

PLYMOUTH PUBLIC SCHOOLS

MISSION-GOALS-OBJECTIVES

SERIES 0000

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Mission-Goals-Objectives

Philosophy of the Public Schools

The Philosophy of the Plymouth Public Schools is based on the conviction that the dignity and worth of each child is of primary concern and on the belief that the aim of education is to help prepare young people to assume a meaningful and productive role in school and society. To achieve this goal, which is a responsibility shared by the Board of Education, staff, students, parents, and community, we subscribe to the following tenets:

1. That our obligation is to help students mature into independent, reasoning, and responsible individuals who can adapt constructively to an ever-changing, multi-cultural world;
2. That this obligation can be accomplished by challenging students and staff to perform at their highest capabilities;
3. That students will best attain these capabilities if their unique needs, interests, strengths, weaknesses, backgrounds, learning styles, and range of scholastic and creative abilities are acknowledged;
4. That students need to develop self-esteem, an appreciation of the worth of others, a joy in learning, and a desire and willingness to achieve a standard of excellence commensurate with their abilities;
5. That students need to develop a respect for the earth's unique and diverse human and natural resources;
6. That the schools must convey to students the purpose of the educational program and help them to understand that they must share responsibility for its success;
7. That the curriculum will provide comprehensive programs and a range of instructional strategies to meet the requirements of students with varied backgrounds, abilities, aspirations, and needs, and that this curriculum will be evaluated periodically to ensure that it does so;
8. That the schools actively will seek community support and involvement through close communication and cooperation;
9. That our educational aim will best be achieved in an atmosphere of mutual respect, concern, and support;
10. That in the final analysis, we are all to be accountable for the present and the future success of the Plymouth Public Schools.

Philosophy - Terryville High School

Schools have an obligation to promote and encourage order, safety, and an atmosphere conducive to learning. Students can assist in developing this favorable atmosphere not only by being responsible for their own behavior, but also to a reasonable degree, by exerting influence on other students to act responsibly for the common good.

Mission-Goals-Objectives

Philosophy of the Public Schools

Philosophy - Terryville High School (continued)

Students are expected to respect and obey rules that have been established for the orderly governing and operating of Terryville High School. We believe that all students can achieve at high levels and have the ability to behave responsibly and respectfully. Those who do not choose to obey school regulations, and those who choose to interfere in and disrupt the learning process for other students will be dealt with firmly for their own benefit and for the benefits of others.

Reference: "Terryville High School Students Handbook," 2014-2015, p. 4.

Mission-Goals-Objectives

Code of Ethics

This Code of Ethics is based upon "Standards of Leadership for Members of Boards of Education" recommended by the CAFE Board of Directors in 1977:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of "children first".
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations, and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education, whether it be in providing adequate finance, optimum facilities, staffing and resources, or better educational programs for children.
5. I will join with my Board, staff, community, and students in becoming fully informed about the nature, value, and direction of contemporary education in our society. I will support needed change in our schools.
6. I will strive to ensure that the community is fully and accurately informed about our schools, and will try to interpret community aspirations to the school staff.
7. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members, to see that they are well run through effective policies.
8. I will attempt to confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
9. I will arrive at conclusions only after discussing all aspects of the issue at hand with my fellow Board members in meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
10. I will recognize that authority rests only with the whole Board assembled in public meeting, and will make no personal promises or take any private action which may compromise the Board.

Mission-Goals-Objectives

Code of Ethics (continued)

11. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain.
12. I will hold confidential all matters pertaining to schools, which, if disclosed, might needlessly injure individuals or the schools.
13. I will insist that all school business transactions be open and ethical.
14. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
15. I will strive to appoint the best trained technical and professional personnel available, upon recommendation by the appropriate administrative officer.
16. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
17. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.

Mission - Goals - Objectives

Mission Statement

The Mission of the Plymouth Public Schools is to challenge, inspire, and prepare all students in an ever-changing and complex world.

