprofessionals in regular education classrooms.

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4c. Gilbert and Winchester will work collaboratively to provide joint instruction to Gilbert regular education teachers regarding proper interaction with and utilization of special education paraprofessionals in their classrooms.

4d. Gilbert will provide training to Gilbert regular education teachers regarding the “least restrictive environment” requirement under the IDEA and the “appropriate education” requirement under Section 504, and the role of regular education teachers in the implementation of IEPs and Section 504 accommodation plans.

4e. The Winchester Board will provide training to Winchester special education teachers and paraprofessionals at Gilbert School regarding the ‘free appropriate public education’ requirement under the IDEA and the role of special education teachers in the implementation of IEPs.

4f. Gilbert will provide substitute teacher coverage, at its expense, for all regular education staff members who are required to attend a PPT meeting for a Winchester student who is, or may be, participating in the regular education environment at The Gilbert School.

5a. Where feasible and permitted by law, the parties will consult with regard to aspects of day-to-day supervision issues during the Winchester Board’s conduct of its special education program at Gilbert, including, but not limited to, teacher schedules, work day, work year, participation in faculty meetings, substitute teachers, access to supplies and materials and similar issues.

5b. Winchester shall work collaboratively with Gilbert professionals and parents/ guardians in developing and implementing appropriate special education supports and services under IDEA necessary to meet each identified student’s needs in the least restrictive setting, such as providing positive behavioral supports, providing equal access for students with disabilities and exhausting the continuum of special education programming before considering more restrictive settings.

6a. The parties agree to collaborate to the greatest extent possible in the on-going administration of the special education program. Gilbert and Winchester will collaborate to address concerns and disputes about the supervision and operation of special education programming directly among the school administrators, teaching professionals and service providers. If such disputes cannot be resolved in a timely manner the parties may elect to ask a mutually acceptable and impartial mediator to assist them.

6b. Gilbert and Winchester acknowledge that any changes to a student’s IEP can only be made via the PPT process. Gilbert administrators will work collaboratively with Winchester case manager, contracted consultant/supervisor, and or the Director of Student Services to answer any inquiries or concerns about a student’s special education programming.

6c. Winchester agrees that continued compliance with its parental communication obligations under state and federal special education law is consistent with the letter and spirit of the Agreement. Gilbert

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administrators and teachers shall adhere to the following procedures if the school professional has a concern about a Winchester student's special education program:

- (1) seek a prompt meeting or conference call with a Winchester administrator to address the immediate concern;
- (2) convene a student study meeting to address the noted concern, and provide sufficient notice to Winchester administrator so he/she could participate in the meeting; and/or
- (3) contact Winchester Superintendent within two (2) school days if Winchester's special education administrator has not responded to the raised concern.

7a. Gilbert will implement SRBI in all years of the contract in accordance with Connecticut State Department of Education guidelines and requirements as part of the regular education program. Any incidental costs associated with Gilbert's implementation of this legal mandate shall not increase the tuition charged to Winchester.

7b. Gilbert will share all SRBI data for each student referred to a PPT with both the parents/guardians of the students and Winchester before any PPT is convened. Winchester will share with Gilbert the education records for each 6th grade Winchester student who enrolls at Gilbert, which may include SRBI data and pre-referral materials by June 15th of the preceding school year.

W.L. GILBERT SCHOOL CORPORATION

BY: _____
Holly Cassaday, Chairman, duly authorized

BOARD OF EDUCATION OF THE TOWN OF WINCHESTER

BY: _____
Douglas Pfenninger, Chairman of the Winchester Board of Education, duly authorized