

**SCHOOL DISTRICT LEGAL STATUS**

The legal basis for education is the Thompson Public School District is vested in the will of the people as expressed in the Constitution of the State, the statutes pertaining to education, court interpretation of the validity of these laws and the powers implied in them.

The official name of the district shall be: The Thompson Public School District; but for all purposes of business, except where the name is mandatory, the Thompson Public Schools may be used as the business title of the District.

**TERRITORIAL EXTENT OF THE DISTRICT**

The District will provide free school accommodation to students eligible under State and Federal law.

*Date Adopted: November 12, 1991*

*Revised and Approved by BOE: June 25, 2013*

## **THE PEOPLE AND THEIR SCHOOL DISTRICT**

The public schools belong to the people. The people govern the schools under rights guaranteed to them under the Constitution and statutes of our State. The people exercise their proprietorship through the elective process. They elect state and federal representatives who establish, through the legislature and the Congress, the framework of law within which the schools operate. The people elect a school board to represent them and to determine local educational plans and policy and to establish educational goals and objectives and strive to provide adequate funding to achieve these goals. The Board functions as an agency of the public within this framework.

The Board is mindful that the people are the ultimate governors of public education and that the Board is directly accountable to the people through the elective process. The Board also believes that accountability is a shared responsibility involving students, teachers and other employees, the Superintendent, and the people themselves as well as the. The Board therefore asserts these beliefs and expectations:

Students will be trained at home and by the schools in order that they will learn to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society.

Teachers will hold themselves and students accountable for achieving (within the limits of each student's abilities) the objectives of learning experiences.

The Administrators will hold themselves and teachers and other employees accountable for working with diligent effort and with intelligence and imagination in achieving the objectives directly related to their stated job responsibilities.

The Superintendent will hold himself/herself, administrators and other supervisors accountable for providing creative professional leadership and counsel in all aspects of their job responsibilities.

The Board will hold itself and the Superintendent accountable for providing creative professional leadership and counsel in all aspects of the District program.

The Board will also hold itself accountable for carrying out its mandate to plan, to make policy, and to lead in the identification of goals and objectives and to strive to provide the resources necessary for their achievement.

The public will hold itself accountable for maintaining a vigorous interest in, concern for, and constructive criticism of the schools; for electing the most able men and women available to represent them on the Board and in the State Legislature and for providing the resources necessary for the Board and staff to accomplish the goals and objectives of the District.

*Adopted: February 3, 1992*

*Revised and Approved by BOE: June 25, 2013*

**STAFF INVOLVEMENT IN DECISION-MAKING**

It shall be the policy of the Board to encourage, through the Administration, employee input in the decision-making for the District.

In the development of rules, regulations, and arrangements for the operation of the school system, the Superintendent shall consider and may consult with, at the planning stage, those employees who will be affected by such provisions.

The Superintendent shall communicate primarily with employee groups through their supervisors but may also communicate directly with the professional and non-professional employees regarding the operation of the District. He/she shall weigh with care the counsel that may be given by members designated to represent large segments of the staff when presenting policy recommendations to the Board's Policy Sub-Committee.

*Date Adopted: November 12, 1991*

*Revised and Approved by BOE: June 25, 2013*

**STUDENT INVOLVEMENT IN DECISION MAKING**

A primary task of a school is to create a stimulating learning climate that develops active involvement of students in their education and develops a spirit of inquiry. This climate is created when students work together with school staff in such activities as planning and evaluating school programs.

The Board believes that students should:

1. Be encouraged to participate in committees established to develop curriculum;
2. Feel free to express their own opinions, recognizing that every privilege and right has a corresponding responsibility;
3. Be involved in the planning of assembly programs and school-sponsored fora of interest;
4. Be encouraged to participate in student government organizations that provide student with a voice in school affairs. An example of such an opportunity is the monthly Board agenda item listed as "Report from Student Council Representative". At regular Board meetings, a student previously selected by the High School Student Council will report to the Board representing the students of the District;
5. Be encouraged to participate in a variety of extra-class activities to broaden their educational experiences.

