PARENT HANDBOOK

2022-2023

"It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Dr., Trumbull, CT 06611, (203) 365-8831."

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INTRODUCTION

This Parent Handbook has been developed to address agency policy/procedures, state and federal statutes program specific information that we are required and are important to annually share with parents(s)/guardian(s) of our students. Where appropriate, please share this information with your child. If you have any questions about any section of this handbook, please call your child's program administrator. Thanks for taking the time to review this important document.

C.E.S. MISSION STATEMENT

The mission statement of Cooperative Educational Services is "to identify and provide quality educational opportunities for educators, students, families and communities."

C.E.S. VISION STATEMENT

With a strong commitment from a diverse and highly qualified staff, C.E.S. is the primary educational resource for the communities we serve. We are a model of leadership promoting a community of life-long learning. We assure student success through regional collaboration, leadership, resources and support.

GUIDING BELIEFS

We Believe:

- Every student has a right to highly quality education.
- Student-centered instruction recognizes the individual abilities of each learner.
- The unique cultural and developmental differences of our students are recognized and valued.
- Partnerships among families, schools, communities, and state agencies are essential for the achievement of common goals and conservation of financial resources.
- Leadership, communication, innovation, and creative thinking promote positive change and growth.
- Every educator has the responsibility to be a life-long learner.
- The commitment of our dedicated staff is valued.
- Our effectiveness as an organization contributes to our clients' success.
- It is important to reflect upon and continually evaluate the services we provide.
- It is important to nurture the growth of progressive learning communities.
- Every staff member represents the mission, core beliefs, and vision of C.E.S.

PROGRAM INFORMATION

Oakview Drive Program Hours:	8:30 AM to 2:30 PM - Full Day 8:30 AM to 12:30 PM - Early Dismissal
TDP Lindeman Campus Program Hours:	8:20 AM to 2:20 PM – Full Day 8:20 AM to 12:20 PM – Early Dismissal
TLC Cambridge Program Hours:	8:15 AM to 2:15 PM – Full Day 8:15 AM to 12:15 PM – Early Dismissal
Executive Director	Charles Dumais, Ed.D. (203-365-8803)
Associate Executive Director	Chris LaBelle (203-365-8828)
Director of Special Education	Dr. Michael McGrath (203-365-8837)
Assistant Director of Special Education	Dr. LeTanya Lawrence (203-365-8807)
Director of Related Services and Special Programs	Dr. Jennifer Ki (203-365-8812)
PLC Program Administrator	Stacey Cronk (203-365-8866)
Program Secretary	Wendy Matchett (203-365-8865)
DLC Program Administrator	Jocelyn Poglitsch (203-365-8867)
Program Secretary	Jessica Baez (203-365-8868)
TLC Administrator	Margo Sheldon (203-365-8877)
Program Secretary	Laura Story (203-365-8220)
School Nurse – TLC Cambridge	Maria Lampo (203-365-8232)
TDP Unit Director	Kristen Wilson (203-365-8901)
TDP Program Administrator	Kirsten Grady (203-365-8853)
TDP Program Administrator	Kenneth Connor (203-365-8938)
TDP Program Administrator – Lindeman	Daniel Katz (203-365-8987)
Program Secretary	Kristel Delima - (203-365-8902)
Program Secretary – Lindeman	Sarah Hubert (203-365-8985)
School Nurse – Oakview Campus	Kara Delvecchio, R.N. & Sherley Edwards (203-365-8864) Karen Donovan, R.N. (203 365-8881)
School Nurse – Lindeman Campus	TBD - (203-365-8301)

C.E.S. Administrative Offices
40 Lindeman Drive
Trumbull, CT 06611

Program Addresses:	Special Education 25 Oakview Drive Trumbull, CT 06611	TDP Lindeman Campus 40 Lindeman Drive Trumbull, CT 06611	TLC Cambridge 7 Cambridge Drive Trumbull, CT 06611

TDD Telephone Number:	(203) 365-8813
Website:	www.cestrumbull.org

Directions to program sites have been attached at the end of the handbook.

SCHOOL CALENDAR

Attached to this Handbook is a copy of the program's current school year calendar. Parents are asked to maintain this calendar throughout the school year so they are aware of upcoming school holidays and vacations. Notices reminding you of such times will be periodically sent home. Parents should also make note of scheduled early dismissal days. On such days your child will be dismissed from school at 12:30 PM (12:20 PM for TDP Lindeman Campus and 12:15 PM for TLC Cambridge).

In the event that emergency closing days occur during the school year, parents will be notified in writing of when these days will be made up. June 20th will be the absolute last day for students, which would include 9 make-up days, if needed. Any additional days beyond these seven will occur during the April vacation starting at the beginning of the week.

