

**THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, NOVEMBER 20, 2024
THE GILBERT SCHOOL
6:30 PM
Library**

AGENDA

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

1. OPENING OF MEETING

The W. L. Gilbert School Corporation

Scott Beecher	Holly Cassaday	Shane Centrella
Jared Fritch	Ellen Marino	Jonathan Morhardt
Theresa Padin	Renata Waldron	Kurt Werner

Administration

Greg P. Shugrue
Head of School

Student Representatives

Shelby Salius
James Slauta

- A. Pledge of Allegiance - Ellen Marino
- B. Vision and Mission Statement - Ellen Marino

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

In pursuing this Mission, we believe that:

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

2. PUBLIC FORUM

A. General Public

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

B. Student Representatives Report

3. CALL FOR AGENDA ITEMS

4. APPROVAL OF MINUTES

A. Minutes of Regular Meeting - October 16, 2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report

2. Next Meeting - December 18, 2024

B. Policy

1. Report on Meeting - November 7, 2024

2. Next Meeting - December 5, 2024

C. Building & Grounds

1. Report on Meeting - October 16, 2024

2. Next Meeting - December 18, 2024

D. Personnel

1. Next Meeting - TBD

6. RESIGNATIONS/APPOINTMENTS

A. Resignations

1. Matthew Mercure - MS English

B. Appointments/Certified Staff Hires

1. Thomas Durham - MS English

7. SECURITY UPDATE

A. ASO Update

8. FIRST READING OF POLICIES

A. #5131.81 - Electronic Devices

B. #5141.27 - First Aid/Emergency Medical Care

9. SECOND READING OF POLICIES

A. #5142.4 - (Safety) Armed School Security Officers

B. #5142.41- (Students) Armed School Security Officers

10. APPROVAL OF POLICIES

A. # 5131.911 - School Climate (formerly Hazing/Bullying)

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. # 5145.44 - Title IX

1. VOTE: Yeas _____ Nays _____ Abstain _____

11. 2025 MEETING SCHEDULE

12. PRINCIPAL'S REPORT

13. HEAD OF SCHOOL REPORT

- A. Greg P. Shugrue
 - 1. Enrollment
 - 2. Attendance
 - 3. Food Service Report

14. BOARD OF EDUCATION REPORT

- A. Winchester

15. SCHOOL CORPORATION CHAIRMAN'S REPORT

- A. Holly Cassaday

16. ADJOURNMENT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

**THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, OCTOBER 16, 2024
THE GILBERT SCHOOL
6:30 PM
Library
MINUTES**

1. OPENING OF MEETING

Call to order at 6:30PM by Holly Cassaday.

Members in attendance are Scott Beecher, Holly Cassaday, Jared Fritch, Ellen Marino, Jonathan Morhardt, Debra Lewis, Shelby Salius, James Slauta

A. Pledge of Allegiance – Deb Lewis

B. Vision and Mission Statement – Deb Lewis

2. PUBLIC FORUM

None

2. CALL FOR AGENDA ITEMS

Student Report will follow item 3.

4. APPROVAL OF MINUTES

Motion to approve the minutes of the September 18, 2024 meeting by Ellen Marino, seconded by Scott Beecher and unanimously approved. Jared Fritch abstained.

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report – Did not meet

2. Next Meeting - November 20, 2024

B. Policy

1. Report on Meeting - October 3, 2024 – See packet for detailed notes on Policy Updates.

2. Next Meeting - November 7, 2024

C. Building & Grounds

1. Report on Meeting - September 18, 2024 – Updates on Solar Roof project, plumbing issues on the 2nd floor and rooftop units.

2. Next Meeting - November 20, 2024

D. Personnel

1. Next Meeting – TBD – Did not meet

6. SECURITY UPDATE

A. ASO Update

B. Town of Winchester MOU

Motion to approve Head of School Greg Shugrue's signature on Town of Winchester MOU for ASO by Holly Cassaday, seconded by Jared Fritch and unanimously approved.

C. Vote to add ASO Position

Motion to add ASO Position made by Holly Cassaday, seconded by Ellen Marino and unanimously approved.