*Date Revised: November 1991*

*Date Adopted: December 9, 1991*

*Revised and Approved by BOE: June 25, 2013*

## NON-DISCRIMINATION

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

### **Legal References:**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*

Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*

Age Discrimination in Employment Act, 29 U.S.C. § 621

Americans with Disabilities Act, 42 U.S.C. § 12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794

Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42  
USC 2000ff; 34 CFR 1635

Connecticut General Statutes § 10-153. Discrimination on basis of marital status

Connecticut Fair Employment Practices Act, Connecticut General  
Statutes § 46a-60

Connecticut General Statutes § 46a-81a Discrimination on basis of  
sexual orientation: Definitions

Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

Connecticut General Statutes § 10-15c Discrimination on basis of sexual  
orientation

*Date Adopted: June 9, 1997*

*Date revised: January 14, 2013*

*Updated: May 25, 2018*

**ADMINISTRATIVE REGULATIONS**  
**REGARDING DISCRIMINATION COMPLAINTS**

It is the express policy of the Thompson Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression. In order to facilitate the timely resolution of such complaints and/or grievances, any individual who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:

Office of the Superintendent of Schools  
Melinda A. Smith, M.Ed.  
785 Riverside Drive  
North Grosvenordale, CT 06255  
Tel: (860) 923-9581, Fax: (860) 923-9638  
[melindasmith@thompsonpublicschools.org](mailto:melindasmith@thompsonpublicschools.org)

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints and/or grievances facilitates the investigation and resolution of such complaints and/or grievances.

Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.

Specifically, upon receipt of a written or verbal complaint of discrimination, the Superintendent and/or his or her designee should:

1. offer to meet with the complainant to discuss the nature of his/her complaint;
2. provide the complainant with a copy of the Board's non-discrimination policy and accompanying regulations;
3. investigate the factual basis of the complaint, including, as applicable, conducting



- interviews with individuals deemed relevant to the complaint;
4. conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law;
  5. communicate the findings and/or results of any investigation to the complainant; and
  6. take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee.

If the complaint involves an allegation of discrimination based on disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act (for claims of discrimination and/or harassment based on disability) and Sex Discrimination/Sexual Harassment (for claims of discrimination and/or harassment based on sex).

For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with:

Office of Civil Rights  
U.S. Department of Education  
8<sup>th</sup> Floor  
5 Post Office Square, Suite 900  
Boston, MA 02109-3921  
Tel. (617) 289-0111  
ocr.boston@ed.gov

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination. Students and members of the community may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, EASTERN REGION OFFICE, 100 Broadway, Norwich, CT 06360, PHONE: (860) 886-5703, FAX: (860) 886-2550, TDD: (860) 886-5707.

An employee may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, EASTERN REGION OFFICE, 100 Broadway, Norwich, CT 06360, PHONE: (860) 886-5703, FAX: (860) 886-2550, TDD: (860) 886-5707; and/or the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 (TELEPHONE NUMBER 617-565-3200).

## EDUCATIONAL PHILOSOPHY

The Board is committed to an educational program that will enable children to develop the skills necessary for them to become responsible adults, functioning in and contributing to an ever-changing democratic society. We offer, therefore, an educational program which provides each child with the opportunity to acquire fundamental life skills as well as knowledge and understanding about our social, scientific, technological, political, and cultural world.

We respect students' unique rates and styles of learning and their maturational patterns. We are sensitive to the social, emotional, intellectual, and physical needs of children at each stage of their development. We have high performance expectations for our students. As a result, our children will have the opportunity to become self-aware, self-reliant, and self-confident.

We believe that education is a lifelong process. With this in mind, our programs will offer Thompson children coordinated and adaptable studies and activities reasonably designed to not only meet their needs at this time in their lives, but provide a foundation to support a lifetime of future learning.

*Date Adopted: December 9, 1991*

*Revised and Approved by BOE: June 25, 2013*

## **SCHOOL DISTRICT GOALS AND OBJECTIVES**

The goal of the Board is to accept reasonable responsibility for the development of each child into a more responsible, healthy, appreciative, respectful and law-abiding adult who can stand confidently, participate fully, learn continually, and contribute meaningfully to our democratic society and changing world.

