

Greenwich Public Schools

Whole Student Development

E-002

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Policy: The District shall provide an educational experience that develops students' social, emotional, creative, and physical skills and talents. The experience shall be designed to develop and reinforce students' knowledge and skills to become creative, capable, compassionate, and responsible members of society.

The District will have in place a system to promote students' development of qualities of good character, which will include, at a minimum, the following:

Student Attributes:

- Respect for self and others
- Compassion
- Honesty and integrity
- Courage
- Self-confidence
- Self-discipline
- Perseverance

Student Outcomes:

- Value diversity
- Engage in ethical decision-making
- Resolve conflicts peacefully
- Persevere in accomplishing goals
- Work cooperatively with others
- Solve problems creatively and effectively
- Communicate effectively
- Accept consequences of their actions
- Contribute to their community and the larger society

Staff members will model and reinforce these qualities of good character and work with parents and community members to develop them in students. Annually, the District shall report to the Board on evidence of students' acquiring these attributes and exhibiting these outcomes.

The District will also provide opportunities for students before, during and after school to develop their interests and talents through a comprehensive array of coordinated programs and activities. The emphasis of such programs will be to develop not only students' skills and knowledge but also their qualities of good character, creativity, responsibility, sportsmanship, cooperation, and leadership. Opportunities will include the following:

- Visual and performing arts, including presentations and performances
- Athletic activities, such as inter-scholastic sports, intra-murals, etc.
- Activities that benefit others, such as school and community service
- Student government and civic activities
- Academic enrichment activities

The District will establish standards for appropriate student behavior at all school levels and will proactively communicate these expectations to students, parents, and staff. The District will maintain a consistently well communicated, administered, and enforced disciplinary code which provides means for reinforcement of positive and appropriate student behavior, which clearly outlines consequences for unacceptable behavior and which links appropriate consequences to such behavior. The District will also maintain procedures to address the needs of students with challenging behaviors.

The District shall consider certain student behaviors, which are seriously disruptive of the educational process, a violation of this policy and grounds for disciplinary action, including expulsion. In line with State statutes, such behaviors include, but are not limited to, the following:

1. Possession, use, sale or distribution of controlled substance, as statutorily defined;
2. Theft and other property offenses;
3. Possession of a dangerous or facsimile weapon, or possession of a "firearm," or deadly weapon, dangerous instrument, or martial arts weapon, each as statutorily defined;
4. Behavior that jeopardizes the safety of self or others (including arson, false alarms, fighting, or the failure to disclose an impending threat of conduct which jeopardizes the safety of self or others);
5. Other criminal offenses.

When such behaviors occur on school grounds or at a school-sponsored activity, they may be deemed to be seriously disruptive of the educational process. When such behaviors occur off school grounds, they may also be deemed to be seriously disruptive of the educational process if the behavior markedly interrupts or severely impedes the operation of the schools or the education of other students.

In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the educational process or the orderly operation of a school.

Consistent with the requirements under state law, the Greenwich Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy.

Rationale: The District believes that individual students benefit from a wide array of opportunities to develop physically, emotionally, socially and intellectually within a safe environment, both on and off school grounds.

Legal References: Connecticut General Statutes

- -10-16a Silent meditation
- -10-29a Certain days due to proclaimed by governor
Distribution and number of proclamations
- -10-230 Flags for schoolrooms and school
- -10-230b (amended)
-cf. United States Supreme Court, the Engel decision on state adopted prayer, 1962, and the Schemp decision on Bible reading, 1963
- -cf. United States Supreme Court, Lee v. Weisman, 112 S.Ct.2649 (1992)
- -cf. Board of Education of Westside Community Schools v. Merges, 496 U.S. 226 (1990)
- cf.1324-Distribution of Materials
- cf.6141.2-Recognition of Religious Beliefs and Customs
- cf.6245.5-Organizations/Associations
- 31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights
- Keyishian v. Board of Regents 385 U.S. 589, 603 (1967)
- Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)
- 10-149, Qualifications for coaches of intramural and interscholastic athletics
- cf.6146-Graduation Requirements
- 10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation
- PA 98-377 Title VIII, Equal Access Act
Packer v. Board of Education, 246 Conn, 178 (1998)
- 08-160 School Learning Environment
- Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*
- Conn. Gen. Stat. § 10-222d
- Conn. Gen. Stat. §§ 10-233a through 10-233f
- Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

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