

# PLYMOUTH PUBLIC SCHOOLS

## ADMINISTRATION

## SERIES 2000

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## **Administration**

### **Concept and Roles in Administration**

The Superintendent of Schools shall direct and coordinate the administrative staff in implementing the educational philosophy, and achieving the goals and objectives of the Board of Education within the guidelines established by Board of Education policy, law, and employee agreements.

To demonstrate leadership and to resolve the inevitable problems and obstacles that will arise both inside the school system and in its relation with the community, the Board of Education expects the administrative staff to specialize in:

1. The processes of decision-making and communication.
2. Planning, organizing, implementing, and evaluating program services and personnel.
3. Coordinating and guiding the various centers of power within the school system and community so as to enable people to accomplish goals for education that they might never be able to do separately.

The Superintendent of Schools is encouraged to conduct the operations of the school system according to the management team concept.

(cf. 0100 - Mission Statement/Purposes)

(cf. 0200 - Goals/Objectives)

(cf. 0300 - Policies for the Public Schools)

(cf. 6120 - Objectives of the Instructional Program)

## **Administration**

### **Goals and Objectives**

The Board of Education believes that proper administration is vital to a successful educational program. The coordination and supervision of all aspects of the operations of the district's schools, pursuant to the policies of the Board, are necessary for the development and maintenance of an effective learning environment. Administrative duties and functions are to be assessed in terms of their contributions to the improvement of education in the district. The Superintendent of Schools, as chief executive officer of the district, is to provide the leadership necessary to support this objective.

District administration is to be organized so that all divisions and departments of the central office and all schools operate within a system guided by Board policies, which are implemented through the Superintendent. All personnel will have the necessary authority and responsibility (clearly defined and correlated to their roles) to carry out their respective assignments within this framework. Accountability will rest with these same personnel for the effectiveness with which their duties are performed.

Major goals of district administration will be:

1. To effectively manage the district's various departments, units and programs;
2. To provide professional advice and counsel to the Board and to advisory groups established by Board action. This includes the review of policy alternatives and the subsequent recommendation from among them;
3. To perform managerial duties as will best assure effective learning programs, including but not limited to:
  - a. Ensuring the effective implementation of Board policy;
  - b. Addressing the on-site needs of the district's schools;
  - c. Providing leadership in keeping abreast of current educational developments;
  - d. Arranging for effective staff development programs;
  - e. Coordinating cooperative efforts at improving learning programs, facilities, equipment and materials; and
  - f. Providing channels for the upward flow of information necessary and useful in the design and development of school policy.

Policy adopted:           October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Administrative Staff Organization**

The Superintendent shall organize the staff of the school system in a manner best suited to achieve its purposes. The Board of Education prefers a structure that establishes the Superintendent as the chief executive officer of the Board of Education, with lines of primary responsibility for all other employees clearly identified.

In addition, there should be provision for representative groups of employees, students, and community whose functions shall be to:

1. Assist in problem identification and solution.
2. Assist in evaluation of goal achievement.
3. Help formulate long-range plans for the school system.

## Administration

### Equal Employment Opportunity

All personnel policies and practices of the Board of Education will be in accord with equal employment opportunity practices as determined by state and federal legislation. Equal employment opportunity means that equal employment possibilities are available to all protected groups.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.  
Age Discrimination in Employment Act, 29 U.S.C. Sec 621.  
Executive Order 11246.  
Connecticut General Statutes  
Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.  
46a-51 (8), (17), (18) Discriminatory practices.  
46a-58(a) Deprivation of rights.  
46a-60 Discriminatory employment practices prohibited.  
46a-79 State policy re employment of criminal offenders.  
46a-80 Denial of employment based on prior conviction of crime.  
46a-81 Sexual orientation discrimination, defined  
10-153 Discrimination on account of marital status.

Policy adopted: October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Professional Development**

The Board of Education recognizes the importance of professional development opportunities for new and experienced administrators. As leaders of the school system, administrators' active participation in professional development provides positive role models for other staff and students by enacting dual roles of teacher and learner. Formal acknowledgment of the importance of these reciprocal roles and responsibilities will lead to sustained professional growth and learning among administrative staff, which will, in turn, benefit the school community.

A philosophy that promotes continued learning for all educators should permeate professional development programs and practices. The philosophy should specifically support different learning needs, based on experience, and an investment in the professional growth of future school leaders:

1. Innovative programs should be developed and established for teachers who aspire to administrative positions. A special effort should be made to encourage women and minorities to seek administrative positions.
2. For new administrators, a comprehensive orientation program should include broad-based exposure to district practices and resources, provision of mentor support from experienced administrators, and development of an individualized professional growth plan that targets priority learning needs.
3. For experienced administrators, flexible professional development opportunities should be entertained, allowing for career advancement support and long-term areas of professional pursuit.