7. FIRST READING OF POLICIES

- A. #5142.4 - (Safety) Armed School Security Officers
- B. #5142.41- (Students) Armed School Security Officers

8. SECOND READING OF POLICIES

- A. # 5131.911 - School Climate (formerly Hazing/Bullying)
- B. # 5145.44 - Title IX

9. GRADUATION 2025 (JUNE 6)

Motion to set graduation date for June 6th, 2025, by Jared Fritch, seconded by Ellen Marino and unanimously approved.

10. POSSIBLE RATIFICATION OF CONTRACT BETWEEN THE W. L. GILBERT SCHOOL CORPORATION AND THE GILBERT EDUCATION ASSOCIATION

Motion to approve ratification by Holly Cassaday, seconded by Scott Beecher and unanimously approved.

11. PRINCIPAL'S REPORT

Deb Lewis provides updates: Read 180 Programming, Safety training, Newly hired LA teacher, all positions full in building.

12. HEAD OF SCHOOL REPORT

A. Delivered by Ms. Lewis

1. Enrollment: 438
2. Attendance: 94%
3. Food Service Report: While short-staffed due to unforeseen circumstances, grateful to those in the building who were able to step in and help with lunch service.

13. BOARD OF EDUCATION REPORT

A. Winchester: Opening on BOE. Board has hired an interim Head of Student Services, Jim Martinez.

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

A. Holly Cassaday: ASO MOU obtained from Town Of Winchester. Looking for grant opportunities.

15. ADJOURNMENT

Motion to adjourn at 7:15PM by Jonathan Morhardt, seconded by Scott Beecher and unanimously approved.

Respectfully submitted,
Lauren Jones Dombrowski

NOVEMBER POLICY MEETING MINUTES

THE W. L. GILBERT SCHOOL CORPORATION
Policy Committee Meeting Minutes
November 7, 2024

A Meeting of the Policy Committee of The W. L. Gilbert School Corporation was held on Thursday, November 7, 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: Jared Fritch
Also present were Greg Shugrue, Head of School and Holly Cassaday, School Corp. Chair

**A motion was made by J. Morhardt, seconded by E. Marino to approve the Minutes of October 3, 2024.
Voted: Yeas 3 Nays 0 Abstained 0 -- Motion Passes**

Discussion/Review of Policies:

5131.81 – Electronic Devices – follow up review from last month with draft of a policy per CABE and committee recommendations. The only change is to eliminate the formal name of the Board and use the word “Board” to be consistent with other policies. The consensus of the committee is to submit to the November regular board meeting as a first read.

5141.27 – First Aid/Emergency Medical Care – the committee reviewed the draft policy and opted to substitute the word “District” with “School” throughout and send to the November regular board meeting as a first read.

Bylaws:

Committee referred to their binders. E. Marino’s binder will be the official one to submit for revisions when the committee completes this section. The committee’s suggestion is to add page numbers and to redline changes so when presented to the board they can see the revisions.

Change on Policy 9020 (page 6), the reference should be (c.f. 1112 – New Media and Relationships) and (c.f. 1120 – Board of Directors Meetings)

Change on Policy 9030(b) (page 8), eliminate the reference to policy 2220 and 5145 completely and correct (cf. 9133 – Ad Hoc Committees)

Change on policy 9040 the Legal Reference 10-221 shall read “Boards of education to prescribe rules, policies and procedures. – only change is adding the language “policies and procedures”

Change on policy 9110(a) under General Powers, line two, change “three” to “two” regarding classes of directors.

The committee will pick up at the next meeting with the Election of Directors; Terms of Office.

Next meeting is December 5, 2024.

**A motion was made by J. Morhardt, seconded by T. Padin to adjourn the meeting at 9:04 a.m.
Voted: Yeas 3 Nays 0 Abstained 0 -- Motion Passes**

Respectfully submitted,
Ellen Marino

RESIGNATIONS & APPOINTMENTS

Matthew Mercure
09-13-24

Dear Mr. Shugrue,

I am writing to give notice of my resignation from The Gilbert School, effective September 27, 2024. Although The Gilbert School has been more than inviting and welcoming, the teachers amazing resources of support to both myself and the students, I feel as though I personally do not have the passion necessary to effectively teach for the remainder of the school year.

