

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 addition, consistent with State Statute, bullying will not be tolerated.

Effective February 1, 2009, for purposes of this policy, “Bullying” shall mean any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds, on a school bus, or at a school-sponsored activity, which acts are committed more than once against any student during the school year.

The Board directs the administration to develop and maintain procedures to address the following:

- to promote a secure and safe environment free from threat, harassment, and bullying behavior;
- to take appropriate action to prevent bullying from occurring;
- to inform parents, including the parent or guardian with whom the student does not primarily reside when requested, and students of the school’s expectations through a published protocol for reporting incidents of bullying, through the published student code of conduct, and through all school notices about bullying;
- to require any staff member who witnesses an act of bullying or receives a student report of bullying to notify school administrators in writing;
- to enable students to report bullying incidents to teachers or administrators in a non-threatening and/or anonymous manner;
- to enable parents or guardians to file written reports of suspected bullying;
- to require school administrators to respond to any written complaints and to review any anonymous reports of bullying, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- to develop a recording and reporting system that documents verified incidents of bullying behaviors and satisfies State requirements;
- to notify parents or guardians of the student(s) who commit acts of bullying and the parents or guardians of the student(s) against whom acts of bullying were committed of verified reports, including a description of the response by the school staff and consequences that may result from the commission of further acts of bullying, and invite them to attend at least one meeting to discuss any such acts;
- to develop case-by-case interventions, such as counseling and discipline, to address repeated incidents of bullying.

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.

Whole Student Development

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-Disribution 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

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