Six objectives contribute to the achievement of this goal, listed without priority in arrangement, define desirable outcomes to be incorporated into short and long-range plans for the school system.

1. To promote, in each student, the development of self-confidence and proficiency in basic academic skills;
2. To promote, in each student, the development of motivation, a set of values and the capacity to contribute responsibly in our democratic society and to recognize and cope with the problems of an unknown future;
3. To promote the development of meaningful interpersonal relationships among students, staff, and community;
4. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of the Thompson community;
5. To promote maximum efficiency in the allocation of material sources;
6. To promote maximum efficiency in the allocation of human resources.

*Date Adopted: December 9, 1991*

*Revised and Approved by BOE: June 25, 2013*

**COMMITMENT TO ACCOMPLISH**

The Board's program of accountability shall be systematic and specific, primarily utilizing the following major elements: (a) clear statements of expectations and purposes (i.e., philosophy, goals, and objectives), coupled with specifications of how their successful achievement will be determined; (b) provisions for the staff, resources, and support necessary to achieving purposes; (c) evaluation carefully designed to determine how well expectations and purposes are met; and (d) revisions and modifications as needed to do better.

Every effort shall be made by Board, Superintendent, and staff to fulfill the responsibilities required by the concept of system accountability.

*Date Adopted: December 9, 1991*

*Revised and Approved by BOE: June 25, 2013*

## EVALUATION OF INSTRUCTIONAL PROGRAMS

The evaluation of the curriculum and other aspects of the educational program of the District shall be carried out by the Administration and teachers who shall report to the Superintendent. It shall be the responsibility of the Superintendent and the **Board Curriculum and Staffing Committee** to report periodically to the Board on the progress the District is making towards the attainment of its educational goals. Elements of evaluation will include the following, along with other measures as deemed appropriate by the Superintendent and recommended to the Committee:

1. Testing programs such as nationally standardized general achievement tests, national standardized tests in specific subject areas, Connecticut Mastery Tests, and Connecticut Academic Performance Test;
2. Study of school achievement records;
3. Study of students; high school and dropout records;
4. Utilization of out-of-system services, including contracted evaluation services;
5. Teacher and parent evaluation of pupil performance and behavior;
6. Recommendations from the Connecticut State Department of Education specialists;
7. An ongoing curriculum review process:
  - A. Draft curriculum documents developed by teachers and administrators.
  - B. Reviewed by Curriculum Council comprised of teachers, administrators, Board members, parents, students, community members, business people, etc.
  - C. Forwarded to Board for approval.

*Date Adopted: February 3, 1992*

*Revised and Approved by BOE: June 25, 2013*

### **USE OF INDEPENDENT PROGRAM EVALUATORS**

In order to preserve integrity and objectivity in the District's evaluation program, evaluation specialists not regularly employed by the District may be utilized in the discretion of the Superintendent or at the direction of the Board. Such services as the Connecticut Department of Education and nearby colleges and universities when available may be utilized to the extent feasible. Private consultants or firms may also be employed as needed with prior Board approval.

Such outside specialists may be utilized in at least the following aspects of the District's program:

1. Designing the evaluation program, both general strategy and specific elements;
2. Monitoring implementation of the evaluation program;
3. Processing and analyzing the data and information collected via the evaluation program;
4. Reporting evaluation results;
5. Auditing the entire process to assure its integrity (i.e., internal consistency) and effectiveness.

*Date Adopted: February 3, 1992*

*Revised and Approved by BOE: June 25, 2013*

**BOARD RECOGNITION FOR OUTSTANDING ACCOMPLISHMENTS**

The Board expects diligent effort from its own members, from the staff, from the students and from citizen school volunteers and advisors in the achievement of District goals and objectives. The Board is also mindful that there are from time to time exceptional contributions made to our schools by persons who believe in impossible dreams, and then make them come true. These are the people who day in and day out set new and higher standards of dedication for the rest to follow.

It is the Board's intent to grant official public recognition from time to time for truly outstanding accomplishments on behalf of the school district by individual students, staff members, citizens, or Board members.

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