I was on the fence about accepting the position when I got called back over the summer because I hadn't been in the classroom for over four years and I had never taught middle school before. When I learned that the position focused on teaching grammar and vocabulary, I was hesitant to accept the offer. I love poetry and literature, but I feel as though the students can sense that I am not particularly interested in the subject matter myself.

I appreciate everything The Gilbert School has done to make me feel welcome and the opportunity that was given to me. I feel a sense of sorrow writing this letter, but in my heart I know that this position should belong to somebody that can bring that passion for teaching to the subject matter of this class.

Thank you,

Matthew Mercure

Matthew Mercure

**FIRST READING OF POLICY:
#5131.81 - ELECTRONIC DEVICES**

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The Board is committed to providing a safe, positive and productive learning environment for its students. The Board recognizes that, depending on how they are used, cellular telephones and other wireless communication devices can be either a valuable learning tool or a source of disruption in the learning environment. In order to maintain a secure and orderly learning environment, student use and possession of cellular telephones and other wireless communication devices shall be subject to the limitations set forth in this policy.

There is a growing body of evidence that suggests student access to cellular telephones and other electronic communication devices may be detrimental to student emotional wellbeing and academic growth. Therefore, the use of electronic communication devices and other such technology at school is considered a privilege, not a right.

Students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, provided students adhere to the restrictions contained within this policy. Any unauthorized use of cellular telephones and other wireless communication devices during the instructional school day or at such times as not authorized by the school principal or designee is prohibited, as it disrupts the instructional program or distracts from the educational environment.

1. ***Middle School Students:*** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker or other place designated by building administration.

Students may use their cellular phones and other wireless communication devices while waiting for the beginning of the instructional school day or waiting for a school bus at the end of the instructional school day.

2. ***High School Students:*** Possession of a cell phone/smartwatch or other personal communication device while in school is permitted, however, the devices must be turned off or on silent and be out of sight in classrooms during the school day unless authorized by a classroom teacher for academic purposes. Cell phones may be used in non-classroom areas as designated by school administration.

The use of cellular telephones or other wireless communication devices in any manner that disrupts the educational environment or violates the rights of others, including the use of the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules is prohibited. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

(continued)

(2. *High School Students* continued)

Unless otherwise banned by this policy or by the building principal, all cellular telephones or other wireless communication devices must be powered off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) the use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Unauthorized Use of Devices

A student's possession, display or use of a cellular telephone and other wireless communication devices on school property contrary to the provisions of this policy shall be viewed as the unauthorized use of the cellular phone or other wireless communication devices when such possession, display or use of such devices results in conduct which includes, but is not limited to:

- a. Interference with or disruption of the instructional or educational environment.
- b. Use that violates academic integrity, such as reproducing images of tests, communicating test or examination contents or answers, providing access to unauthorized school information, or assisting students in any aspect of their instructional program in a manner that violates school Board policy or the Student Code of Conduct.
- c. The communication of the marks or grades assigned to students resulting from evaluation or the actual contents, or parts thereof, of any evaluation activity being completed by an individual(s).
- d. Use to commit a crime, under federal or state law.
- e. Violation of a student's or other person's reasonable expectation of privacy by using such devices with photographic capabilities in student locker rooms, restrooms, any other student changing areas, or the classroom, whether such use occurs during the instructional school day or on school property. Cellular telephones and other wireless communication devices may not be utilized to take "photographs" or "videos" while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.
- f. Use in a manner that is profane, indecent, obscene, threatening, discriminatory, bullying or harassing language, pictures or gestures. Cellular telephones and other wireless communication devices which have the capability to take "photographs" or "moving pictures" shall not be used for such purposes while on school property, while on school-sponsored transportation or while a student is engaged in school-sponsored activities.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices (continued)

Other Responsible Uses

Cellular telephones and other wireless communication devices are permissible in the following circumstances:

- a. **IEP, 504, or Health Care/Medical Plan.** Students may use cellular phones, wireless communication devices, and other electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care/Medical Plan with supportive documentation from the student's physician.
- b. **Health, Safety or Emergency Reasons.** Exceptions to the restrictions in this policy, in part or in its entirety, may be made for health, safety and emergency reasons by the principal.
- c. **School Trips or School-Sponsored Activities.** The use, display, or activation of cellular phones or other wireless communication devices during school trips or school-sponsored activities shall be at the discretion of the principal or designee but shall not be disruptive to the activity.
- d. **Other Reasons.** Other reasons determined appropriate by the principal.

