

Series 0000 – Mission-Goals-Objectives

1. Code of Ethics

B. Mission Statement/Purpose

Our mission is to engender the spirit of learning; to inspire wonder, awe and curiosity; to nurture and motivate young minds, to enable students to pursue learning for self-fulfillment, responsibility to society and family, and for invention, creativity, and productivity in their personal lives. To accomplish this, we will advocate for the necessary resources.

~~Academic goals take priority in this comprehensive school system because this is the mission for which schools bear the primary responsibility.~~

- ~~1. The first mission of our school system is to provide students with the specific intellectual skills and tools they need to be successful. These skills include:
 - ~~A. Reading, writing, listening, speech and skills of observation;~~
 - ~~B. Formal mathematics, its algorithms and computational procedures;~~
 - ~~C. Formal sciences—natural sciences and social sciences;~~
 - ~~D. Research skills—determining the essential question, accessing information, critical thinking;~~
 - ~~E. Technological and process skills (e.g. computers, etc. and studying and test-taking skills);~~
 - ~~F. The development of skills in the creative and performing arts; and~~
 - ~~G. The development of manual, mechanical and technical skills.~~~~
- ~~2. The second mission of our school system is to teach children to think logically, objectively, and critically in order to analyze, synthesize, and evaluate information and ideas. This includes three specific types of thought:
 - ~~A. The ability to understand language and use it clearly. This entails the study of logic and the use and abuse of language. Students should be able independently to construct a logical chain of reasoning and defend it. They should be able to analyze and detect nuance in the language of others.~~
 - ~~B. The ability to intuitively understand quantitative relationships both in the abstract and as they relate and apply to the physical world. This does not presuppose an ability to manipulate the formal processes and vocabulary of mathematics.~~
 - ~~C. The ability to use and evaluate scientific methods of thought to gather empirical evidence, test hypothetical conclusions and formulate generalizations when approaching matter and phenomena in the physical world. Students should be~~~~

~~able to distinguish between valid and spurious scientific ideas and language. Science as a method of inquiry and discovery should take precedence over science as a body of facts learned for their own sake.~~

- ~~3.—The third mission of our school system is to allow students to explore various academic subjects to gain the breadth and depth of knowledge of substantive areas which will help them find and pursue career or academic interests after high school, and to participate in the American and global sciences.~~
- ~~4.—The fourth mission of our school system is to expose students to the “life skills” they may use in developing happy and productive lives. This area includes knowledge of the following:
 - ~~A.—Law, civics and government, an understanding of the type of society and political system in which they work, including its limitations;~~
 - ~~B.—Economics, supply and demand, taxation and function of money;~~
 - ~~C.—Interpersonal skills and a respect for other people including those from different backgrounds or cultures;~~
 - ~~D.—The development of self-confidence, and the ability to evaluate one’s strengths and weaknesses;~~
 - ~~E.—Psychological and social problems including drug and sex-related problems and specific growing-up problems;~~
 - ~~F.—Morals and ethical values;~~
 - ~~G.—Sports and healthy physical activities; sufficient knowledge of physical health, nutrition; and emotional and mental health;~~
 - ~~H.—The development of useful mechanical skills to include the proper use of common tools; and a knowledge of home and workplace safety; and~~
 - ~~I.—Careers and vocations.~~~~
- ~~5.—Finally, it is the mission of our school system to provide opportunities for children to play and work together on projects or activities that the students themselves determine to be worthwhile. This includes team sports, clubs, performing arts, hobbies, and other activities that promote collaborative goal setting, teamwork, and cooperation.~~

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Policy revised:

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut

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5. Equal Opportunity Plan/Nondiscrimination

The Suffield Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, age or marital status. Respect for the dignity and worth of each individual shall be paramount in the establishment of all policies by the Board and in the administration of those policies by the administration.

In keeping with this philosophy, the following shall be objectives of this school district:

To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations and to encourage positive experiences in human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.

In keeping with requirements of federal and state law, the District demands that there will be no discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

- (cf. 4111 – Recruitment & Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.111 – Grievance Procedure – Title IX)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)

(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11 EEOC Guidelines on Sex Discrimination
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol. 62, #49, 29 CFR
Sec. 1606.8 (a) 62 Fed. Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1966, (U.S. Supreme Court, June 26, 1998)
Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999)
Connecticut General Statutes
46a-60 Discrimination employment practices prohibited
10-15c Discrimination in public schools prohibited. School attendance by five year olds. (Amended by P.A. 97-247 to include “sexual orientation”)
10-153 Discrimination on account of marital status.
17a-101 Protection of children from abuse.
The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008.

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