The Plymouth School District is an educational agency functioning under the laws of the State of Connecticut. The Board of Education recognizes that the district exists to provide an important service to the community. This policy is a statement of that mission. It is intended to clarify for the community, students, and staff the primary purposes upon which all activities are to be focused. Toward this end the Board of Education stipulates that the following statements comprise the mission of the school district:

1. Schools exist to meet the educational needs of students. The Board of Education believes that all children can learn and that the primary purpose of school is teaching and learning.
2. Students differ from one another. They have differing needs, learning styles, and interests. They differ in levels of maturity, degrees of responsibility each can accept, and levels of personal motivation to learn. The district's instructional program shall recognize these differences and shall strive to achieve both quality and equity in the results which are achieved.
3. Schools should foster in each student a strong desire to develop an inquiring, self-directed, and creative mind. A major purpose of school is to teach children how to learn to prepare them for a lifetime of learning.
4. Regardless of societal factors that may interfere with learning, good schools do make a difference in a child's life. Schools exercise control over many factors which can significantly influence student achievement. Maximizing student achievement is a major responsibility of schools. While the process of education is important, student achievement can only be assessed and measured in the outcomes demonstrated by students.
5. Students must share responsibility for their own learning but schools help them do so by:
 - A. Cooperating with parents to support and assist students.
 - B. Making available worthwhile learning experiences for all students regardless of social or economic background, sex, levels of maturity, motivation, or intelligence.
 - C. Stressing the organization, interpretation and application of information to real situations rather than the acquisition of information for its own sake.
- D. Recognizing that learning occurs at home and in the community and that instruction should unify this knowledge through concept and problem-centered learning experiences rather than through an isolated study of content areas.

Mission - Goals - Objectives

Mission Statement (continued)

The mission of the schools is best fulfilled when students, staff members, parents, and community residents participate in the decision-making process in matters that affect them. Constructive dissent enhances good decisions. The school's policies and procedures should reflect trust in people. Education excellence, the ultimate mission of the school district, is the product of open communication within the school district and between the school district and the community it serves.

Reference: "Terryville High School Student Handbook," 2014-2015, p. 2.

Mission - Goals - Objectives

Goals/Objectives

District Goals

- Students will demonstrate a mastery of core subject matter and apply their essential learning and critical thinking skills to achieve academic excellence.
- Students will demonstrate mastery of all essential skills, needed to participate in the 21st Century global economy.
- Students will exhibit healthy life choices (wellness).
- Students will use technology as a tool to research, organize, and evaluate and communicate effectively, both orally and in writing, for a variety of purposes.
- Students will demonstrate social responsibility by providing for the needs of the greater community and by developing civic literacy.
- Students will be able to understand, negotiate and balance diverse views and beliefs in order to reach workable solutions.
- Students will demonstrate the ability to manage goals and time, work independently, and be self-directed learners.

Mission - Goals - Objectives

Policies for Plymouth Public Schools

The Board of Education shall maintain a manual of policies as the base for the governance of the school system. The policies must at all times be in harmony with applicable law.

All of the Board of Education's policies, in addition, have their sources in the Board-adopted Purposes (0100), goals, and objectives (0200, ~~0210, 0220~~) pertaining both to student learning and school system operations.

The Board of Education views its policies as aids to decision making and to the best of its abilities will make all its actions consistent with those policies.

Policy adopted: February 10, 2016

PLYMOUTH PUBLIC SCHOOLS
Terryville, Connecticut

Mission – Goals – Objectives

Nondiscrimination

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons.

Nondiscrimination in School and Classroom Practices

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity or expression, ancestry, national origin or disability.

The District shall provide to all students without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall provide equal access to the Boy Scouts and other designated youth groups. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Nondiscrimination in Employment/Contract Practices

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, marital status, disability or genetic information, or any other basis prohibited by Connecticut state and/or federal laws. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Employees and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Mission – Goals – Objectives

Nondiscrimination

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the Superintendent as the District's Compliance Officer.

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.

The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

School and Classroom Practices:

1. **Curriculum and Materials:** Review curriculum guides, textbooks and supplementary materials for discriminatory bias.
2. **Training:** Provision of training for students and staff to identify and alleviate problems of nondiscrimination.
3. **Student Access:** Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. **District Support:** Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.
5. **Student Evaluation:** Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

Employment/Contract Practices:

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.

The Building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:

1. Inform the student, employee or third party of the right to file a complaint and the complaint procedures.
2. Inform the student complainant that he/she may be accompanied by a parent/guardian during all steps of the complaint procedure.

Mission – Goals – Objectives

Nondiscrimination

Delegation of Responsibility

Employment/Contract Practices: (continued)

3. Notify the complainant and the accused of the progress at appropriate stages of the procedure.
4. Refer the complainant to the Compliance Officer if the Building Principal is the subject of the complaint.

Complaint Procedure –Student/Employee/Third Party

Step 1 – Reporting

A student, employee or third party who believes he/she has been subject to conduct that constitutes a violation of this policy is encouraged to report the incident immediately to the Building Principal.