Unauthorized use of these devices is grounds for confiscation by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Responsibility/Liability

Any student who chooses to bring a cellular telephone or other wireless communication device to school shall do so at his or her own risk and shall be personally responsible for the security of his or her cellular phone or wireless communication device. Neither the school personnel nor the Board will assume any responsibility or liability for loss, theft, damage, or vandalism to a cellular phone or other wireless communication device brought onto school property or for the unauthorized use of any such device.

(cf. 5114 – Suspension and Expulsion/Due Process)

(cf. 5131 – Conduct)

(cf. 5131.8 – Off School Grounds Misconduct)

(cf. 5131.82 – Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 – Bullying)

(cf. 5131.913 – Cyberbullying)

(cf. 5144 – Discipline/Punishment)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Legal Reference: Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

Policy adopted:

cps 1/19

reviewed 11/23

revised 8/24

**FIRST READING OF POLICY:
#5141.27 - FIRST AID/EMERGENCY MEDICAL CARE**

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs)

The Gilbert School strives to provide a safe environment for students, staff, parents and community as they learn and recreate in school facilities. In achieving a safe environment, automatic external defibrillators (AEDs) shall be placed within the school if funding is available. The AED and trained personnel shall be available during (1) the school's normal operational hours, (2) school-sponsored athletic events and practices on school grounds, and (3) school-sponsored events not taking place during normal school operational hours. The automatic external defibrillators shall be used in emergency situations when sudden cardiac arrest occurs (*or shall be used in emergency situations warranting its use*). Each school shall also have school staff trained in the use of AEDs and in cardiopulmonary resuscitation (CPR). Such training shall be in accordance with the standards set forth by the American Red Cross or the American Heart Association. Only individuals who have completed the required initial training and recurrent training as specified by state law and regulations and as advised by the District's Medical Advisor will administer the device.

The AED will be stored in an accessible location in the school. The defibrillators shall be maintained and tested in accordance with the operational guidelines of the manufacturer and monitored by the school nurse. (or medical advisor, athletic director, safety coordinator, etc.)

Students who inappropriately access and/or use an AED will be deemed to have violated the school's conduct code and subject to disciplinary action.

The Emergency Medical Service Team is to be activated immediately upon discovery of a situation in which the use of an AED is anticipated, as required. Activation will be via the 911 emergency telephone system. The activation of the Emergency Medical Service Team must not be delayed due to the actual or anticipated use of an AED.

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs) (continued)

Each AED within the school shall be registered with the Town's Emergency Medical Service provider and with the Connecticut Office of Emergency Medical Services. A report shall be forwarded to the local EMS provider for medical review (*and to the District's Medical Advisor*) each time an AED is activated.

The [Medical Advisor, Principal, Superintendent, etc.] may specify that an authorized user may bring an AED to other areas of a school or its grounds for the purpose of standing by at specific events or activities. A communication mechanism will be established for the purpose of notifying trained authorized users within each building of the relocation of an AED from its usual place of storage.

A regulation will delineate the procedures to be followed when using an AED. The procedure constitutes a physician's order and is to be written by the District's Medical Advisor.

Teachers and other school personnel, who have fulfilled the training requirements of this policy, providing emergency first aid involving the use of an AED shall be immune from liability if they meet the statutory requirements for immunity, which include a course in first aid that includes CPR and training in the use of AEDs provided in accordance with the standards of the American Red Cross or the American Heart Association.

It is the policy of the Board of Education to support the use of automatic external defibrillators and trained school personnel during medically appropriate circumstances.

