

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, SEPTEMBER 18, 2024
THE GILBERT SCHOOL
6:30 PM
Library

AGENDA

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

1. OPENING OF MEETING

The W. L. Gilbert School Corporation

Scott Beecher

Holly Cassaday

Shane Centrella

Jared Fritch

Ellen Marino

Jonathan Morhardt

Theresa Padin

Astrid Robitaille

Renata Waldron

Administration

Greg P. Shugrue

Head of School

Student Representatives

Shelby Salius

James Slauta

- A. Pledge of Allegiance - Jonathan Morhardt
- B. Vision and Mission Statement - Jonathan Morhardt

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

In pursuing this Mission, we believe that:

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

2. PUBLIC FORUM

A. General Public

The W. L. Gilbert School Corporation welcomes comments from the public. Please state your name and address. Speakers will be limited to three (3) minutes. (Board Policy 1120).

3. CALL FOR AGENDA ITEMS

4. **INTRODUCTION OF NEW STAFF**
- A. Thomas Lutka, CTE Teacher
 - B. Scott MacDonald, HS English/Language Arts Teacher
 - C. Madeline Ziegler, English Teacher

5. **EMPLOYEE RECOGNITION**
- A. Theresa Funk

(Short intermission for refreshments)

6. **APPROVAL OF MINUTES**
- A. Minutes of Regular Meeting - August 21, 2024
 - 1. VOTE: Yeas _____ Nays _____ Abstain _____

7. **RESIGNATION OF SCHOOL CORP. MEMBER**
- A. VOTE: Yeas _____ Nays _____ Abstain _____
 - B. Appointment of open officer position

8. **COMMITTEE REPORTS**
- A. Finance
 - 1. Monthly Finance Report
 - 2. Next Meeting - October 16, 2024
 - B. Policy
 - 1. Report on Meeting - September 5, 2024
 - 2. Next Meeting - October 3, 2024
 - C. Building & Grounds
 - 1. Next Meeting - October 16, 2024
 - D. Personnel
 - 1. Next Meeting - TBD

9. **SECURITY UPDATE**
- A. ASO Update

10. **FIRST READING OF POLICIES**
- A. # 5131.911 - School Climate (formerly Hazing/Bullying)
 - B. # 5145.44 - Title IX

11. **PRINCIPAL'S REPORT**
- A. School opening update
 - B. Learning Data
 - C. Mental Health Update

12. HEAD OF SCHOOL REPORT

- A. Greg P. Shugrue
 - 1. Enrollment
 - 2. Attendance
 - 3. Food Service Report
 - 4. Increasing Educator Diversity Plan
 - a. VOTE: Yeas _____ Nays _____ Abstain _____
 - 5. School Climate Plan Update

13. BOARD OF EDUCATION REPORT

- A. Winchester

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

- A. Holly Cassaday

15. EXECUTIVE SESSION

- A. Personnel - Health concerns of staff member and sick days.

16. ADJOURNMENT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

**THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, AUGUST 21, 2024
THE GILBERT SCHOOL
6:30 PM
Library
MINUTES**

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

1. Opening of Meeting

The meeting is called to order by Chair Holly Cassaday at 6:30PM. In attendance is Scott Beecher, Jared Fritch, Theresa Padin, Ellen Marino, Shane Centrella, Jonathan Morhardt and Renata Waldron. Astrid Robitaille is absent excused. Head of School Greg Shugrue is also in attendance.

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

2. PUBLIC FORUM

- A. General Public:

None

3. CALL FOR AGENDA ITEMS

None

4. APPROVAL OF MINUTES

- A. Minutes of Regular Meeting - June 19, 2024

Motion by Ellen Marino to approve the minutes of the June 19th, 2024 meeting. Theresa Padin seconded the motion and the motion is approved. All were in favor, Jonathan Morhardt abstained.

5. COMMITTEE REPORTS

- A. Finance

- 1. Monthly Finance Report. No quorum, no meeting.
- 2. Next Meeting - September 18, 2024

- B. Policy

No meeting to report on.

- 1. Next Meeting - September 5, 2024

- C. Building & Grounds

Roof project completed. Solar project currently in the works with a projected end/completion date of January 1, 2025. Leak in rooftop unit above library. Research needed on the lifespan of the rooftop units.

- 1. Next Meeting -September 18, 2024

- D. Personnel

- 1. Next Meeting - September 9th, 2024

6. RESIGNATIONS & APPOINTMENTS

- A. Resignations

- 1. Francesca Daniele

B. Appointments

1. Thomas Lutka
2. Matthew Mercure
3. Madeline Ziegler

7. ENHANCEMENT GRANT REQUEST

A. The Hartford Stage 12-11-2024

Motion to approve enhancement grant request by Ellen Marino, seconded by Scott Beecher and unanimously approved.

8. SECURITY UPDATE

- A. ASO Update: Waiting on support from Town Manager Paul Harrington and approval from the Board of Selectmen. All set to hire once approval is granted.

9. APPROVAL OF POLICIES

A. # 5124 - Reporting to Parents/Guardians

Motion to approve policy #5124 by Ellen Marino, seconded by Jared Fritch and unanimously approved.

B. # 6146.11 - Grade Weighting/Class Ranking

Motion to approve policy #6146.11 by Ellen Marino, seconded by Theresa Padin and unanimously approved.

10. SPED MOU w/WBOE

Annual MOU, Nora has also signed.

Motion to approve Special Ed MOU by Theresa Padin, seconded by Scott Beecher and unanimously approved.

11. PRINCIPAL'S REPORT

- A. School opening update: Greg Shugrue, Head of School, reports on behalf of Deb.
- B. Reading Initiative

12. HEAD OF SCHOOL REPORT

A. Greg P. Shugrue

1. 2024-2025 Enrollment: 450 students to begin the school year.
2. Social Worker/Mental Health Report
3. Food Service Reports
4. Update on Increasing Educator Diversity Plan
5. School Improvement -Theories of Action/Portrait of a Learner

13. BOARD OF EDUCATION REPORT

A. Winchester

Renee Waldron, Jonathan Morhardt and Shane Centrella provide updates. Currently in the process of hiring a new Superintendent.

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

A. Holly Cassaday

15. EXECUTIVE SESSION

A. Head Of School - Year in Review

Motion at 7:20PM to move to Executive Session by Jonathan Morhardt, seconded by Jared Fritch and unanimously approved.

16. ADJOURNMENT

Motion to adjourn at 7:45PM by Scott Beecher, seconded by Jonathan Morhardt and unanimously approved.

Respectfully submitted,
Lauren Jones Dombrowski

SEPTEMBER POLICY COMMITTEE MINUTES

THE W. L. GILBERT SCHOOL CORPORATION
Policy Committee Meeting Minutes
September 8, 2024

A Meeting of the Policy Committee of The W. L. Gilbert School Corporation was held on Thursday, September 8, 2024, in the Main Office Conference Room at The Gilbert School. The meeting was called to order at 8:01 a.m. by Ellen Marino.