OPEN HOUSE MEETINGS

A Parent Open House Meeting will be held on September 29, 2022 from 7:00-8:30 PM. This meeting is planned to give parents an opportunity to see their child's program and to hear about various aspects of our curriculum and instructional activities. We would hope that every parent will take advantage of this opportunity to both visit and learn more about the program.

In addition to the planned Open House Meeting, a number of parent activities will be scheduled during the year. These may include recreation evenings for you and your child, support groups and workshops on special topic areas.

HOME/SCHOOL RELATIONSHIP

Consistent with C.E.S.' Parent-Teacher Communication Policy, strong working relationships between home and school are essential to a child's learning success. C.E.S. staff will establish regular forms of communication to alert parents of their child's daily/weekly progress and performance. Parent communication books that are used as a means of such communication are the property of C.E.S. Parents may request a copy of the parent communication book or copies of selected pages by making a written request to their child's program administrator. Parent/teacher meetings will also be planned to discuss your child's performance or home-visits can be made available if you so desire. You will also be provided quarterly reports that will keep you up-to-date regarding your child's progress on IEP goals/objectives (benchmarks). At mid-year, (January) a Parent-Teacher Conference will be scheduled to review your child's current level of performance. This conference can take the form of either a home visit or an in-school conference, depending on your preference. A second conference will occur at your child's Annual IEP Review (PPT) meeting (see next paragraph).

Once during the school year, an Educational Progress Report is prepared by your child's teacher and reviewed at a district Planning and Placement Team meeting. You will be invited by your local school district to attend this meeting, and we strongly urge you to do so. If you are unable to attend the meeting, a copy of the report will be forwarded to your home. You may request additional copies from your local school district. We strongly urge parents to meet with program staff to review any questions they may have regarding the Educational Progress Reports. We also encourage you to observe your child's educational program. If you elect to do so, please call your child's program administrator to arrange for a convenient time to observe. See section on Program Visits for more details. Throughout the year, we request that you keep your child's teacher up-to-date on any changes at home (e.g., illness, good news, etc.). You are always welcome to contact the program during the school day if any concerns arise.

Concerns about your child's program placement at C.E.S. should be directed to the program administrator or your contact from your local/responsible school district. Parents who wish to discuss consideration of a change in placement may request a Planning and Placement Team meeting from their local/responsible district at any time during the year.

REFERRING SCHOOL DISTRICT

Just as a close home/program partnership is vital to your child's progress in our school, so is a close relationship between parents, program personnel, and the referring school district. Staff from your local schools are invited to visit our program to observe classes and to meet with our staff to set objectives. These personnel also review your child's student records and periodically provide evaluations of your child's progress. The need for these evaluations is generally discussed at your child's annual PPT meeting. Since your child's school district is primarily responsible for all placement decisions and services provided via your child's C.E.S. placement, any changes in placement/services must be made through the home district's Planning and Placement Team process.

HOW DO WE DETERMINE YOUR CHILD'S NEEDS?

The program provides individualized educational programs for each child. Following acceptance, a newly enrolled student is assessed to determine specific behavioral and educational needs. Continuing students are involved in an ongoing assessment process. Determining a child's needs is based on both the 1) current Individualized Education Plan (IEP) developed in collaboration with your sending school district, 2) the program's assessment process and 3) parent input.

Following the assessment, an individual prescriptive program plan is developed which includes the above three pieces of information. The plan is then used by the teacher to plan daily instruction and is reviewed annually to determine your child's level of progress. Significant changes in the IEP require your child's school district to convene a Planning and Placement Team Meeting.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

All C.E.S. school personnel are selected based on required qualifications established for their position. C.E.S. certified personnel must meet state and federal requirements related to their designated role/responsibilities. All C.E.S. certified personnel in teaching capacities must meet both state certification requirements and federal highly qualified standards for their position.

C.E.S. non-certified personnel assigned to our special education programs have varying backgrounds, although the vast majority have either an associate degree or bachelor degree from an accredited college or university. All of our staff participate in professional development activities throughout the year to enhance their abilities/competencies with assigned students.

CLASSROOM ASSIGNMENTS

The placement of students in their assigned classroom is the decision of the program administrator in collaboration with staff who work directly with your child. Programs aim to group students by their age, grade level (when deemed appropriate) and/or developmental level, although other factors may also be considered (e.g., increasing number of students in a particular classroom;

behavioral compatibility of students in a classroom). Although most changes would be made at the start of a new academic year, the program reserves the right to move students at any time during the year if they require change. When such changes are being contemplated, the program administrator, or in certain cases a designee, will contact the parents/guardian to discuss the need for change, the reason behind the change and to outline transition steps and key dates (when) involved in making the change. If the IEP will be significantly different (involve substantial changes), a district PPT/IEP Team Meeting will be requested. Note that if your child's IEP remains the same, the change from one classroom to another will not require a PPT/IEP Team Meeting. Parent involvement in making the change will include a request that you visit the new classroom, meet new staff and/or that you attend a more formal meeting if deemed necessary (e.g., PPT/IEP Team Meetings). In most instances the change will be recommended to maximize your child's involvement in our program and because they have made sufficient progress to warrant such a consideration.