The Board recognizes that in accordance with applicable legislation, it does not have to comply with these provisions if state, federal, or private funding is not available to it for AED purchasing and for school personnel training.

Students

First Aid/Emergency Medical Care

Use of Automatic External Defibrillators (AEDs) (continued)

The Board recognizes that it may, in lieu of purchasing an AED, accept an AED donation provided the donated AED meets the U.S. Food and Drug Administration standards and the device is in compliance with the manufacturer's maintenance schedule. The Board may also accept gifts, grants, and donations, including in-kind donations, designated for an AED purchase and the costs of (1) inspecting and maintaining the device and (2) training staff in its use.

Emergency Action Response Plans

Each school shall develop an emergency action response plan addressing the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on school grounds. Also, each school with an athletic department or organized athletic program shall develop an emergency action response plan addressing appropriate school personnel response to the same circumstances while attending or participating in an athletic event or practice on school grounds.

(cf. 5141 - Student Health Services)

(cf. 5141.1 - Care of Accidents)

(cf. 5141.26 - Emergency Situation with No Nurse in School)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 5142 - Safety)

Legal Reference:

Connecticut General Statutes

19a-175 Definitions

10-212d Availability of automatic external defibrillators in schools

10-221 Boards of education to prescribe rules.

52-557b "Good Samaritan law." Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render (as amended by P.A. 09-59).

Public Law 106-505 Cardiac Arrest Survival Act.

Public Law 105-170 Aviator Medical Assistance Act.

Public Law 107-188 The Public Health Security and Bioterrorism Response Act.

Policy adopted:

cps 3/03

rev 7/09

rev 1/17

Registry# _____

State of Connecticut
Department of Public Health
Office of Emergency Medical Services
(860) 509-7975

PSAP# _____

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED) REGISTRY FORM
(Required by Public Act 98-62 – Please Print or Type – Use One Form Per AED)

1. Name of Owner
2. Mailing Address

3. Name of Contact Person
4. Telephone# _____ Fax# _____
5. AED Manufacturer _____ Model _____ Serial# _____
6. Name of Prescribing Physician
7. If AED is situated at a fixed location, please include town, street address, building name or number, and floor location. Note: Be as specific as possible.

8. If AED will not be in a fixed location, please describe how and where it will be deployed:

Mail completed form to: State of Connecticut
Department of Public Health
OEMS – AED REGISTRY
410 Capitol Avenue MS#12-EMS
P.O. Box 340308
Hartford, CT 06134-0308

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR LOG

A Predetermined AED Provider who is CPR and AED certified and has a copy of his/her certification on record with The Gilbert School can retrieve, use and return this AED. Please complete the necessary information below:

Retrieved (Date & Time)	In-Serv ice	* Out-of- Service	Returned (Date & Time)	In-Serv ice	* Out-of- Service	AED Provider Signature

***If out-of-service, immediately contact the Head of School.**

**THE GILBERT SCHOOL
Winsted, Connecticut**

**AUTOMATIC EXTERNAL DEFIBRILLATOR
INCIDENT REPORT**

Name of person completing report:

Date report is being completed:

Date of Incident:

Name of patient on which AED was applied:

Age

Known status of patient

- Student
- Parent of Student
- Other, explain

Describe incident:

List series of events from the start of the emergency until its conclusion:

Your Signature:

Please forward to the Head of School no later than 48 hours after the incident.

THE GILBERT SCHOOL
Winsted, Connecticut

AUTOMATIC EXTERNAL DEFIBRILLATOR INCIDENT REPORT

Event Details

Date:

Location of Incident:

Defibrillator Operator:

Additional Responder(s)

Shocks Delivered: ____ Defibrillator Model: _____ Serial #

Defibrillator Location with in School:

TIMELINE

Enter times: Cardiac Arrest _____ Begin CPR: _____
 Arrival of AED: _____ 1st Shock: _____
 EMS Arrival: _____

Patient Detail

Last Name: _____ First Name: _____ MI:

Date of Birth: _____ Age: _____ Gender:

Transporting Ambulance Service:

Hospital Transported To:

Patient Outcome on Scene: Unresponsive Return of Pulse
(check all that apply) Responsive Return of Respirations

Additional Information

List additional rescue equipment used by responders:

Comments:

Note: Use the back of this form for additional comments

Report Completed by: _____ Date: _____

Please forward to the Head of School no later than 48 hours after the incident.

