

BOARD OF EDUCATION MISSION

0100.

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0100

We will provide all students with educational opportunities to acquire the knowledge, skills and attitudes that will enable them to lead productive and self-sustaining lives in a democratic, multicultural society.

Approved February 4, 1997

Amended May 16, 2017

Previous Policy Number: AF1

EDUCATIONAL PHILOSOPHY

0110.

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0110

The primary purpose and, indeed, the obligation of public education in the Meriden Public Schools is to develop the unique talents and abilities of all students so that they may become responsible and contributing members of society.

Fundamental to education is the recognition that students, as individuals, possess differing rates and styles of development. Further, it is essential to acknowledge that students approach school from a variety of ethnic origins and socio-economic backgrounds. With an awareness of these differences, the educational program should be flexible enough to be sensitive to the needs of the individual students and to demonstrate a quality that will stimulate alike the students, staff and the community.

The educational program must provide students with the basic skills of learning and the capacity to value themselves and others. It must be comprehensive enough to afford students the opportunity to develop career awareness, to obtain added vocational preparation, and/or to attend an institution of higher learning. The program should strive to create an atmosphere in which students can experience desirable intellectual, physical, emotional, cultural, and social growth. Ultimately, the educational system should kindle the individual's desire to continue learning as a life-long process.

The educational program should be extended beyond the school – encouraging the involvement of the entire community to include family, religious affiliation, youth organizations, business, industry, and recreational and social activities. The educational process in Meriden should enable the student to develop a constructive philosophy of life. Each student should obtain the decision-making skills necessary to cope with our rapidly changing and complex society. Each student should acquire an understanding and appreciation of our cultural, historical, and natural environment.

The Meriden Public Schools has the duty to provide fully integrated schools and the best possible situation in terms of staff and facilities for the education of our children.

The Meriden Board of Education endorses this philosophy and adheres to the accompanying system-wide goals.

Approved May, 5, 1981

Amended May 16, 2017

Previous Policy Number: AE

SCHOOL DISTRICT GOALS

0200.

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0200

Consistent with the District's mission and educational philosophy, District personnel is committed to offering students educational opportunities that accomplish the following goals and objectives:

Goal #1: Motivate students to learn

Objectives:

1. Meriden students will become lifelong learners.
2. Meriden students will develop pride in work, a feeling of self-esteem and sense of self-confidence.

Goal #2: Acquisition of skills and knowledge essential for success in a global society

Objectives:

1. Meriden students will master skills in reading, writing and mathematics necessary to be college and career ready.
2. Meriden students will acquire essential knowledge of the social sciences and natural sciences.
3. Meriden student will demonstrate competence in communications, especially writing, speaking and listening.
4. Meriden students will be able to use information critically to develop decision-making and problem-solving skills.
5. Meriden students will be exhibit an awareness of and appreciation for literary, cultural and aesthetic values.

Goal #3: Competence in Life Skills

Objectives:

1. Meriden students will be qualified for success in meaningful and living-wage employment.
2. Meriden students will practice a healthy lifestyle.
3. Meriden students will demonstrate digital citizenship.

Goal #4: Understanding Society's Values

Objectives:

1. Meriden students will respect and appreciate people for their individuality and diversity in a global society.

2. Meriden students will be able to adjust and respond to a changing world.
3. Meriden student will demonstrate an understanding of financial literacy.
4. Meriden students will participate in civic life.

Approved 5/1/1990

Amended May 16, 2017

Previous Policy Number: AF

BOARD OF EDUCATION GOALS

0220.

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0220

Pursuant to Section 10-4 of the Connecticut General Statutes and consistent with the District's mission and educational philosophy, the Board shall implement the state's educational interests by offering students educational opportunities that foster the development of the following goals and objectives.

Goal #1: Meet high expectations for academic achievement for all students while preparing them for productive and self-sustaining adult life, continuing education and responsible citizenship in a democratic, global society.

This goal encompasses the following key objectives:

1. Providing developmentally appropriate early childhood education programs;
2. Ensuring continuous improvement in student academic performance;
3. Implementing a unified rigorous curriculum and support systems that results in all students demonstrating proficiency in reading, writing, mathematics and other academic areas as measured by state and standardized assessments;
4. Ensuring student attainment of knowledge, skills and attitudes necessary for college, career, civic life and a healthy lifestyle;
5. Offering access to comprehensive athletics and co-curricular programs; and
6. Assuring access to academic and job-related skills programs.

Goal #2: Meet the fundamental needs of all learners by providing a safe and disciplined environment conducive to learning.