All administrators should be exposed to professional growth opportunities and educational practices that address ways to foster diversity and equity in the school community. Professional development programs should be developed to assist and alert participants to issues related to the impact of racial, ethnic, and gender bias in the classroom, in the schools, and in the broader community.

## **Administration**

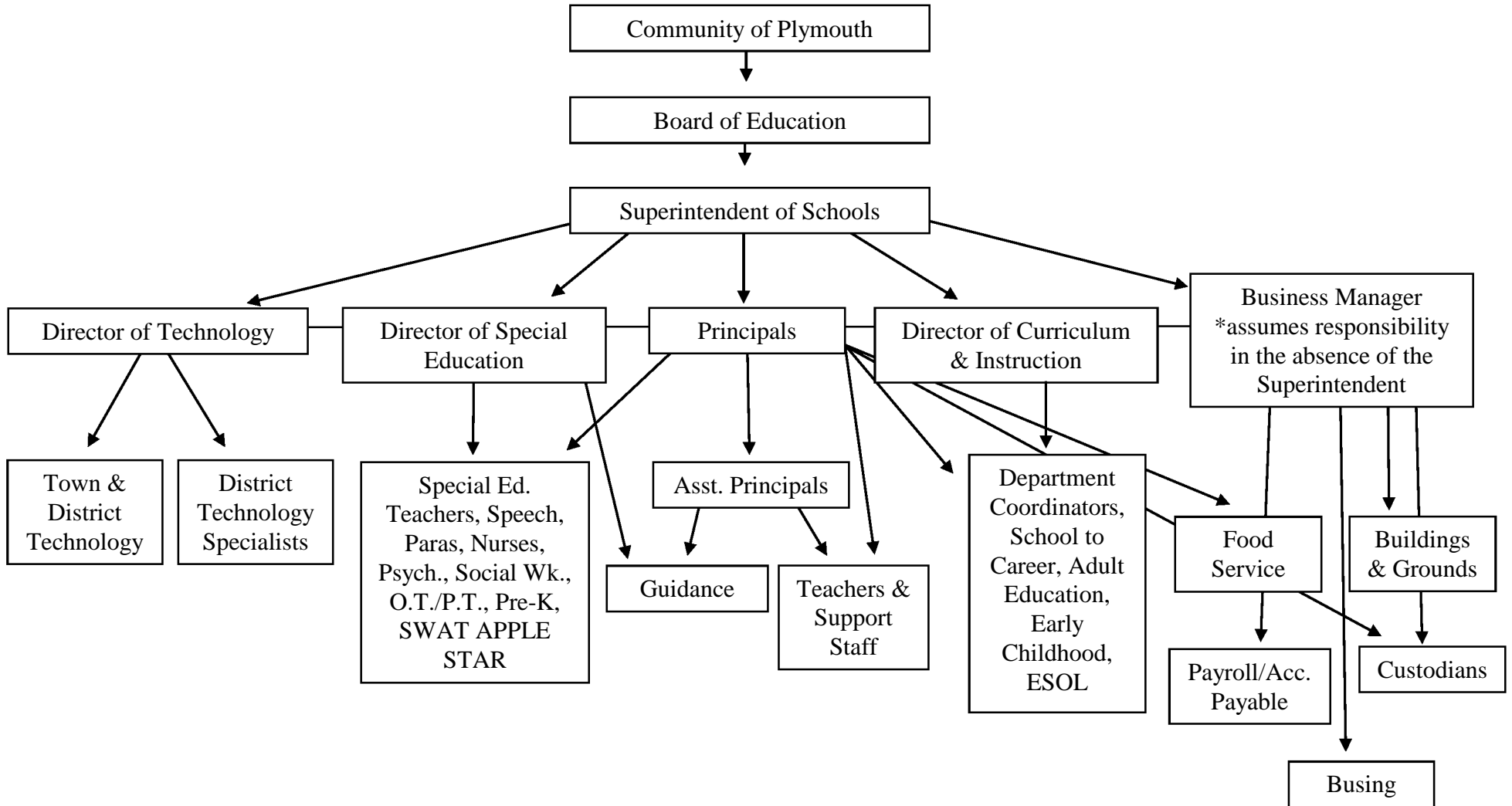
### **Organization Chart**

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, he may, from time to time, recommend for Board approval changes in the district organization chart.

### Plymouth Board of Education Organizational Chart





## **Administration**

### **Lines of Responsibility**

Lines of responsibility in the school district shall be structured to:

1. Develop educational programs most appropriate for students.
2. Clarify responsibility from students through teachers, administrators and the Superintendent, to the Board of Education.
3. Tell each member of the staff to whom he/she is responsible and for what functions.
4. Whenever possible, have each member of the staff responsible to only one immediate supervisor for any one function.
5. Designate a person to whom a staff member can appeal a disagreement with the person to whom the staff member is directly responsible.
6. Inform each staff member to whom he/she can go for help in working out his/her own functions in the district program.
7. Keep each staff member advised of policies, functions and progress of the district.