A school employee who suspects or is notified that a student has been subject to conduct that constitutes a violation of this policy shall immediately report the incident to the Building Principal.

If the Building Principal is the subject of the complaint, the student, employee or third party shall report the incident directly to the Compliance Officer.

The complainant is encouraged to use the report form available from the Building Principal, but oral complaints shall be acceptable.

Step 2 – Investigation

Upon receiving a complaint of discrimination, the Building Principal shall immediately notify the Compliance Officer, who shall then authorize the Building Principal to investigate the complaint, unless the Building Principal is the subject of the complaint or is unable to conduct the investigation.

The investigation may consist of individual interviews with the complainant, the accused and others with knowledge relative to the incident. Other information and materials relevant to the investigation may also be evaluated.

The obligation to conduct this investigation shall not be negated by the fact that a criminal investigation is pending or has been concluded.

Mission – Goals – Objectives

Nondiscrimination

Complaint Procedure – Student/Employee/Third Party (continued)

Step 3 – Investigative Report

The Building Principal shall prepare a written report within fifteen (15) days, unless additional time to complete the investigation is required. The report shall include a summary of the investigation, a determination of whether the complaint has been substantiated as factual and whether it is a violation of this policy, and a recommended disposition of the complaint.

Copies of the report shall be provided to the complainant, the accused and the Compliance Officer.

Step 4 – District Action

If the investigation results in a finding that the complaint is factual and constitutes a violation of this policy, the District shall take prompt, corrective action to ensure that such conduct ceases and will not reoccur.

Disciplinary actions, in the case of students, shall be consistent with the school disciplinary practices, Board policies, administrative regulations, and state and federal laws.

Disciplinary actions, in the case of employees and third parties, shall be consistent with the Board policies, administrative regulations, state and federal laws, and applicable collective bargaining unit agreements.

Step 5 - Appeal Procedure

The complainant, if not satisfied with a finding of no violation of the policy or with the corrective action recommended in the investigative report, he/she may submit a written appeal to the Compliance Officer within fifteen (15) days.

The Compliance Officer shall review the investigation and the investigative report and may also conduct an investigation.

The Compliance Officer shall prepare a written response to the appeal within fifteen (15) days. Copies of the response shall be provided to the complainant, the accused and the Building Principal who conducted the initial investigation.

- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 - Equal Educational Opportunity)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
 20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)
 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 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
 The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
 The Vietnam Era Veterans’ Readjustment Act of 1974, as amended, 38U.S.C. §4212
 Title II of the Genetic Information Nondiscrimination Act of 2008
 Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include “sexual orientation” and P.A. 11-55 to include “gender identity or expression”)
 10-153 Discrimination on account of marital status. (as amended by PA 11-55 to include “gender identity or expression”)
 17a-101 Protection of children from abuse.
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted: February 10, 2016

PLYMOUTH PUBLIC SCHOOLS
 Terryville, Connecticut

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Terryville, Connecticut

REPORT FORM FOR COMPLAINTS OF DISCRIMINATION

Complainant: _____
Home Address: _____
Home Phone: _____
School building: _____
Date of Alleged Incident(s): _____

Alleged harassment was based on: (Check all that apply.)

- | | | | |
|-----------------------------------|-------------------------------------|---|--|
| <input type="checkbox"/> Race | <input type="checkbox"/> Color | <input type="checkbox"/> National Origin | <input type="checkbox"/> Gender Identity or Expression |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Disability | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> Age | <input type="checkbox"/> Sexual Orientation | |

Name of person you believe violated the District's nondiscrimination policy:

If the alleged discrimination was directed against another person, identify the other person:

Describe the incident as clearly as possible, including any verbal statements (i.e., threats, derogatory remarks, demands, etc.) and any actions or activities. Attach additional pages if necessary:

When and where incident occurred: _____

List any witnesses who were present: _____

This complaint is based on my honest belief that _____ has discriminated against me or another person. I certify that the information provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant's Signature

Date

Received By

Date

Mission-Goals-Objectives

Monitoring and Reporting: State

Reporting Accomplishments to the Public

The Board shall keep the public informed of the school system's progress in accomplishing its goals and indicators of success, including programs established to achieve them. The Superintendent shall maintain a communication program for this purpose, which shall include, but not be limited to, public meetings, publications in local newspapers and school newsletters, PTA/PTO meetings, and other appropriate methods.