THE GILBERT SCHOOL
Winsted, Connecticut

**CERTIFICATION OF COMPLIANCE WITH AED
POLICIES AND PROCEDURES**

I, _____ have read The Gilbert School's Automatic External Defibrillation Program Policy and Administrative Regulations. I am aware of its contents and I am comfortable with the procedures. I have had an opportunity to ask questions regarding the program and have had my questions answered. If at any time, while functioning as an AED Provider using the AEDs available in The Gilbert School, I have a concern or a question, I will ask the Head of School or designee for clarification. I agree to follow the terms and conditions set forth in the policy and administrative regulations.

AED Provider Signature

Date

School Nurse

Date

Head of School

Date

**THE GILBERT SCHOOL
Winsted, Connecticut**

AED AGENCY NOTIFICATION LETTER

To: Office of Emergency Medical Services

From: The Gilbert School

We would like to notify you and your department about a Public Access Defibrillator Program in The Gilbert School. Our Medical Director for the AED program is _____. He/She works directly with the Head of School regarding the implementation and management of the AED program. We have Automatic External Defibrillators in certain school buildings. The defibrillators are strategically placed and readily accessible to Predetermined AED Providers to maximize rapid utilization. The AED is available during school hours and after school hours during on site school activities. Each school nurse has received training in the use of the AED. A list of Predetermined AED Providers is available in the school nurse's office, the principal's office and in the office of the Head of School. The Predetermined AED Providers are school nurses and any other person who has received AED and CPR training (American Heart, American Red Cross, or an equivalent training), has a completion card on file with The Gilbert School Head of School, has received and read The Gilbert School policy and administrative regulations and certified in writing his/her agreement to comply with same.

We look forward to meeting the challenge of healthcare in the new millennium and are constantly trying to enhance and improve our program. We appreciate your support.

Sincerely,

Head of School
The Gilbert School

**THE GILBERT SCHOOL
Winsted, Connecticut**

**State of Connecticut
Department of Public Health
Office of Emergency Medical Service
(860) 509-7975**

Registry # _____

PSAP # _____

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED) REGISTRY FORM
(Required by Public Act 98-62 – Please print or type – Use one form per AED)

Name of Owner

Mailing Address

Name of Contact Person

Telephone #

Fax #

AED Manufacturer

Model

Serial #

Name of Prescribing Physician

If AED is situated at a fixed location, please include town, street address, building name or number and floor location. Note: Be as specific as possible.

If AED will not be in a fixed location, please describe how and where it will be deployed:

Mail completed form to:

State of Connecticut
Department of Public Health
OEMS – AED REGISTRY
410 Capitol Avenue MS #12-EMS
P.O. Box 340308
Hartford, CT 06134-0308

**SECOND READING OF POLICY:
#5142.4 - ARMED SCHOOL SECURITY OFFICERS**

Students

Safety

Armed School Security Officers

The W.L. Gilbert School Corp. (the “Board”) authorizes the placement of armed school security officers in its school during times that the Superintendent or his/her designee deems necessary in order to provide for the safety and security of students and school personnel.

The armed school security officer(s) is an employee of the Board and shall support the school administration and staff in maintaining a safe and positive school environment.

At the discretion of the Board, the armed school security officers shall be authorized to carry firearms on school grounds in the performance of their duties, consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Winchester.

An armed school security officer will not draw, point, or discharge his/her firearm on school grounds unless it is necessary to protect a person, including himself or herself, from what the armed school security officer reasonably believes to be the imminent use of deadly physical force. Any use of a firearm will be preceded by a verbal warning, if possible. Any use of firearms must be consistent with state and federal law, Board policy and administrative regulations, and any applicable memorandum of understanding or agreement with the Town of Winchester.

The Superintendent will adopt and maintain administrative regulations to implement this Policy.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record.