(cf. 2120 – Organization Chart)

## **Administration**

### **Job Descriptions**

The Superintendent of Schools shall provide for the preparation and maintenance of job descriptions for all administrative personnel. Such job descriptions shall be kept in a separate manual for that purpose.

## **Administration**

### **Superintendent of Schools**

The Board of Education will by majority vote elect and fix the term of office (not to exceed three years) and the salary of the Superintendent who shall serve as chief executive officer of the Board. As the chief executive officer the Superintendent shall have complete administrative oversight of the school system and shall be responsible for the efficient operation of the system in all its divisions.

The Superintendent has the general authority to act at his/her discretion upon all emergency matters. Full details of such action must be reported to the Board at the earliest possible time.

The Board shall provide a written contract of employment that shall include, but not be limited to, salary, employment benefits and term of office of such Superintendent. The Superintendent shall perform such other duties and exercise such other authority as may be required or conferred upon him/her by law or by the Board.

The Superintendent will present to the Board of Education an annual report on the state of the school system and establish the following year's goals and objectives.

Each year the Board will evaluate the Superintendent in accordance with guidelines and criteria mutually determined and agreed upon by both the Board and the Superintendent.

The requirement for certification will be those determined by the State Board of Education. (Sec. 10-146-98 of the State Board of Education Regulations)

(cf. 2210 – Administrative Leeway in Absence of Policy)

Legal Reference: Connecticut General Statutes

10-157 Superintendents (as amended by P.A. 12-116, An Act Concerning Educational Reform.

10-222 Reports to the state board of education.

Policy adopted: October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Recruitment and Appointment of Superintendent**

The appointment of a Superintendent is the legal responsibility of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Applicants who can best fulfill the role will be sought from within the school system and from without.

### **Appointment of Superintendent**

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Legal Reference:       Connecticut General Statutes

10-157 Superintendents

Policy adopted:       October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
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## **Administration**

### **Hiring School Administrators**

The Board of Education will appoint qualified persons to all administrative positions in the School System, based on recommendations made by the Superintendent.

The appointment of all administrators is valid only when made in such a manner, and the Superintendent will submit his/her recommendations to the Board in writing if so requested. The Board will accept or reject the Superintendent's recommendation at a regular or special Board meeting not later than thirty-five (35) calendar days from their submission. (If more than one candidate is available for nomination, for any supervisory or administrative position, the Superintendent shall submit a list and may place the candidates in the order in which the Superintendent recommends them.) If the Board should reject the Superintendent's nomination, she/he will make another recommendation to the Board. The Board shall accept or reject such nominations not later than one month from their submission.

The Superintendent will be responsible for the posting of positions, recruitment and screening of candidates, and to bring at least three finalists, when possible, including the recommended candidate, to the Board.

At the time of deciding to fill a vacant administrative position, the Board will determine whether the full Board, a committee of the Board or appropriate administrators will interview finalists for the position. Also see Policy 4111.

Legal Reference: Connecticut General Statutes

10-151(b) Employment of teachers. Definitions. Tenure, etc. (as amended by P.A. 12-116, An Act Concerning Education Reform).

451-60 Discriminating employment practices prohibited.

Policy adopted: October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Assignment of Administrative Personnel**

Subject to the General Statutes of Connecticut, the written policies of the Board of Education and the contracts with various unions and associations, and subject to funds provided by the Board of Education, the Superintendent shall have the authority and responsibility for assigning, transferring, organizing and reorganizing all members of the staff as the Superintendent deems to be in the best interest of the District.

Policy adopted:           October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Administrative Leeway in Absence of Board of Education Policy**

In cases where emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act. The Superintendent's decisions shall be subject to review by action of the Board of Education at its next regular, special or emergency meeting.

It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies, or revision of existing policies.

Policy adopted:           October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Representative and Deliberative Groups**

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate groups such as councils, cabinets and committees to:

1. Foster good communications with the staff, students and the public.
2. Allow staff, students, and the public a voice in decisions affecting them.
3. Establish effective channels of communication for the public, the students and the district staff.



## **Administration**

### **Policy and Regulation Systems**

#### **Policy Manual**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible policies and bylaws adopted by the Board, and the regulations of the administration. Board policies, Board bylaws, and administrative regulations shall be published in a manual maintained in current condition and made available to all persons concerned.

#### **Policies**

Policies are statements of intent adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the school system.

The Superintendent is an integral part of this policy-making process recommending to the Board proposed policy statements for consideration, modification and adoption. The Superintendent shall develop a regulation specifying how policies will be developed and presented to the Board.