Committee Members present were Ellen Marino, Jonathan Morhardt, and Theresa Padin
Absent Committee Members: A. Robitaille
Also present were Greg Shugrue, Head of School and Holly Cassaday, School Corp. Chair

**A motion was made by E. Marino, seconded by T. Padin to approve the Minutes of May 9, 2024.
Voted: Yeas 3 Nays 0 Abstained 0 -- Motion Passes**

Discussion/Review of Policies:

5131.911 – School Climate (formerly Hazing/Bullying) was reviewed, discussed and the consensus was to update it to the existing policy. G. Shugrue reported that he has been working with Ed Advance on this policy and it will have no immediate budget impact but may impact future budgets with professional development requirements. The consensus was to send this policy to the full board as a first read at the September 2024 board meeting.

5131.81 – Electronic Devices – a 2010 policy that is out of date and G. Shugrue will get current policies to consider from CABE.

5141.27 – First Aid/Emergency Medical Care - also a 2010 policy that G. Shugrue will get updated polices from CABE

Other:

The committee reviewed policies relative to Title IX regulations including policy #5145.44 which included CABE policies and #5145.5 which is essentially merged with 5145.44. The significant change was resulting from legislation known as Final Rule, which took effect August 1, 2024. The policy will refer to the website for the Title IX coordinator information. The consensus was to submit #5144.44 Title IX to the full board at the September 2024 meeting.

Next meeting is October 3, 2024.

**A motion was made by T. Padin, seconded by J. Morhardt to adjourn the meeting at 8:49 a.m.
Voted: Yeas 3 Nays 0 Abstained 0 -- Motion Passes**

Respectfully submitted,
Ellen Marino

**FIRST READING OF POLICY:
#5131.911 - SCHOOL CLIMATE
(FORMERLY HAZING/BULLYING)**

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying. The Gilbert School will not tolerate (bullying) this behavior and a zero tolerance approach is expected.

The Board of directors of The W. L. Gilbert School Corporation (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes
 10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
 10-222g Prevention and intervention strategy re bullying and teen dating violence
 10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
 10-222i State-wide safe school climate resource network. [*Repealed, Effective 7/1/2025 State-wide safe school climate resource network*]
 10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
 10-222p Review of safe school climate plans by Department of Education. Approval or rejection.
 PA 23-167 An Act Concerning Transparency in Education

Policy adopted:
 cps 11/23

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

**FIRST READING OF POLICY:
#5145.44 - TITLE IX**

A mandated policy to consider.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Nondiscrimination Policy, Notices of Nondiscrimination, and Grievance Procedures (under the 2024 Amendments to the U.S. Department of Education's Title IX Regulations) Prohibition of Sex Discrimination and Sexual Harassment (Sex-based Harassment) in the Workplace

Statement of Policy

Pursuant with 2024's Title IX "Final Rule," The Gilbert School ("the District") prohibits any form of sex-based discrimination or sex-based harassment in all W.L. Gilbert School Corporation ("the Board") programs and activities. All students, staff, and third parties under the Board's authority are expected to follow this policy to maintain a work and educational environment free from sex-based harassment, insults, or intimidation on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, and pregnancy or related conditions.

Conduct that may constitute a violation of the Board's policy includes those occurring under the District's education program or activity in the U.S., including conduct that is subject to the District's disciplinary authority. The District shall address matters that create a sex-based hostile environment under its education program and activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the U.S.

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 will be subject to other sanctions, which may include exclusion from Board property and/or subject to civil and criminal penalties. All district employees are required to notify the District's Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination and sex-based discrimination.

The Board shall not adopt or implement a policy/practice/procedure regarding, or discriminating in its education program or activity against any student or employee based on the student's/employee's current, potential, or past parental, family, or marital status that treats students/employees differently on the basis of sex. The District shall ensure that when students or parents tell an employee of a student's pregnancy or related conditions unless the employee reasonably believes the Title IX Coordinator has been notified, the employee shall promptly provide the Title IX Coordinator's contact information and inform the person that the Coordinator can coordinate specific actions to prevent discrimination and ensure access. The District shall provide the student with information about the District's obligations, reasonable modifications, voluntary access to a separate comparable portion of the program/activity/or voluntary leaves of absence, and lactation space.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Statement of Policy (continued)

The Superintendent of Schools shall develop Administrative Regulations (“Grievance Procedures”) implementing this policy in accordance with Title IX, Title VII, and Connecticut law. The Grievance Procedures shall provide for adequate, reliable, and impartial investigation for all sex discrimination complaints, with specific requirements regarding evidence, response, and privacy.

Definitions (Referenced in the District’s Grievance Procedures)

Sex Discrimination: occurs when an employer refuses to hire, discipline, or discharge any individual or otherwise discriminates against an individual with respect to his, her, their compensation, terms, conditions, or privileges of employment on the basis of the individual’s sex or gender identity. Sex discrimination (sex-based discrimination) also occurs when a person, because of the person’s sex or gender identity, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual Harassment under Title IX and Connecticut Law: 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 aid, benefit, or service of the Board on an individual’s participation in unwelcome sexual conduct. (i.e., quid pro quo) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
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. 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; 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 1229(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;

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

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 work environment.

Title IX Coordinator is the person designated and authorized to coordinate the District's efforts to comply with its responsibilities under Title IX (2024 Final Rule) and the regulations. If the District has more than one Title IX Coordinator, it must designate one of its Coordinators to retain ultimate oversight over those responsibilities and ensure the District's consistent compliance with its responsibilities under Title IX. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate specific duties to one or more designees.

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after the District determines that sex discrimination occurred.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

Respondent means a person who is alleged to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person under Board control, a student, or an employee or other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the District's education program or activity; or
3. **Specific offenses.**
 - a. Sexual assault meaning an offense classified as a forcible or non-forcible sex offense under the uniform crime system of the Federal Bureau of Investigation;
 - b. Dating violence meaning violence committed by a person:

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

- i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and
- ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 1. The length of the relationship;
 - 2. The type of relationship; and
 - 3. The frequency of interaction between the persons involved in the relationship.
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
 - ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - iii. Shares a child in common with the victim; or
 - iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- 1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or a school's educational environment; or
- 2. Provide support during the District's grievance procedures or during an informal resolution process.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

Confidential employees are those whose communications are privileged or confidential under federal or state law and whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. “**Confidential employees**” are required to explain to any person informing them of conduct that reasonably may constitute sex discrimination (1) their confidential status and circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; (2) how to contact the Title IX Coordinator and to make a complaint; and (3) that the Title IX Coordinator may be able to offer and coordinate supportive measures and initiate an informal resolution process/investigation. The District shall notify all participants in its program or activity of how to contact confidential employees, if any.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

The district administration will provide training to the Title IX Coordinator, those who may serve in the role of investigators, decision-makers, and any person who facilitates an informal resolution process. Training shall include the definition of sex and sex-based discrimination and sexual and sex-based 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.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment (continued)

The Administration will periodically provide training to all Board employees on the topic of sex and sex-based discrimination and sexual and sex-based harassment under Title IX, Title VII, and Connecticut law, which includes but not be limited to when reports of discrimination and harassment must be made. The Administration will 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 from sex and sex-based discrimination and sexual and sex-based harassment. Administration will make the training materials used to provide these trainings publicly available on the Board's website.