10-220 Duties of boards of education.

10-233a through 10-233f. Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, and PA 98-139.

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 15-168 An Act Concerning Collaboration Between Boards of Education and School Resource Officers and the Collection and Reporting of Data on School-Based Arrests

PA 94-221 An Act Concerning School Discipline and Safety.

Students

Safety

Armed School Security Officers

Legal Reference: Connecticut General Statutes (continued)

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

**SECOND READING OF POLICY:
#5142.41 - ARMED SCHOOL SECURITY OFFICERS**

Students

Armed Security Officer

Through Public Act 13-188, The Gilbert School has approved the hiring of an Armed Security Officer (ASO) and authorizes the placement of an ASO in the school to provide for the safety and security of students and school personnel during the school day as well as times that the Superintendent deems necessary.

The ASO is an employee of the school and shall support the school administration and staff in maintaining a safe and positive school environment. The ASO reports to the building Principal as needed, and ultimately to the Superintendent of Schools. At the discretion of the Board, the ASO is authorized to carry a firearm in the performance of his or her duties consistent with state and federal law and Board policy.

The function of the ASO is to assist the administration and other school staff in promoting a safe, non-threatening school environment, including assisting in the prevention of school violence. The ASO shall be charged with taking steps to safeguard and protect the school community and school property. The ASO shall engage in the detection or prevention of any unauthorized activity on or near school grounds, including, but not limited to, the unlawful intrusion or entry on school property and act when students, visitors, or staff are placed in imminent life threatening danger.

The Board's policy and any applicable administrative regulations shall be subject to all applicable federal and/or Connecticut laws, as may be amended from time to time. In the event that any portion of this policy or the applicable administrative regulations is determined to be contrary to the provisions of any such federal and/or Connecticut law at any time, the Board shall promptly review and revise the policy and administrative regulations as may be necessary to comply with such federal and/or Connecticut laws.

The Superintendent will adopt and maintain administrative regulations to implement this policy including the duties and responsibilities of the ASO. The specific qualifications for the position of ASO shall be those set forth in the ASO regulation as part of Board policy, as may be amended from time to time at the discretion of the Board, consistent with state and federal law.

Legal Reference: Connecticut General Statutes
 10-220 Duties of boards of education
 10-233a through 10-233f Suspension, removal and expulsion of students
 10-233m Memorandum of understanding re: school resource officers
 10-244a Employment of persons to provide security services in a public
 school while in possession of a firearm
 53a-3 Definitions
 53a-217b Possession firearms and deadly weapons of school grounds.

Policy adopted:
cps 10/19

**POLICY FOR APPROVAL:
#5131.911 - SCHOOL CLIMATE**

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.

**POLICY FOR APPROVAL:
#5145.44 - TITLE IX**

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 are 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.)

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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

2025 MEETING SCHEDULE

**The W. L. Gilbert School Corporation
200 Williams Avenue
Winsted, CT 06098**

**Board Meeting Schedule
2025**

All School Corporation meetings will be held at The Gilbert School Library/Media Center and will convene at 6:30 p.m. unless otherwise noted on the posted agenda.

Wednesday, January 15	Regular Meeting
Wednesday, January 29	Special Finance Meeting @ 6:00 p.m.
Wednesday, February 5	Budget Presentation
Wednesday, February 19	Regular Meeting Budget Adoption
Wednesday, February 26*	Special Meeting Budget Adoption *(if necessary)
Wednesday, March 19	Regular Meeting
Wednesday, April 23	Regular Meeting
Wednesday, May 21	Regular Meeting
Wednesday, June 18	Regular Meeting
Wednesday, July 16	Regular Meeting (*if necessary)
Wednesday, August 20	Regular Meeting
Wednesday, September 17	Regular Meeting
Wednesday, October 15	Regular Meeting
Wednesday, November 19	Regular Meeting
Wednesday, December 17	Regular Meeting

Special meetings of the School Corporation will be held on an as needed basis.