LIMITED ENGLISH PROFICIENCY (LEP)

In collaboration with your child's responsible school district, C.E.S. will assist in the identification, assessment and provision of appropriate services for students who have Limited English Proficiency (LEP). At the beginning of each school year, program administrators shall notify the parents/guardian when their child qualifies for such services. Communication with parents shall be in the language understood by the parents/guardian, whenever possible.

MIGRANT STUDENTS

In collaboration with your child's responsible school district, C.E.S. will assist in the identification of migrant students and assess their educational and related health and social needs. When so identified, C.E.S. will work with the responsible school district in providing a full range of services to migrant students.

CURRICULUM

Each C.E.S. special education program offers an individualized curriculum that is based on the cognitive, developmental and specific skills of each student. The foundation of each student's daily instruction is the student's Individualized Education Plan (IEP). Areas of instructional emphasis vary from program to program but include where applicable:

- Academics (General Education curriculum)
- Behavior/social-emotional growth
- Communication/language development
- Fine and grapho-motor skills
- Functional academics
- Gross motor development
- Independent Life Skills/Activities of daily living/self-help
- Recreation skills
- Social skills
- Vocational training

Skills are taught in classrooms, specialized therapy settings, the community and when age-appropriate various work settings.

Parents who feel that an area of instruction is controversial may request an opportunity to meet with their child's program administrator to discuss their concerns. If no reasonable remedy can be determined, they may request our opt out provisions or procedures.

Each program has available a more detailed description of its instructional program and primary areas of curriculum emphasis.

FIELD TRIPS/COMMUNITY INSTRUCTION

As part of our ongoing effort to integrate children with disabilities into the community and to promote broader generalization of skills and behavior, staff members are encouraged to involve students when deemed age-appropriate in educational field trips. Field trips are scheduled for one day only while community instruction is scheduled to take place on a regular basis as part of a student's planned instructional program. Written parental permission will be sought by the program administrator or classroom teacher for specific field trips.

USE OF BEHAVIOR MANAGEMENT TECHNIQUES

In an effort to teach students socially appropriate behaviors and to ensure that each student receives the maximum benefit from their instructional program, C.E.S. Special Education Programs utilize a wide range of behavior management strategies. Such behavior management system are comprised of well-researched and generally accepted behavior management procedures for use with a variety of student populations.

Each program's approach to behavior management is based on a least restrictive model of treatment. Only those procedures that are necessary to bring about desired changes in behaviors are utilized. Positive consequences (rewards) are emphasized over negative consequences (punishments). The staff begins working with each student by selecting the least restrictive treatment or teaching procedures. More restrictive procedures are utilized only when findings indicate that those less restrictive procedures are proven ineffective. The continuum of behavior management interventions begins with a variety of proactive strategies (e.g., small class size, high rates of verbal praise, a highly structured classroom routine). In an effort to create a nurturing, safe and productive school environment, an emphasis is placed upon proactive strategies that teach and promote pro-social behaviors, while simultaneously reducing the occurrence of highly disruptive and/or aggressive behaviors. More restrictive interventions, should they be necessary, are implemented in a predictable and consistent manner which afford the student the opportunity to make choices, thereby empowering the student to learn to be responsible for behavioral choices. Furthermore, at times, emergency interventions, may be required to assure the safety of the student and/or others. In such circumstances, program staff may utilize seclusion time out or physical or forcible restraint as emergency interventions to prevent immediate or imminent injury to staff or others.

An important step in the implementation of any behavior management system is parental notification and understanding. This involves explaining the rationale and details of the system, in easily understandable terms, and providing parents with a written description of the system. Included in the oral and written description of the behavior management system utilized by the program, is the possible need for more restrictive interventions and the manner in which they are used. **Noteworthy, regarding the use of more restrictive interventions is that physical restraint, forcible escort and seclusion may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process or parental consent.**

Consistent with State Legislative requirements, parents will be kept informed about the use of these emergency interventions. Although data regarding their use will be shared with parents through phone contacts with program staff, daily notes sent home, quarterly progress reports and at a PPT, an attempt will be made to notify the parent immediately after the initiation of a seclusion or restraint procedure and no later than twenty-four hours after the event. Such notification shall be made by telephone, e-mail or other methods including sending a note home with your child. State regulations also require that parents also receive a copy of physical restraint and seclusion time-out reporting forms when these procedures are used as emergency interventions. These reporting forms will be mailed to parents no later than two (2) business days after the emergency use of physical restraint, forcible escort or seclusion.

Please review the attached Memo of Understanding Regarding Behavior Management Interventions in the Appendix section.