#### **Regulations**

Consistent with policy, the Superintendent shall specify required staff actions, and design the administrative arrangements under which the schools are to be operated. Those regulations and procedures that apply throughout the school system are to be designated as "regulations," and are to be placed in the school system's policy manual. Regulations shall be presented to the Board before implementation in the school system, but the Board will not adopt a regulation unless requested to do so by the Superintendent or unless federal or state law requires adoption. Administrative regulations must be consistent with Board of Education policy and capable of reasonable implementation.

The Superintendent is responsible for development and implementation of the school system's regulations. The Superintendent shall develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted Board policy, and capable of full implementation.

#### **Bylaws**

Bylaws are the rules governing internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Superintendent will be directed to develop and present the Board with an effective new or modified bylaw for consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

(cf. 9311 - Formulation, Adoption, Amendment of Policies)

(cf. 9312 - Formulation, Adoption, Amendment of Bylaws)

(cf. 9314 - Formulation, Adoption, Amendment of Administrative Regulations)

Policy adopted:        October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Assessment and Evaluation of the School System's Goals**

The Board of Education directs the Superintendent of Schools, in cooperation with the school staff, student body, parents, and any other interested persons or groups, to establish and maintain a comprehensive plan to assess annually student achievement throughout the system and the accomplishment of the goals and objectives as established by the Board of Education.

(cf. 0000 - Series - Mission - Goals - Objectives)

Policy adopted:           October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Code of Professional Responsibility**

The Plymouth Board of Education recognizes and endorses the Connecticut Code of Professional Responsibility for School Administrators. This Code establishes the principles and standards that all school administrators are expected to abide by. The Superintendent of Schools shall ensure that candidates for administrator positions demonstrate knowledge of this Code prior to employment. Furthermore, each administrator in the school district is expected to remain familiar with the Code and fulfill its mandate as follows:

#### **Responsibility to the Student**

The professional school administrator, in full recognition of obligations to the student, shall:

1. Make the well-being of students the fundamental value in all decision making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in students pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
5. Foster in students the full understanding, application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;
12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

## **Administration**

### **Code of Professional Responsibility (continued)**

#### **Responsibility to the Profession and Staff**

The professional school administrator, in full recognition of obligations to the profession, shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified, certified educators, and qualified noncertified staff;
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy or professional practice.

#### **Responsibility to the Community**

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large and, therefore, not knowingly misrepresent facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;

## **Administration**

### **Code of Professional Responsibility**

#### **Responsibility to the Community** (continued)

7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

#### **Responsibility to the Student's Family**

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

Legal Reference:       Regulations of Connecticut State Agencies  
                              10-145d-400b Code of Professional Responsibility for School  
                              Administrators.  
                              10-145d-11 Educator preparation program approval standards

## **Administration**

### **Statement of Ethics for Administrators**

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the governing Board of Education's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment or release.

Regulation approved:

October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## **Administration**

### **Evaluation of Administrative Personnel**

The Superintendent will evaluate annually the performance of all administrative personnel directly responsible to him/her and make recommendations regarding their employment and salary status to the Board of Education. Such evaluation will be accomplished through the adoption and use of the State model, "SEED" (Connecticut's System for Educator Evaluation and Development), or an approved hybrid of SEED, or a District-proposed alternative evaluation and support plan which fulfills the state guidelines.

Evaluations of administrators shall be conducted in accordance with the guidelines adopted by the State Board of Education under C.G.S. 10-151b, as amended, and the educator evaluation and support program developed through mutual agreement and with the District's Professional Development and Evaluation Committee. Further, claims of failure to follow such guidelines shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004.

The Board of Education shall evaluate the Superintendent at least once a year.

(cf. 4115 – Evaluation)

Legal Reference:        Connecticut General Statutes  
                                 10-151a Access of teacher to supervisory records and reports in personnel file.  
                                 10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform)  
                                 10-151c Records of teacher performance and evaluation not public records  
                                 10-220a(b) Inservice training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.  
                                 Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012  
                                 Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.  
                                 "Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014  
                                 P.A. 13-145 An Act Concerning Revisions to the Education Reform Act of 2012

Policy adopted:        October 13, 2016

PLYMOUTH PUBLIC SCHOOLS  
Terryville, Connecticut

## Administrative Procedures

### Limited Exemptions from In Person School And Provision Of Continued Educational Opportunities During The 2021 – 2022 School Year

#### Administrative Procedures

#### Limited Exemptions from In-Person School and Eligibility for and Provision of Continued Educational Opportunities During the 2021-2022 School Year