This goal encompasses the following key objectives:

1. Providing a safe, disciplined, drug-free learning environment;
2. Maintaining well-equipped facilities;
3. Recognizing and valuing diversity in learning experiences, programs and staff; and
4. Establishing high expectations for student behavior and respect for community.

Goal #3: Meet high standards for the performance of teachers and administrators leading to improved student learning.

This goal encompasses the following key objectives:

1. Improving instruction through systematic teacher and administrator evaluation and development;
2. Implementing quality professional learning opportunities; and
3. Providing opportunities for collaboration district-wide through professional learning communities for administrators, teachers and parents.

Goal #4: Focus resources effectively, efficiently and equitably to ensure that all students achieve at sufficiently high levels that enable them to lead productive and self-sustaining lives.

This goal encompasses the following key objectives:

1. Utilizing cost-effective educational services;
2. Implementing technology-rich learning environments;
3. Fostering partnerships between schools and the community; and
4. Reducing the effects of poverty on student achievement.

Goal #5: Increase the direct involvement of all stakeholders in public education.

This goal encompasses the following key objectives:

1. Improving public education through active community involvement;
2. Maintaining ongoing communication with community and city government about student progress; and
3. Sharing responsibility for student achievement through increased parental involvement.

Approved April 28, 1981

Amended May 16, 2017

Previous Policy Number: AF2

Procedures and Time Line

0220 (R).

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0220 (R)

1. In order to implement the Board of Education Mission Statement, the Superintendent of Schools shall work with the Board of Education and a representative committee to revise the Board Goals and develop objectives on a periodic basis.
2. After adoption of goals and objectives, the information will be shared with the staff and the community through the district website.
3. Once adopted, the Superintendent and staff shall propose necessary program improvements to accomplish the objectives.
4. During the last meeting in May, the Superintendent will report to the Board of Education on progress related to the Board of Education objectives.

Approved January 4, 2000

Amended May 16, 2017

Previous Policy Number: AF2-R

COMMITMENT TO ACCOMPLISHMENT

0230.

The district's program of accountability shall be systematic and specific, primarily utilizing the following major elements:

- clear statements of expectations and purposes (i.e., philosophy, goals and objectives), coupled with specifications of how their successful achievement will be determined;
- provisions, resources, and support for the staff necessary to achieve these expectations and purposes;
- evaluation carefully designed to determine how well expectations and purposes are met;
- revisions and modifications as needed to improve.

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

Policy Adopted: April 28, 1981

REPORTING ACCOMPLISHMENT TO THE PUBLIC

0230.1.

REPORTING ACCOMPLISHMENT TO THE PUBLIC 0230.1

The Board acknowledges its responsibility to lead in the identification and development of broad goals and specific objectives to be accomplished by the school district. To provide the Board with the information necessary to make sound policy and planning decisions as well as keep the public informed about the District's needs and results, the Superintendent shall employ all appropriate means to provide for continuous and candid reports on the progress towards and/or the accomplishments of District personnel in the pursuit of the Board's articulated goals and objectives.

Policy Adopted: April 28, 1981

Approved November 6, 2013

Amended May 16, 2017

Previous Policy Number: AH

Procedures Regarding Complaints of Race, Color or National Origin Discrimination

0521.3 (R).

It is the express policy of the Meriden Board of Education to provide for the prompt and equitable resolution of complaints and/or grievances alleging any discrimination on the basis of race, color and/or national origin. In order to facilitate the timely resolution of such complaints and/or grievances, any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of race, color or national origin should contact the building administrator, unless the complaint involves that administrator. Should that be the case, the Associate Superintendent of Schools will address complaints from students or parents; the Director of Personnel will address complaints from staff or employees. Contact should be made by the complainant within thirty (30) days of the alleged occurrence to discuss the nature of the complaint. 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. Confidentiality will be maintained by all persons involved in the investigation to the extent appropriate.

At any stage in this grievance procedure, the complainant has the right to file formal complaints with the Office of Civil Rights, John W. McCormick Post Office & Court House Building, 2nd Floor, Post Office Square, Boston, Massachusetts 02109 or the Office of Civil Rights, U.S. Department of Education, 330 C Street S.W., Washington, DC 20202. 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.

Procedures Regarding Complaints of Sex Discrimination

0521.4 (R).

It is the policy of the Meriden Board of Education that any form of sex discrimination is forbidden, whether by students, Board employees or third parties subject to the control of the Board.

Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of others. Any student or employee who engages in conduct prohibited by the Board's sex discrimination policy shall be subject to disciplinary action.