The District Title IX Coordinator is specified on The Gilbert School website. Any individual may make a report of sex and sex-based discrimination and/or sexual and sex-based harassment to the attention of the Title IX Coordinator using any one or multiple of the following points of contact:

- ❖ Office Address: The Gilbert School, 200 Williams Avenue, Winsted, CT 06098
- ❖ Phone Number: (860)379-8521
- ❖ Email Address: As listed for the Title IX Coordinator specified on The Gilbert School Website

Any Board employee in receipt of allegations of sex or sex-based discrimination or sexual or sex-based 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 sex or sex-based discrimination or sex-based harassment to the U.S. Department of Education: Office of Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also report sex or sex-based discrimination and/or sexual or sex-based harassment 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).

Notice of Non-Discrimination

The W.L. Gilbert School Corp. (the "Board") is obligated to provide an educational environment free from discrimination on the basis of sex and, therefore, prohibits any form of sex discrimination in any education program or activity that it operates, pursuant to Title IX (Final Rule, August 1, 2024). Therefore, the Board assigns the task of providing a notice of nondiscrimination to the Superintendent of Schools. Such discrimination or harassment prohibition includes students, staff, or third parties under the Board's authority.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

This notice is to be disseminated to students, parents, guardians, or other authorized legal representatives of elementary school and secondary school students, employees, applicants for employment, and all unions and professional organizations holding bargaining agreements with the District.

In addition to the above attestation, the notice of nondiscrimination shall direct all inquiries regarding Title IX to the District Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. This notice shall include the name and title, office address, email address, and telephone number of the District Title IX Coordinator. This notice shall also include that the District's nondiscrimination policy and grievance procedures can be located at www.gilbertschool.org. Finally, the notice shall include language that encourages those needing to report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX; please refer to The Gilbert School website for more information.

To ensure full compliance, the Superintendent shall prominently include all elements of the Board's notice of nondiscrimination on the District website and in each handbook, catalog, announcement, bulletin, and application form that the District makes available to people entitled to notice or which are otherwise used in connection with the recruitment of employees. Minimally, such notice shall be covered in the following statement:

Pursuant to Title IX's 2024 Final Rule, The Gilbert School does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to The Gilbert School's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Gilbert School District Coordinator is specified on The Gilbert School website and can be reached the following ways:

- ❖ Office Address: The Gilbert School, 200 Williams Avenue, Winsted, CT 06098
- ❖ Phone Number: (860)379-8521
- ❖ Email Address: As listed for the Title IX Coordinator specified on The Gilbert School Website

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

The Gilbert School's nondiscrimination policy and grievance procedures can be located on the school website.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to The Gilbert School website.

Due to the format or size limitations of various publications, the District may instead include in those publications the information covered in the following statement:

The Gilbert School prohibits sex discrimination in any educational program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located on The Gilbert School website.

In developing administrative regulations conforming with 2024's Title IX Final Rule Regulations, the superintendent shall ensure the grievance procedures provide vital protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person's ability to participate in or benefit from a school's education program or activity.

District schools are required to take prompt and effective action to end any sex discrimination in their education programs and activities, prevent its recurrence, and remedy its effects. To that end, the Board shall require and support the training of employees about the school's obligation to address sex discrimination and the employee's obligation to notify or provide contact information for the Title IX Coordinator.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

Legal Reference: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
The Clery Act, 20 U.S.C. §1092(f)
The Violence Against Women Act, 34 U.S.C. §12291(a)
Mentor Savings Bank, FSB v. Vinson 477 US.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)
Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Legal References: (continued)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Title IX, Final Rule, August 1, 2024

Policy adopted

cps 7/24

PRINCIPAL'S REPORT

HOW DO WE KNOW OUR WORK IS

AP PASSING RATE UP

PAYING OFF?

NEARLY 20% in ONE YEAR

(61% passing)

ATTENDANCE RATE UP 2%

21: 50% seniors applied to 2 or 4 year
schools

24-87% applied

NGSS 8th Gr: Up 11%

8th ELA SBAC: Up 19%

8th MATH SBAC: Up 13%

7th MATH SBAC: Up 2%

#of AP exams increased (115)

LAS LINKS: 43% to 71% Interm/Proficient

APUSH exam %: 93% passing

CT: 81% Global exam: 72%

Other Highlights

AP Chem-

Highest passing rate in years: 43%

AP GOV-

80% Passing rate

CT: 77% Global 73%

AP LIT-

80% Passing rate

CT: 78% Global 72%

SAT-

52% at ERW Benchmark

TGS Mean- 481

Math- % at benchmark up 1%

SAT-

52% meets/exceeds ERW benchmark

CT: 55%

Global 53%

11 AP Scholars Recognized:

out of 55 students: 20%

150 students participating in

Athletics this fall (up from last year)

AP LIT- OUTSTANDING

M/C

Student Success is **WAY MORE** than test scores

More proof that we are heading in the right direction..... TOGETHER

From NEASC survey—parent section

- 81% feel "All adults seem to take responsibility for the social emotional well-being of my child" (even if they do not teach him/her).
- 83% feel their students feel valued at our school
- 75% feel "All adults seem to take responsibility for the academic well-being of my child (even if they do not teach him/her)."
- 77% feel students are connected to other students at our school
- 84% feel a caring adult knows their child at our school
- 85% feel the school's culture promotes intellectual risk-taking and personal and professional growth for educators and learners
- 88% feel their children are taught to take responsibility for their own actions at our school.
- 76% feel the school has a clear vision of the skills and knowledge their children need to develop to be successful in life.
- 74% feel the school sets high standards for their children's academic performance.
- 94% feel the school is clean and well-maintained

More proof that we are heading in the right direction..... TOGETHER

From NEASC Survey- Student Section

- 75% of students say they feel safe at our school
- 77% feel all adults seem to take responsibility for the academic well-being of all students (not just the students they teach)
- 69% feel adults take an interest in getting to know all students (not just the students they teach)
- 79% feel that one caring adult knows them well
- 87% feel they learn that mistakes are part of the learning process
- 84% feel they are taught to respect the views of others—even when they disagree with them.
- 76% feel they are encouraged to try new things or experiment