##### I. INTRODUCTION

On July 15 and August 9, 2021, the Connecticut State Department of Education (“CSDE”) provided guidance to local and regional boards of education related to the provision of continued educational opportunities during the 2021-2022 school year (together, the “CSDE Guidance”). The CSDE Guidance confirms that school districts are not currently authorized to provide remote learning in lieu of in-person instruction. In connection with the current COVID-19 pandemic circumstances, the CSDE Guidance explains that it may become necessary to offer continued educational opportunities (1) to students who must be in COVID-19 **isolation or quarantine**, (2) to address **localized outbreaks** in a school or specific school district, and (3) in **rare and individualized circumstances, for students with elevated risks from COVID-19 exposure due to co-habiting family members with documented vulnerability to COVID-19**. The CSDE Guidance acknowledges that a student’s inability to attend school in person and eligibility for continued educational opportunities will be “rare,” and encourages school districts to develop administrative procedures or regulations to determine and document such eligibility “with equity and consistency in mind.” The CSDE Guidance also encourages school districts to address the continued educational opportunities available to students, with appropriate consideration of the following:

- Individualized, case-by-case programmatic decisions;
- Variety of continued educational opportunities;
- Best practices in the development and/or implementation of continued educational opportunities;
- Documentation of eligibility with equity and consistency in mind;
- Consideration of the frequency and with what restrictions access will be granted;



**ADMINISTRATIVE PROCEDURES**

**Limited Exemptions From In Person School And Provision Of Continued Educational Opportunities During the 2021 – 2022 School Year**

- Ensuring that any student who spends not less than one-half of the school day during remote learning engaged in (a) virtual classes, (b) virtual meetings, (c) activities on time-logged electronic systems, and (d) the completion and submission of assignments is counted in attendance; and
- Acknowledgement that such procedures or regulations may require amendment in the event of changing conditions and public health necessities during the ongoing COVID-19 pandemic.

Consistent with the CSDE Guidance, the Plymouth Public Schools (the “District”) has developed these administrative procedures to address both (1) a student’s inability to attend school in-person and the provision of continued educational opportunities and (2) the content of continued educational opportunities. The Administration acknowledges that these administrative procedures may be amended in response to individual student need and/or in the event of changing conditions and public health necessities during the ongoing COVID-19 pandemic. The Administration notes that there may be state laws, regulations, policies and/or procedures that are not intended to be affected by these administrative procedures, including the state regulations and school rules governing the provision of homebound and hospitalization instruction.

**II. ELIGIBILITY FOR EXEMPTION FROM IN-PERSON SCHOOL AND CONTINUED EDUCATIONAL OPPORTUNITIES**

**A. District-Required Circumstances**

The Administration, in consultation with local and/or state public health officials (“health officials”), will develop guidelines for the implementation of isolation, quarantine and/or temporary school closures related to the COVID-19 pandemic. The purpose of the procedures set forth below is to outline student eligibility for continued educational opportunities in connection with any short-term isolation or quarantine of students due to COVID-19 exposure or localized outbreak. The District, in consultation with health officials, may determine that, on a short-term basis, one or more students cannot attend school in person due to exposure to, or a localized outbreak of, COVID-19.

**1. Isolation or Quarantine**

The District, in consultation with its medical advisor and/or health officials, may determine that it is necessary for one or more students to isolate or quarantine at home on a short-term basis due to infection from, or exposure to, COVID-19. The District will

## **Administrative Procedures**

### **Limited Exemptions From In Person School And Provision Of Continued Educational Opportunities During The 2021 – 2022 School Year**

inform parents/guardians of any such decision in a timely manner. Students shall not be permitted to attend school in person during the period of isolation or quarantine. The period of isolation or quarantine will be determined by the District in consultation, as appropriate, with its medical advisor and/or health officials.

#### **2. Localized Outbreak**

The District, in consultation with appropriate authorities (*e.g.*, health officials), may determine that it is necessary for students not to attend school in person due to a localized outbreak of COVID-19. School officials will promptly inform students and families of any such decision and will provide an estimated duration of any change in school to affected students and families. It is generally expected that the duration of any change from in-person school to address a period of localized outbreak would be short-term.

#### **B. Student-Initiated Requests**

Consistent with CSDE Guidance, the Administration has established procedures governing access to continued educational opportunities when a student cannot attend in-person school because of the health needs of the student or the documented vulnerability to COVID-19 of co-habiting family members or guardians. Generally, students, parents or guardians will initiate the request for continued educational opportunities due to a serious health risk to the student or family member directly resulting from the student's in-person school attendance.

##### **1. Student Health Needs - Students with Disabilities and/or Medically Complex Students**

###### **a. Section 504 Team/PPT**

Section 504 teams and/or Planning and Placement Teams (PPTs) may need to consider whether a student with disabilities and/or a medically complex student may require a placement due to the unique health needs of the student. The Section 504 team and/or PPT shall make such decisions on an individualized basis as required by applicable law. The implementation of Section 504 plans and/or Individualized Education Plans shall be determined by the multidisciplinary team in accordance with applicable law.