11/13/2024

ENROLLMENT DATA

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	86	85							
Grade 8	86	88	89	89							
Grade 9	70	69	67	68							
Grade 10	53	51	50	51							
Grade 11	61	61	61	61							
Grade 12	82	85	85	84							
Total	433	439	438	438							

*Winchester Enrollment should be 437 for the month of October, and Grade 12 Enrollment should be 84. A student residing outside of Winchester was erroneously included in your October numbers.

ATTENDANCE DATA

2024-2025

Date	Membership	Number of Students Absent	Percentage in Attendance
10/1/2024	452	32	92.92%
10/2/2024	452	25	94.47%
10/3/2024	452	37	91.81%
10/4/2024	451	39	91.35%
10/7/2024	452	11	97.57%
10/8/2024	452	23	94.91%
10/9/2024	452	20	95.58%
10/10/2024	452	25	94.47%
10/11/2024	452	37	91.81%
10/15/2024	452	28	93.81%
10/16/2024	452	18	96.02%
10/17/2024	452	50	88.94%
10/18/2024	452	27	94.03%
10/21/2024	452	24	94.69%
10/22/2024	452	23	94.91%
10/23/2024	452	22	95.13%
10/24/2024	453	23	94.92%
10/25/2024	453	30	93.38%
10/28/2024	453	37	91.83%
10/29/2024	454	36	92.07%
10/30/2024	454	26	94.27%
10/31/2024	455	25	94.51%
Average	452		93.79%

2023-2024

Date	Membership	Number of Students Absent	Percentage in Attendance
10/2/2023	444	30	93.24%
10/3/2023	444	31	93.02%
10/4/2023	444	32	92.79%
10/5/2023	444	24	94.59%
10/6/2023	443	42	90.52%
10/10/2023	443	33	92.55%
10/11/2023	443	34	92.33%
10/12/2023	443	14	96.84%
10/13/2023	443	26	94.13%
10/16/2023	443	37	91.65%
10/17/2023	443	16	96.39%
10/18/2023	443	22	95.03%
10/19/2023	443	20	95.49%
10/20/2023	443	32	92.78%
10/23/2023	443	28	93.68%
10/24/2023	443	22	95.03%
10/25/2023	443	25	94.36%
10/26/2023	443	18	95.94%
10/27/2023	443	26	94.13%
10/30/2023	442	34	92.31%
10/31/2023	442	26	94.12%
Average	443		93.85%

2022-2023

Date	Membership	Number of Students Absent	Percentage in Attendance
10/03/2022	410	32	92.20%
10/04/2022	410	24	94.15%
10/05/2022	410	29	92.93%
10/06/2022	410	28	93.17%
10/07/2022	410	30	92.68%
10/11/2022	410	28	93.17%
10/12/2022	410	70	82.93%
10/13/2022	410	22	94.63%
10/14/2022	410	31	92.44%
10/17/2022	410	26	93.66%
10/18/2022	410	25	93.90%
10/19/2022	410	29	92.93%
10/20/2022	410	25	93.90%
10/21/2022	410	26	93.66%
10/24/2022	409	33	91.93%
10/25/2022	409	38	90.71%
10/26/2022	410	42	89.76%
10/27/2022	411	44	89.29%
10/28/2022	411	40	90.27%
10/31/2022	411	38	90.75%
Average	410		91.95%

2021-2022

Date	Membership	Number of Students Absent	Percentage in Attendance
10/01/2021	437	60	86.27%
10/04/2021	437	40	90.85%
10/05/2021	437	37	91.53%
10/06/2021	437	33	92.45%
10/07/2021	437	39	91.08%
10/08/2021	437	37	91.53%
10/12/2021	437	45	89.70%
10/13/2021	437	33	92.45%
10/14/2021	438	42	90.41%
10/15/2021	438	41	90.64%
10/18/2021	440	39	91.14%
10/19/2021	439	44	89.98%
10/20/2021	439	41	90.66%
10/21/2021	439	34	92.26%
10/22/2021	439	52	88.15%
10/25/2021	439	36	91.80%
10/26/2021	440	47	89.32%
10/27/2021	440	35	92.05%
10/28/2021	440	33	92.50%
10/29/2021	439	34	92.26%
Average	438		90.85%