Multiple-Choice Performance

Reporting Category Type	Reporting Category	# of Questions	Group Mean	CT Mean	Global Mean	Notes
UNITS	1, 4, AND 7: SHORT FICTION	23	16.2	15.6	15.3	↑ Above CT and Global
UNITS	2, 5, AND 8: POETRY	23	17.6	15.4	15.0	↑ Above CT and Global
UNITS	3, 6, AND 9: NOVEL/DRAMA	9	6.4	5.8	5.7	↑ Above CT and Global
BIG IDEAS	1: CHARACTER; AND 2: SETTING	13	9.0	8.5	8.2	↑ Above CT and Global
BIG IDEAS	3: STRUCTURE	10	7.6	6.4	6.1	↑ Above CT and Global
BIG IDEAS	4: PERSPECTIVE	13	9.2	8.9	8.7	↑ Above CT and Global
BIG IDEAS	5: FIGURATIVE LANGUAGE	14	10.4	9.8	9.6	↑ Above CT and Global
BIG IDEAS	6: LITERARY ANALYSIS	5	4.0	3.3	3.2	↑ Above CT and Global
SKILLS	1: FUNCTION OF CHARACTER; AND 2: FUNCTION OF SETTING	13	9.0	8.5	8.2	↑ Above CT and Global
SKILLS	3: FUNCTION OF PLOT AND STRUCTURE	10	7.6	6.4	6.1	↑ Above CT and Global
SKILLS	4: FUNCTION OF THE NARRATOR OR SPEAKER	13	9.2	8.9	8.7	↑ Above CT and Global
SKILLS	5: FUNCTION OF WORD CHOICE, IMAGERY, AND SYMBOLS	7	5.2	4.7	4.5	↑ Above CT and Global
SKILLS	6: FUNCTION OF COMPARISON	7	5.2	5.2	5.0	↑ Above Global
SKILLS	7: DEVELOP TEXTUALLY-SUBSTANTIATED ARGUMENTS	5	4.0	3.3	3.2	↑ Above CT and Global
STIMULUS TYPES	POETRY	31	22.8	21.0	20.5	↑ Above CT and Global
STIMULUS TYPES	PROSE	24	17.4	15.8	15.3	↑ Above CT and Global
	SUMMARY		39.5	36.2	35.2	↑ Above CT and Global



Free-Response Performance

Question	Max Score	Group Mean	CT Mean	Global Mean	Notes
– QUESTION 1: POETRY ANALYSIS	6	3.4	3.7	3.5	
POETRY ANALYSIS ROW A: THESIS	1	1.0	0.9	0.9	↑ Above CT and Global
POETRY ANALYSIS ROW B: EVIDENCE AND COMMENTARY	4	2.4	2.7	2.6	
POETRY ANALYSIS ROW C: SOPHISTICATION	1	0.0	0.1	0.1	
– QUESTION 2: PROSE FICTION ANALYSIS	6	3.6	3.5	3.3	↑ Above CT and Global
PROSE FICTION ROW A: THESIS	1	1.0	0.9	0.9	↑ Above CT and Global
PROSE FICTION ROW B: EVIDENCE AND COMMENTARY	4	2.6	2.5	2.4	↑ Above CT and Global
PROSE FICTION ROW C: SOPHISTICATION	1	0.0	0.1	0.0	
– QUESTION 3: LITERARY ARGUMENT	6	3.4	3.5	3.4	
LITERARY ARGUMENT ROW A: THESIS	1	1.0	0.9	0.9	↑ Above CT and Global
LITERARY ARGUMENT ROW B: EVIDENCE AND COMMENTARY	4	2.4	2.6	2.4	
LITERARY ARGUMENT ROW C: SOPHISTICATION	1	0.0	0.1	0.1	
SUMMARY		38.1	39.3	37.4	↑ Above Global

School Counseling

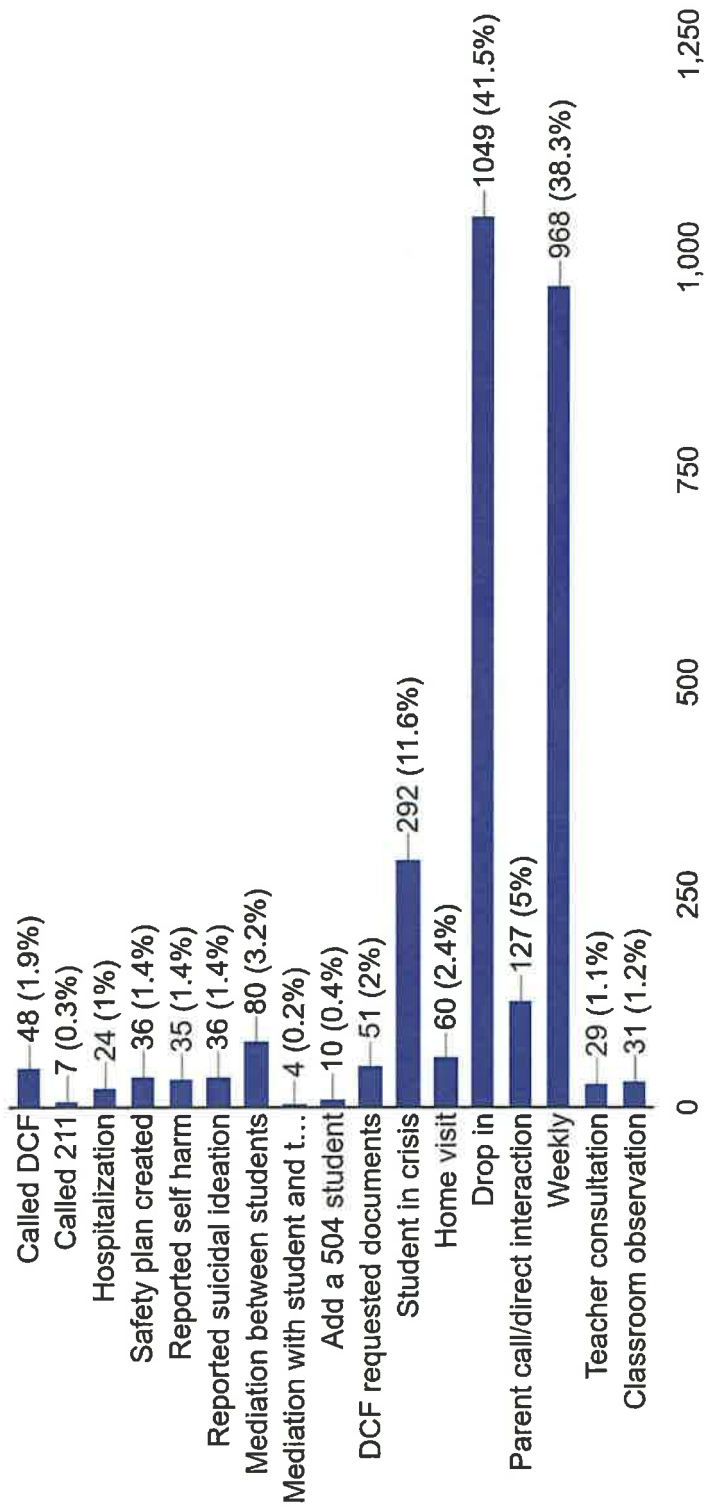
2024-2025

2023-2024 Wrap up

- **Class of 2024**
 - 87% of students applied to 2 or 4 year college/trade school
 - 47% indicated attending a 2 year college or trade school
 - 40 % indicated attending a 4 year college
 - 5% indicated enlisting in military service
 - 7% indicated employment as the plan after graduation
- **Class of 2028 attending high schools other than Gilbert**
 - OWT - 10 Students
 - Region 7 AgSci - 7 Students