###### **b. Student/Family Request for Exemption**

## Administrative Procedures

### Limited Exemptions From In Person School And Provision Of Continued Educational Opportunities during the 2021 – 2022 School Year

There may be circumstances in which the parents or guardians of a student who is not identified as a student with a disability (or an eligible student) may wish to request continued educational opportunities when a student cannot attend in-person school due to the unique health needs of the student. The American Academy of Pediatrics (“AAP”) has stated that “... at this point in the pandemic, given what we know about low rates of in-school transmission when proper prevention measures are used, together with the availability of effective vaccines for those age 12 years and up, ... the benefits of in-person school outweigh the risks in almost all circumstances.” The AAP has further stated that “[s]chools and school-supported programs are fundamental to child and adolescent development and well-being and provide our children and adolescents with academic instruction; social and emotional skills; safety, reliable nutrition, physical/occupational/speech therapy, mental health services, health services, and opportunities for physical benefits, among other benefits.”<sup>1</sup> Accordingly, parents/guardians or eligible students seeking such an exemption shall complete the **Request for Exemption from In-Person School and Request for Provision of Continued Educational Opportunities** (“Request Form,” attached as Appendix A hereto). As noted in the **Request Form**, an individual seeking continued educational opportunities when a student cannot attend in-person school must provide authorization for school officials to exchange information with the student’s treating physician(s) to determine whether there are any mitigating measures or other strategies that would permit in-person attendance, including on a part-time basis. If the Administration approves such a request, the Administration shall make an initial decision as to the length of time and any conditions that will be required. Given the changing circumstances of the COVID-19 pandemic, the Administration may determine that access to continued educational opportunities will be time-limited with an opportunity for renewal based on, among other considerations, the unique health needs of the student.

#### 2. Documented Vulnerability to COVID-19 of Co-Habiting Family Members or Guardians

There may be circumstances in which the parents or guardians of a student (or an eligible student) may wish to request access to continued educational opportunities when a student cannot attend in-person school due to due to co-habiting family members

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<sup>1</sup> American Academy of Pediatrics, *COVID-19 Guidance for Safe Schools*, available at <https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

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or guardians with documented vulnerability to COVID-19. Parents/guardians or eligible students seeking such opportunities shall complete the **Request for Exemption from In-Person School and Request for Provision of Continued Educational Opportunities** (“Request Form” attached as Appendix A hereto). As noted in the **Request Form**, an individual seeking continued educational opportunities when a student cannot attend in-person school must provide authorization for school officials to exchange information with the appropriate treating physician(s) to determine whether there are any mitigating measures or other strategies that would permit in-person attendance, including on a part-time basis. As set forth above, the AAP has confirmed that students need to attend school in-person and that “[e]verything possible must be done to keep students in schools in-person.”<sup>2</sup> Accordingly, the District may consider consulting first with a student’s treating physician regarding any request that affects a student’s access to in-person school. If the Administration approves such a request, the Administration shall make an initial decision as to the length of time and any conditions that will be required.

### III. PROVISION OF CONTINUED EDUCATIONAL OPPORTUNITIES

#### A. General Considerations

The CSDE Guidance encourages school districts to develop administrative regulations or procedures for rare circumstances resulting from the COVID-19 pandemic in which students may require programming options besides regular in-person instruction. Continued educational opportunities may, but are not required to, include remote learning opportunities. “Remote learning” is defined under applicable law as instruction by means of one or more Internet-based software platforms as part of a remote learning model. Consistent with CSDE Guidance, the Administration will make individualized decisions as to continued educational opportunities. In developing the specific continued educational opportunities on a case-by-case basis, the Administration may consider factors, including, without limitation, the following:

- Grade level of the student;
- Expected duration of interruption to in-person attendance;

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<sup>2</sup> See footnote 1.

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- Input of student’s teacher(s) as to specific educational skills or targets for the period of continued educational opportunities;
- Necessity of synchronous or asynchronous instruction;
- Student ability to perform independent work; and
- Opportunities for feedback from teacher(s).

Consistent with applicable law, the District will count the attendance of any student who spends not less than one-half of the school day during remote learning engaged in (a) virtual classes, (b) virtual meetings, (c) activities on time-logged electronic systems, and (d) the completion and submission of assignments. However, as noted above, continued educational opportunities may, but are not required to, include remote learning opportunities, which opportunities are a prerequisite for considering a student to be in attendance. The District will comply with all applicable state regulations and CSDE guidance in determining school attendance. As such, there may be circumstances in which students are (1) not able to attend school in person, (2) eligible for and provided with continued educational opportunities; and (3) considered to have an excused absence from school. In other circumstances, as determined by the Administration on a case-by-case basis and consistent with all applicable laws, rules, and guidance, students may be (1) unable to attend school in person, (2) eligible for and provided with continued educational opportunities; and (3) counted as “in attendance.”