Definitions

Sex discrimination occurs when a person, because of his or her gender, is denied participation in or the benefits of any program receiving federal financial assistance.

Complaint Procedure

1. It is the express policy of the Board of Education to encourage victims of sex discrimination to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
2. As soon as a student or employee feels that he or she has been subjected to sex discrimination, he/she should make a written complaint to the building principal or his/her designee, unless that person is the subject of the complaint. In such cases, complaints from students should be directed to the Associate Superintendent; employee complaints should be directed to the Director of Personnel. The complainant will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
 1. Name of the complainant;
 2. Date of the complaint;
 3. Date(s) of the alleged discrimination;
 4. Name(s) of the discriminator(s);
 5. Location where such discrimination occurred;
 6. Names of any witness(es) to the discrimination, and
 7. Detailed statement of the circumstances constituting the alleged discrimination.
4. Any student who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. In appropriate circumstances, due to the age of the student making the complaint, a parent or school administrator may be permitted to fill out the form on the student's behalf.
5. A copy of any complaint filed under this policy shall be forwarded to the appropriate Title IX Coordinator (Associate Superintendent of Schools for students, Director of Personnel for employees).
6. Upon receipt of a sexual harassment or sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to investigate the complaint. The Title IX Coordinator or designee shall consult

with all individuals reasonably believed to have relevant information, including the complainant, the alleged discriminator and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

7. The Title IX Coordinator or designee shall make a written report summarizing the results of the investigation and proposed disposition of the matter. Consistent with State and federal law and as deemed appropriate by the Title IX Coordinator or designee, the findings of the investigation shall be shared with persons involved in the investigation.
8. If the student complainant is dissatisfied with the findings of the investigation, he or she may file a written appeal to the Title IX Coordinator, or, if he or she conducted the investigation, to the Superintendent of Schools, who shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may also investigate the complaint further. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant, in writing, as soon as possible.

If, after a thorough investigation, there is reasonable cause to believe that sex discrimination has occurred, the district shall take appropriate corrective action in an effort to ensure that the discrimination ceases and will not recur.

Retaliation against any individual who complains pursuant to this policy and procedure is strictly prohibited. The district will take actions necessary to prevent retaliation as a result of filing a complaint.

Title IX Coordinators

The Title IX Coordinators for the Meriden Board of Education are: The Associate Superintendent (students), whose telephone number is 630-4185, and the Director of Personnel (employees), whose phone number is 630-4209.

Legal References:

United States Constitution, Article XIV

Title IX of the Education Amendments of 1972, 20 U.S.C. ' 1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 C.F.R. ' 106.1, *et seq.*

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

Office for Civil Rights, U.S. Department of Education, Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 66 Fed. Reg. 5512 (Jan. 19, 2001)

Constitution of the State of Connecticut, Article I, Section 20

POLICY TO PROMOTE RACIAL BALANCE AND RESPECT FOR THE
DIVERSITY OF POPULATION IN OUR COMMUNITY

0522.

**POLICY TO PROMOTE RACIAL BALANCE AND RESPECT FOR THE DIVERSITY OF
POPULATION IN OUR COMMUNITY 0522**

The Meriden Board of Education is committed to maintaining racial balance within all its schools and programs and is determined to provide quality integrated education, equal educational opportunities and promote respect for the diversity present in our population for and among all students regardless of race, national origin, sex, gender identity and/or expression, socioeconomic status, language, religion or disability in accordance with its policy and state and federal laws.

In working proactively toward the development and maintenance of quality integrated educational programs and schools for all students, the Board shall be guided by the following criteria:

1. Consider educational factors, including, but not limited to, school integration and the neighborhood school concept, in making decisions about redistricting, the selection of new school sites, and expansion of present schools.
2. Incorporate in the school curriculum instructional materials which encourage respect for diversity of social experience through texts and illustrations and reflect the contribution of minority group members through history and culture.
3. To the extent that it will not make a school racially imbalanced as defined by the Connecticut General Statutes, assign school students who are designated as walking students by Board of Education policy to the school within walking distance of their residence.
4. To the extent that it will not make a school racially imbalanced as defined by the Connecticut General Statutes, assign school students who are designated as bus students by Board of Education policy to one of the two schools closest to their residence.
5. Allocate school educational resources and personnel to schools based upon the educational needs of the school's population.
6. Make every effort to respect the diversity of our population in the scheduling of activities and events within each individual school.

Approved December 20, 1994

Amended May 16, 2017

Previous Policy Number: AI