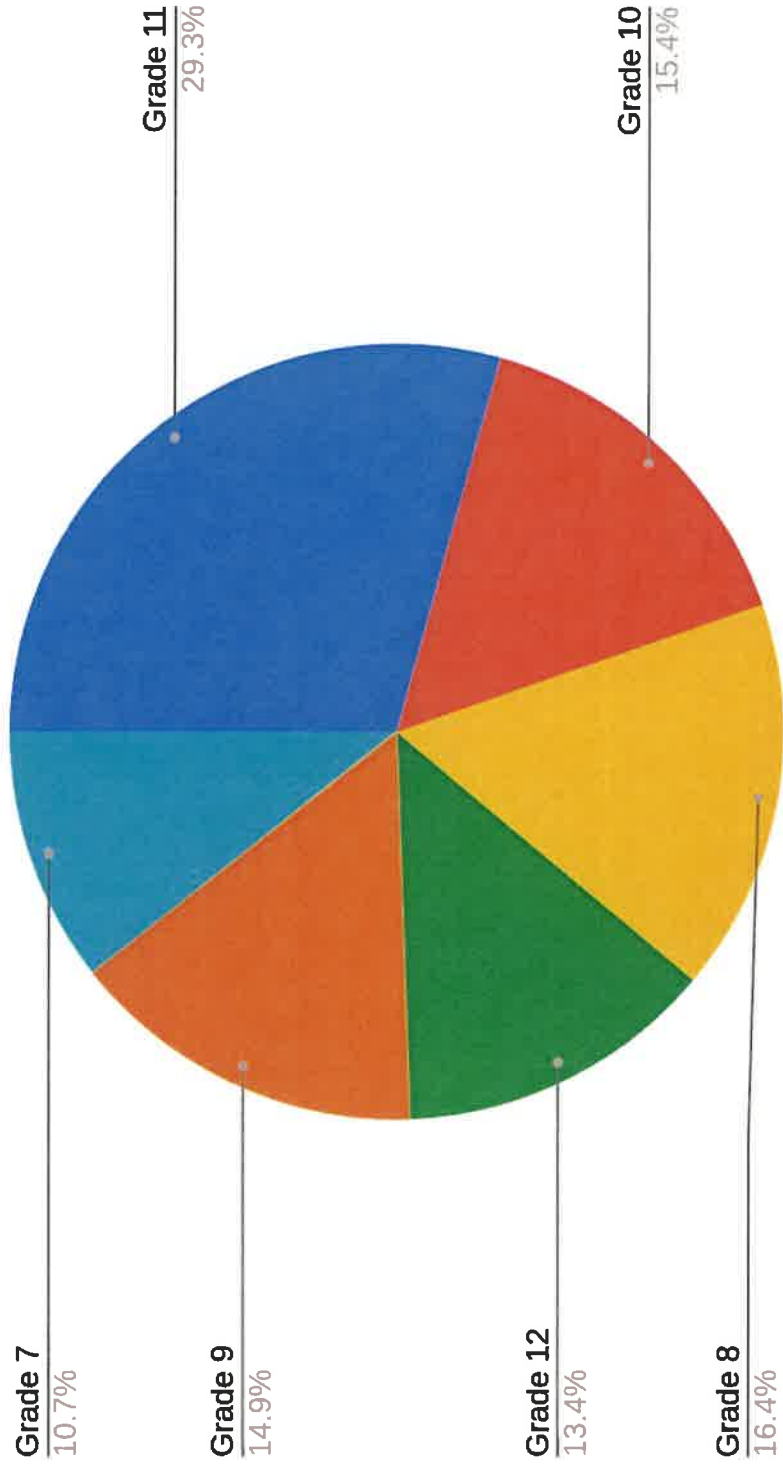
Check all that apply for the student listed above:

2,526 responses

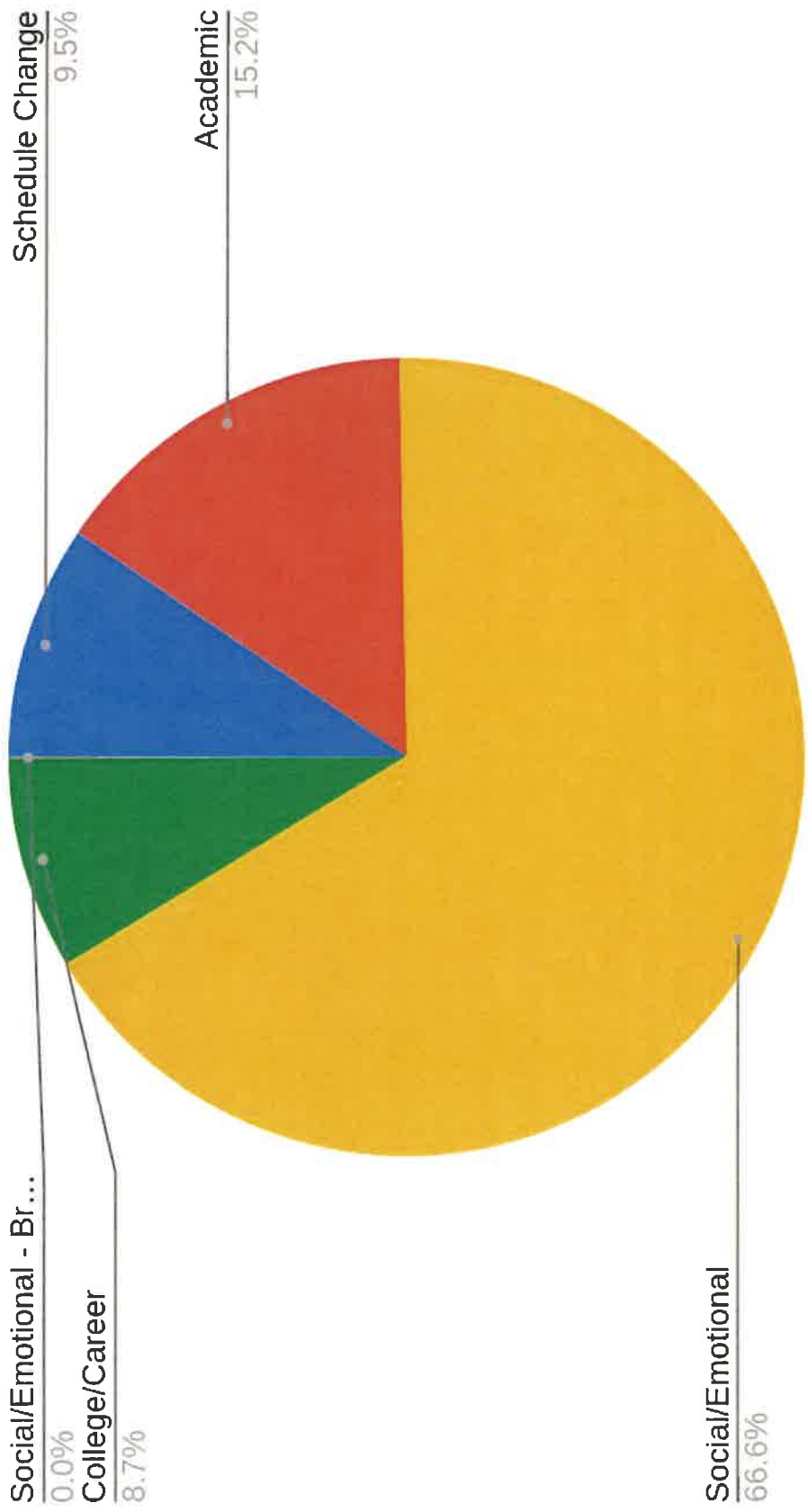


Total number of student check-ins to the School Counseling Office for the 2023-2024 school year = 2,788.

Count of Grade Level



Count of Reason you are here to see your counselor:



Hive Time

- Hive Time (every A day period 2)
 - Journaling in 7th grade
 - Continuing to develop curriculum
 - Social workers are able to adjust lessons based on needs of students
 - Topics include; communication, empathy, anger management, healthy relationships, conflict resolution, boundaries, emotional regulation, mindfulness.



Hive Time Syllabus

COURSE OVERVIEW

Hive Time is a course where you will acquire a deeper understanding of life skills, including developing a positive sense of self, conflict resolution, and healthy communication. In the classroom, you will practice basic skills to apply to real world situations.

CLASSROOM EXPECTATIONS

Students are expected to attend class during scheduled times. Students will participate in classroom discussions, lectures, and activities. There will be weekly journal entries, independent work, and group work. In this classroom, we respect ourselves, each other, and our surroundings. This is a safe place to be creative and have fun!

REQUIRED MATERIALS

Please bring a positive and happy attitude each day! We can't wait! :)

GRADES

Students will earn a pass or fail at the end of the quarter depending on participation and engagement.

2024-2025 Initiatives

- Open house
 - Senior parent workshop
- Individual senior planning meetings and in class working sessions
 - September
- 9th grade introduction to high school
 - September - October
- Middle School Student Council to increase leadership opportunities
 - September
- Planning Middle School Town Hall and Honor Roll Celebration
 - End of Quarter 1
- Planning reviews of 8th grade high school options
 - September-November
- Connecting attendance and academics to social emotional
 - Social Workers
- School Counseling comprehensive program
 - Rubicon Atlas
 - Physical binder

2024-2025 Initiatives continued...

- **Over age under credit**
 - Students repeating a grade are provided additional support by social workers and counselors
- **Alternate lunch location**
 - Grades 9-12 in the media center
 - Supported by social workers with goal to eat in the cafeteria
- **College Career Accelerator**
 - 2 seniors taking courses in Education pathway
 - 13 students taking courses in Manufacturing pathway
- **Accounting is now full year and articulated with CT State Northwestern**
- **CTE Advisory Board**
 - School Counseling and Business Dept
- **Mental Health Awareness event**
 - School Social Workers are working on a community event for the spring
- **FAFSA event December 12**
 - Dinner and working session
 - CT State Northwestern Financial Aid representatives

ENROLLMENT DATA

Grade Level Enrollment

Gilbert Grade Level Enrollment - Winchester Only											
	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Grade 7	81	85									
Grade 8	86	88									
Grade 9	70	69									
Grade 10	53	51									
Grade 11	61	61									
Grade 12	82	85									
Total	433	439									

ATTENDANCE DATA

2024-2025

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
08/27/2024	447	5	98.88%	08/31/2022	404	1	99.75%	08/25/2021	429	10	97.67%
08/28/2024	448	12	97.32%	09/01/2022	404	14	96.53%	08/26/2021	431	48	88.86%
08/29/2024	448	14	96.88%	09/02/2022	404	13	96.78%	08/27/2021	431	43	90.02%
08/30/2024	449	13	97.10%	09/06/2022	404	18	95.54%	08/30/2021	435	32	92.64%
09/03/2024	453	13	97.13%	09/07/2022	407	12	97.05%	08/31/2021	437	40	90.85%
09/04/2024	454	11	97.58%	09/08/2022	407	21	94.84%	09/01/2021	438	30	93.15%
09/05/2024	454	17	96.26%	09/09/2022	405	30	92.59%	09/02/2021	439	34	92.26%
09/06/2024	452	25	94.47%	09/12/2022	405	46	88.64%	09/03/2021	439	41	90.66%
09/09/2024	452	17	96.24%	09/13/2022	408	43	89.46%	09/07/2021	439	32	92.71%
09/10/2024	452	20	95.58%	09/14/2022	408	43	89.46%	09/08/2021	441	46	89.57%
09/11/2024	452	23	94.91%	09/15/2022	409	49	88.02%	09/09/2021	441	45	89.80%
09/12/2024	452	40	91.15%	09/16/2022	409	48	88.26%	09/10/2021	443	42	90.52%
09/13/2024	452	25	94.47%	09/19/2022	409	46	88.75%	09/13/2021	443	33	92.55%
				09/20/2022	409	53	87.04%	09/14/2021	443	43	90.29%
				09/21/2022	409	46	88.75%	09/15/2021	441	49	88.89%
				09/22/2022	409	44	89.24%	09/16/2021	442	51	88.46%
				09/23/2022	408	41	89.95%	09/17/2021	442	65	85.29%
				09/26/2022	408	24	94.12%	09/20/2021	442	48	89.14%
				09/27/2022	408	32	92.16%	09/21/2021	441	46	89.57%
				09/28/2022	409	28	93.15%	09/22/2021	442	47	89.37%
				09/29/2022	446	31	93.05%	09/23/2021	440	53	87.95%
				09/30/2022	447	41	90.83%	09/24/2021	438	58	86.76%
								09/27/2021	437	46	89.47%
								09/28/2021	437	45	89.70%
								09/29/2021	436	56	87.16%
								09/30/2021	437	78	82.15%
Average	451		96.00%	Average	444		93.54%	Average	439		89.83%
				Average	407		91.86%				

FOOD SERVICES REPORT



The Gilbert School Food Service Update

9-18-24

- We began the year smoothly with several caterings for staff and student meals.
- Meal counts: Since the start of school we have averaged 94 Breakfasts and 360 Lunches daily. Lunch counts seem to be up above the average of 320 last spring. Breakfast counts are the same.
- Our new Point of Sale (POS) system is up and working without too many glitches during start up. Students and parents have transitioned over to the Myschool bucks payment system.
- We filled one vacancy this summer but continue to look for one more staff member as well as subs for the cafeteria. This information was added to the last newsletter.