#### **B. Section 504 Team and/or Planning and Placement Team**

Consistent with federal and state law, school districts must offer a continuum of placements for students with disabilities, including instruction in the home. The Section 504 Team and/or PPT shall determine, on an individual basis, the appropriate placement for students with disabilities. The Section 504 Team and/or PPT should consider what instructional supports will be implemented in the student’s recommended placement. School teams should contact the [*name of department or director name/title*] for additional information regarding continued educational opportunities for students with disabilities and the implementation of IEPs and/or Section 504 plans.

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#### **C. Short-Term Continued Educational Opportunities**

School officials will determine short-term continued educational opportunities for on a case-by-case basis. Consistent with the CSDE Guidance, the District may, but is not required to, provide remote learning to such students. Continued educational opportunities may include synchronous or asynchronous learning. The Administration may wish to consider the short-term nature of the interruption in student's in-person school attendance when determining the details of continued educational opportunities. The Administration will work with teachers and other appropriate school staff members to identify the essential learning targets or skills for students during the period of isolation or quarantine.

#### **D. Extended Continued Educational Opportunities**

The CSDE Guidance encourages school districts to provide continued educational opportunities that may be necessary when a student cannot attend in-person school due to the student's health needs or due to co-habiting family members or guardians with documented vulnerability to COVID-19. The District will determine the continued educational opportunities for any such student on a case-by-case basis. The duration of continued educational opportunities granted when a student cannot attend in-person school due to student and/or family health needs will need to be considered in light of the individual health needs and pandemic circumstances. It is possible that such circumstances may warrant continued educational opportunities for an extended time period during the 2021-2022 school year. Consistent with the CSDE Guidance, the District may, but is not required to, provide remote learning to such students. Continued educational opportunities may include synchronous or asynchronous learning. The Administration may consider, among other things, the expected duration when determining the details of continued educational opportunities. The Administration will work with teachers and other appropriate school staff members to identify the essential learning targets or skills for students during the period of the student's continued educational opportunities.

## **IV. CONCLUSION**

The District acknowledges that the above administrative procedures are designed to provide procedures to school officials and parents/guardians in the unlikely event that COVID-19 directly and substantially interferes with a student's ability safely to attend in-person instruction during the 2021-2022 school year. The District acknowledges that these procedures may require amendment in the event of changing conditions and public health necessities during the COVID-19 pandemic.

## APPENDIX A

### **REQUEST FOR EXEMPTION FROM IN-PERSON SCHOOL AND REQUEST FOR PROVISION OF CONTINUED EDUCATIONAL OPPORTUNITIES**

*The United States Department of Education, the United States Center for Disease Control and Prevention, and the Connecticut State Department of Education have determined that the delivery of in-person school is necessary for the academic, social and emotional well-being of students.<sup>3</sup> The American Academy of Pediatrics has stated that "... at this point in the pandemic, given what we know about low rates of in-school transmission when proper prevention measures are used, together with the availability of effective vaccines for those age 12 years and up, ... the benefits of in-person school outweigh the risks in almost all circumstances" and "[e]verything possible must be done to keep students in schools in-person."<sup>4</sup> The Connecticut State Department of Education has further determined that school districts will not be required to provide remote learning to students during the 2021-2022 school year. Consistent with federal and state guidance, the Plymouth Public Schools (the "District") will implement layered COVID-19 mitigation strategies to promote student access to in-person school during the 2021-2022 school year.*

*The Connecticut State Department of Education has advised school districts that in rare circumstances and on a case-by-case basis, the District may consider providing educational opportunities to a student when a student cannot attend in-person school due to:*

- *a student's health or medical condition; and/or*
- *a student's elevated risk from COVID-19 exposure due to co-habiting family members or guardians with documented vulnerability to COVID-19.*

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<sup>3</sup> United States Department of Education, *Return to School Roadmap*, available at <https://sites.ed.gov/roadmap/>; Centers for Disease Control and Prevention, *Guidance for COVID-19 Prevention in K-12 Schools*, available at <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>; Connecticut State Department of Education, *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together - Fall 2021*, available at <https://portal.ct.gov/-/media/SDE/COVID-19/FallMitigationGuidance.pdf>.

<sup>4</sup> American Academy of Pediatrics, *COVID-19 Guidance for Safe Schools*, available at <https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

## APPENDIX A (cont'd)

***Any student seeking continued educational opportunities when the student cannot attend in-person school on the basis of health reasons of the student or the student's co-habiting family or caregiver(s) must have the appropriate treating physician complete the below Medical/Health Exemption Form. As noted below, the District will consult with such treating physician to determine what mitigating measures or other considerations, if any, would allow the student to receive in-person instruction. In light of the significant academic, social and emotional benefits of in-person school, the District requires that any request for the provision of continued educational opportunities when a student cannot attend in-person school be completed and submitted to Beth Melillo, the Director of Pupil Personnel & Special Education at [melillob@plymouth.k12.ct.us](mailto:melillob@plymouth.k12.ct.us) by September 30, 2021 to allow sufficient time to review the request and render a decision.***

Name of Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address of Child: \_\_\_\_\_

Name of  
Parent(s)/Guardian(s): \_\_\_\_\_

Address of  
Parent(s)/Guardian(s): \_\_\_\_\_  
(if different from child)



## APPENDIX A(cont'd)

### Contact Information for Treating Physician

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

THE PLYMOUTH PUBLIC SCHOOLS RESERVES THE RIGHT TO DENY REQUESTS FOR CONTINUED EDUCATIONAL OPPORTUNITIES FOR VARIOUS REASONS, INCLUDING BUT NOT LIMITED TO INSUFFICIENT INFORMATION TO DETERMINE THE HEALTH-RELATED NECESSITY OF SUCH REQUEST.

I HEREBY CONSENT TO SCHOOL OFFICIALS OF THE PLYMOUTH PUBLIC SCHOOLS COMMUNICATING WITH THE ABOVE-NAMED TREATING PHYSICIAN IN CONNECTION WITH THE REQUEST FOR CONTINUED EDUCATIONAL OPPORTUNITIES DURING THE 2021-2022 SCHOOL YEAR. I UNDERSTAND THAT SUCH TREATING PHYSICIAN IS AUTHORIZED TO EXCHANGE HEALTH/MEDICAL AND EDUCATIONAL INFORMATION RELATED TO THE REQUEST SUBMITTED ON BEHALF OF MY CHILD, \_\_\_\_\_ [NAME OF STUDENT], WITH THE PLYMOUTH PUBLIC SCHOOLS . I UNDERSTAND THAT THE PURPOSE OF THE EXCHANGE OF SUCH INFORMATION IS TO DETERMINE WHETHER CONTINUED EDUCATIONAL OPPORTUNITIES, RATHER THAN IN-PERSON SCHOOL, IS NECESSARY AND/OR WHETHER THERE ARE ANY MITIGATING MEASURES OR OTHER CONSIDERATIONS THAT SHOULD BE EVALUATED IN CONNECTION WITH THE REQUEST. I UNDERSTAND THAT THIS AUTHORIZATION WILL EXPIRE ON JUNE 30, 2022, UNLESS I REVOKE THIS AUTHORIZATION AT AN EARLER TIME BY SUBMITTING WRITTEN NOTICE OF THE WITHDRAWAL OF CONSENT. I ACKNOWLEDGE THAT

## APPENDIX A (cont'd)

HEALTH/MEDICAL RECORDS, ONCE SHARED WITH THE PLYMOUTH PUBLIC SCHOOLS, WILL BE EDUCATIONAL RECORDS UNDER FEDERAL EDUCATION RECORD LAWS (FERPA) AND MAY NOT BE PROTECTED BY ANY OTHER PRIVACY LAWS, SUCH AS THE HIPAA PRIVACY RULE. I ALSO UNDERSTAND THAT REFUSAL TO CONSENT TO THE EXCHANGE OF INFORMATION DESCRIBED ABOVE WILL NOT AFFECT ACCESS TO HEALTHCARE.

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PRINT NAME

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DATE

PARENT/GUARDIAN

## APPEDIX A (cont'd)

The section below must be completed by the treating physician to determine whether the student should engage in at-home continued educational opportunities instead of in-person school during the 2021-2022 school year or to identify possible mitigating measures or other considerations that would allow the student to receive in-person instruction. Upon completion, this form must be provided by the treating physician directly to the Plymouth Public Schools, care of Carol Giannini at [gianninic@plymouth.k12.ct.us](mailto:gianninic@plymouth.k12.ct.us). The treating physician MUST consult with school health supervisory personnel prior to completing this form. The contact information for the school health supervisory personnel for this matter (COVID-19 Liaison) at Plymouth Public Schools) is: Carol Giannini.

### Medical Verification

Yes    No

I have consulted with school health supervisory personnel regarding the student's ability to attend school in person during the 2021-2022 school year.

After consultation with school health supervisory personnel, I have determined that mitigating measures or other strategies would permit the student to attend in-person instruction for part or all of the school day.

If yes, to the above question(s):

I have determined that the following mitigating measures or other strategies would permit the student to attend in-person instruction during the school day (examples include, without limitation, wearing of face coverings/masks, social distancing measures, enhanced ventilation, etc.):

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- 
- 

After consultation with school health supervisory personnel, I have determined that the student cannot, even with additional mitigating measures or other strategies, attend in-person school for part or all of the school day.

The health necessity that directly interferes with the student's ability to attend in-person classes or instruction during the school day is:

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## APPENDIX A (cont'd)

**\* Documentation supporting the above diagnosis MUST be submitted to the Plymouth Public Schools along with this Verification Form.**

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

\_\_\_\_\_  
Signature of Treating Physician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name of Treating Physician

\_\_\_\_\_  
CT License No.