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

THE GILBERT SCHOOL

INCREASING EDUCATOR DIVERSITY PLAN



TEAM MEMBERS:

STEVE BARONE

PATRICK BRINTLE

FRANCESCA DANIELE

DEBRA LEWIS

JESSICA PELLETIER

JOSH PENN

KATE 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 create a safe, healthy, and welcoming school environment that is inclusive and values the unique contributions of all stakeholders, then employees will feel respected and empowered to take on leadership roles, leading to greater engagement and involvement. By fostering an environment that reflects the diverse backgrounds, experiences, and perspectives of our community, we will attract, retain, and support a diverse pool of educators, ultimately enhancing the overall educational experience and outcomes for all students.

RECRUITMENT

GOAL

Increase the diversity of educators within the district.

Who Manages the Goal?

- School Leadership: Administration, Department Leadership, Human Resources
- Additional Stakeholders: Teachers, Community Organizations (e.g., Chamber of Commerce), Local Universities and Teacher Prep Programs

Strategies and Key Activities

1. Develop Recruitment Materials:
Create recruitment brochures and promotional materials that highlight the district's commitment to diversity and inclusion.
 - Timeline: Complete by January 2025.
 - Benchmark: Ensure all recruitment materials are distributed to key partners (e.g., teacher prep programs, and community organizations) by February 2025.
2. Expand Outreach and Increase Applicant Pool:
Develop partnerships and outreach strategies to increase the number of applicants of color.
 - Timeline: Initiate outreach efforts by January 2025, with ongoing engagement throughout the year.
 - Benchmark: Achieve a 10% increase in applicants from underrepresented groups within the first year.
3. Participate in Recruitment Fairs:
Attend recruitment fairs at Southern Connecticut State University (SCSU), Central Connecticut State University (CCSU), Sacred Heart University (SHU), and St. Joseph's University to connect with diverse candidates.
 - Timeline: Attend at least three recruitment fairs each quarter (October, January, April, July).
 - Benchmark: Increase participation in targeted recruitment fairs by 10% annually.

4. **Expand Outreach Network:**
Strengthen and expand outreach to teacher preparation programs, local chambers of commerce, and community colleges (e.g., Northwestern Connecticut Community College (NCCC)).
 - Timeline: Begin expanding outreach by December 2024, with biannual reviews of network expansion effectiveness.
 - Benchmark: Establish at least three new partnerships with teacher preparation programs or community organizations by June 2025.
5. **Utilize Demographic Data for Recruitment Analysis:**
Use Edsight Secure to provide demographic data on teacher candidates to assess recruitment progress.
 - Timeline: Conduct quarterly data analysis sessions (end of October, January, April, and July).
 - Benchmark: Review and adjust recruitment strategies based on data analysis, aiming for a 5% quarterly increase in diverse applicants.
6. **Create a Mentorship Program for Aspiring Educators of Color:**
Develop a mentorship program for students, support staff, and others of color interested in pursuing careers in education.
 - Timeline: Launch the program by the start of the 2025-2026 school year.
 - Benchmark: Pair at least 50% of program participants with a mentor by October 2025.
7. **Increase Faculty Participation in Student Teacher Programs:**
Train more faculty to qualify for supervising student teachers and build partnerships with local universities.
 - Timeline: Begin training by September 2024, and aim to double the number of qualified faculty by June 2025.
 - Benchmark: Establish partnerships with at least three new universities for student-teacher placements by the end of the 2024-2025 school year.

Indicators of Progress

- **Quarterly Review of Applicant Demographics:**
Conduct quarterly reviews of demographic data provided by Applitrack to analyze applicant diversity.

- Benchmark: Aim for a 10% increase in applicants from underrepresented groups within the first year.
- Quarterly Review of Faculty and Staff Demographics: Evaluate the demographic data of newly hired faculty and staff quarterly to assess progress toward increasing diversity.
 - Benchmark: Achieve at least a 5% increase in diverse hires each quarter.
- Participation in Recruitment Fairs: Track the number of job fairs attended each quarter.
 - Benchmark: Target participation in at least three fairs per quarter and increase by 10% annually.
- Follow-Up Engagement with Prospective Candidates: Engage prospective candidates and network connections monthly (12 times annually) to maintain interest.
 - Benchmark: Establish and maintain contact with at least 50% of prospective candidates identified as potential hires within a week of initial contact.

Resources Required

- Recruitment materials (e.g., one-page handout about the school)
- Access to platforms like Applitrack, Indeed, Edsight Secure, School Spring, and CTREAP
- Potential research into alternative hiring software and AI tools to detect bias

Risks and Mitigation

- Risk: Inaccurate or limited data from Applitrack regarding applicants' identities.
 - Mitigation: Cross-reference with other data sources and encourage self-identification by applicants.

Communication and Engagement Efforts

- Collaborate with the Chamber of Commerce, NCCC, local childcare establishments, ARC, and other community organizations to expand outreach and recruitment efforts.

HIRING AND SELECTION

Goal:

Evaluate and enhance current hiring practices to ensure they are equitable and effective in attracting and considering a more diverse staff.

Who Manages the Goal?

- School Leadership: Administration, Department Leadership, Human Resources
- Additional Stakeholders: Faculty Representatives, Diversity, Equity, and Inclusion (DEI) Committee, Community Members

Strategies and Key Activities

1. Audit Job Descriptions for Bias:
Review all existing job descriptions to identify and eliminate potential biases.
 - Timeline: Begin at the start of the 2024-2025 school year and continue as an ongoing process.
 - Benchmark: Complete the audit of all existing job descriptions by December 2024, with ongoing reviews of new postings.
2. Develop Standardized Interview Questions and Rubrics:
Create equitable, standardized, and position-specific interview questions and rubrics to ensure fairness in the hiring process.
 - Timeline: Complete by June 2025.
 - Benchmark: Finalize and implement all interview questions and rubrics in hiring processes by the end of the 2024-2025 school year.
3. Establish Consistent Protocol and Timeline for Application Review:
Develop and implement a consistent protocol and timeline for reviewing applications to enhance transparency and fairness.
 - Timeline: Launch by November 2024, with quarterly reviews to assess effectiveness.
 - Benchmark: Apply the new protocol to 100% of job openings posted after November 2024.

4. Provide Professional Development for Equitable Hiring Practices:
Identify and select professional development resources to train staff on equitable hiring practices.
 - Timeline: Select resources by January 2025, with training sessions beginning by March 2025.
 - Benchmark: Ensure all hiring committee members complete at least one training session by March 2025.
5. Ensure Diversity in Interviewing Committees:
Form diverse interviewing committees to reflect a range of perspectives and experiences.
 - Timeline: Implement by the start of the 2024-2025 school year, with monthly reviews.
 - Benchmark: Use Applitrack data to achieve a 10% increase in the diversity of committee members each month.

Indicators of Progress

- Mentorship for New Teachers:
Launch a mentor program for teachers new to the building by the start of the 2024-2025 school year.
 - Benchmark: Pair 100% of new teachers with a mentor within their first month.
- Audit of Job Descriptions for Bias:
Begin auditing all job descriptions for potential bias at the start of the 2024-2025 school year.
 - Benchmark: Complete the audit of all existing job descriptions by December 2024, with continuous review of new postings.
- Standardized Interview Questions and Rubrics:
Develop and finalize equitable, standardized, and relevant interview questions and rubrics by June 2025.
 - Benchmark: Implement these questions and rubrics in all hiring processes by the end of the 2024-2025 school year.
- Consistent Protocol for Application Review:
Apply the new protocol to all job openings posted after November 2024.
 - Benchmark: Review the protocol quarterly and adjust based on feedback.

- Professional Development for Equitable Hiring Practices:
Create a dedicated hiring committee trained in equitable hiring practices by March 2025.
 - Benchmark: Ensure all members complete at least one training session by March 2025.
- Monitor and Evaluate Diversity in the Hiring Process:
Track demographic data monthly using Applitrack to monitor the diversity of interview candidates.
 - Benchmark: Aim for a 5% increase in interviews with diverse candidates each month.

Resources Required

- Utilize available resources: Applitrack, Indeed, Edsight Secure, School Spring, CTREAP
- Research alternative hiring software options.
- Investigate AI tools to identify and mitigate bias in interview questions.
- Engage in the CREC DEI Professional Learning Series ([CREC DEI Professional Learning Series](#)).

Risks and Mitigation

- Risk: Applicant may decline job due to geographic location, competitive salary, or lack of available housing.
 - Mitigation: Provide information on local amenities, highlight the benefits of working in the district, and explore potential partnerships to offer housing assistance or incentives.

Communication and Engagement Efforts

- Engagement Leads: Human Resources, Head of School, School Corporation, and DEI Committee.
- Ensure transparent communication with all stakeholders, including faculty, staff, and community members, about the progress and changes in hiring practices.

RETENTION

Goal:

Build a community that fosters an inclusive culture and climate where educators of all backgrounds are valued, feel safe, and experience a strong sense of belonging.

Who Manages the Goal?

- School Leadership: Administration, Department Leadership, Human Resources
- Additional Stakeholders: Faculty and Staff Representatives, Diversity, Equity, and Inclusion (DEI) Committee, Professional Development Coordinators, Community Members

Strategies and Key Activities

1. Create an Effective Onboarding Protocol:
Develop a comprehensive onboarding program that supports new educators through informal check-ins, stay interviews, and needs assessments.
 - Timeline: Start by the beginning of the 2024-2025 school year.
 - Benchmark: Conduct onboarding activities for 100% of new hires within their first three months.
2. Seek Funding Opportunities for Initiatives and Training:
Explore and secure funding to support diversity and inclusion initiatives, including professional development and continuing education opportunities.
 - Timeline: Ongoing, with the first funding opportunities identified by December 2024.
 - Benchmark: Secure at least two new funding sources annually to support retention initiatives.
3. Offer Incentives to Retain Educators of Color:
Provide targeted incentives such as tuition reimbursement, professional learning opportunities, and career development to retain educators of color.

- Timeline: Implement by January 2025, with a review of incentives' effectiveness by June 2025.
 - Benchmark: Achieve a 10% increase in retention rates of educators of color by the end of the 2024-2025 school year.
4. Increase Opportunities for Positive Relationship Building and Morale Boosting:
Organize regular activities (e.g., monthly breakfasts) to foster positive relationships among faculty and staff and boost morale.
- Timeline: Start monthly activities by October 2024.
 - Benchmark: Conduct at least one morale-boosting activity per month and survey staff quarterly to gauge the impact on morale.
5. Establish a Mentorship Program for New Faculty and Staff:
Develop a mentorship program to support new faculty and staff members, pairing them with experienced mentors.
- Timeline: Launch by the start of the 2024-2025 school year.
 - Benchmark: Pair 100% of new staff with a mentor within their first month.
6. Build Capacity for Leadership Opportunities for Educators of Color:
Provide professional development and other opportunities for educators of color to assume leadership roles within the school.
- Timeline: Begin offering opportunities by January 2025, with ongoing support and tracking.
 - Benchmark: Increase the number of educators of color in leadership roles by 10% by the end of the 2024-2025 school year.

Indicators of Progress

- Conduct Climate Surveys:
Administer quarterly climate surveys to gather feedback on workplace culture and factors affecting staff retention.
 - Benchmark: Achieve at least a 50% response rate for each survey and implement at least two targeted improvements annually based on feedback.
- Conduct Stay Interviews:
Hold stay interviews with a representative sample of staff quarterly to understand retention challenges and reasons for staying.

- Benchmark: Complete stay interviews with at least 25% of staff quarterly and implement at least two actionable changes based on feedback.
- Track Diversity Among Staff:
 - Monitor staff diversity at the beginning and end of each school year to evaluate progress in increasing representation.
 - Benchmark: Achieve a minimum 5% annual increase in the representation of diverse staff.
- Implement Monthly Mentor Check-Ins:
 - Conduct monthly check-ins between mentors and new staff to provide support and gather feedback.
 - Benchmark: Ensure check-ins with 100% of new staff each month and address any issues within two weeks.
- Explore Professional Development Opportunities:
 - Identify and implement professional development programs that promote an inclusive school culture and equity.
 - Benchmark: Launch at least two new professional development programs by the end of the 2024-2025 school year and evaluate their effectiveness annually.

Resources Required

- Data from Human Resources regarding retention rates of educators of color.
- Partnerships with local education associations (e.g., EdAdvance).
- Ongoing professional development on recognizing bias and increasing cultural awareness.
- Access to funding sources for retention initiatives.

Risks and Mitigation

1. Risk: Over-reliance on educators of color to intervene with students of color or to act as race/DEI experts.
 - Mitigation: Provide DEI training for all staff to share the responsibility of fostering an inclusive environment.
2. Risk: Lived experiences/microaggressions are not addressed by leadership.
 - Mitigation: Ensure leadership is trained to recognize and address microaggressions promptly and supportively.

Communication and Engagement Efforts

- Engage the school community, faculty, and staff in supporting retention goals through regular updates, meetings, and collaboration opportunities.
- Ensure transparent communication of progress, challenges, and successes related to retention initiatives.