HOT LUNCH AND BREAKFAST PROGRAM

Consistent with state law, all full day students will be offered a daily lunch period of not less than 20 minutes. A breakfast opportunity will be made available to students at the start of each school day.

C.E.S. will have a hot lunch and breakfast program available daily through the Bridgeport Board of Education's Food Service. This program is optional.

NUTRITION REQUIREMENTS

As a participant in the National School Lunch Program and the National School Breakfast Program, C.E.S. has adopted policies consistent with the Connecticut Nutrition Standards for Foods in Schools (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/HFC/SummaryCNS2013.pdf). The type of food and drink available to students while in school is limited to those included in the List of Acceptable Foods and Beverages (http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322432). The goal is to make staff, students and parents aware of the need for good nutrition and physical activity to keep our students fit and healthy. We ask that the food you send in with your child is in line with that objective. Although not required, we are asking that parents send in foods that are included in the guidelines.

Consistent with state law, soda and other sugared drinks will not be sold or given to your child by school personnel during the school day. Only milk, water and 100% fruit juices are available.

SNACK TIME

Some of the programs/classrooms have a break or snack time during mid-morning for students. In these cases, staff generally provide food. However, parents may also elect to send in snack foods although, as with lunch, we ask you to please send in snack foods that are nutritious. Please refrain from sending foods that are mostly made of sugar such as soda, sugary drinks or candy and foods with a lot of fat such as potato chips and other chips. Since snacks are sometimes prepared by students as part of their instructional program, your child's teacher will inform you as to whether you need to send in a snack. In most cases this is not needed and will be left to the discretion of the parents.

PHYSICAL ACTIVITY

State law requires that all students enrolled in or in the grade equivalents Kindergarten to five, receive a period of physical exercise. This requirement can be modified by a student's Planning and Placement Team when deemed appropriate. C.E.S. programs will provide all students, except for those altered/waived by PPT action, a period of physical activity each day. These may include recess, gym or fitness activities. Our special education facilities have available Fitness Centers with various apparatus (e.g., treadmills, stationary bikes, weight training equipment). Many of the classrooms/programs utilize this equipment to address specific IEP objectives or to provide fitness training opportunities. **Although staff will check with the school nursing staff about any medical restrictions related to the use of such equipment, please inform your child's teacher or program administrator if there are any health restrictions or objections that would prevent using the Fitness Center equipment. If we do not hear from you, we will assume that using this equipment with your child is okay.**

CLOTHING

Where appropriate, students should wear washable clothes. For those students, parents should send an extra change of clothing that we can keep on hand in case of accidents. Make sure all clothing is labeled with your child's first and last name. If your child is prone to more frequent accidents, it may be advisable to send more than one set of clothing to change into.

PROGRAM VISITS

Parents are welcome to visit their child's program at any time during the school year. However due to security and safety reasons as well as to guard other student's confidentiality we may need to restrict your access. Parents should prearrange their visit to ensure that staff can meet with them. We would ask that you limit the visit to a reasonable amount of time to keep your observation from minimally interrupting planned instructional activities that are scheduled for the day. We discourage unannounced visits since they may keep staff from carrying-out planned instruction for your child and others. Upon arrival for a program visit/observation of your child's classroom, parents will be asked to sign-in, wait to be announced to either the program administrator/director or classroom teacher and will be asked to wear a visitor badge consistent with C.E.S. facility security requirements.

Visits by individuals other than school district personnel or parents/legal guardians will require that the program administrator receive your prior written consent. If you arrange for someone to visit the program, observe your child or pick your child up at school, we would prefer that you submit a note to the program administrator indicating the individual(s) name and your permission for them to observe your child or transport them home from school. Telephone requests will only be honored if the caller can be positively identified as the student's parent or guardian. To ensure student safety, the program may elect to contact you by telephone to validate the request before releasing your child to someone who is unfamiliar to us, even when we receive a note.

It should be noted, that even when parents are separated or divorced, and one parent has been granted custody, the program is obligated to allow either natural parent to visit the program and access records. However, the school will release your child to the non-custodial parent only with permission from the custodial parent. **The program will honor these obligations until such time as evidence is presented to the contrary (e.g., court order). In such situations, it is recommended that the custodial parent immediately notify the program so that we are aware of such legal circumstances.** A copy of a formal court order restricting a parent's access to their child must be on file at the school to ensure proper compliance with such requirement(s).

STUDENT DISMISSAL PRECAUTIONS

C.E.S. is legally responsible for the safety of its students during the school day. Therefore, each program administrator will follow the procedures listed below for early dismissal of any students to ensure that the students are only released for proper reasons and only to authorized persons.

1) The program administrator or designee shall not excuse a student before the end of the school day without a request for early dismissal by the student's parent or guardian.
2) A written request is the preferred means of notifying us. Telephone requests for early dismissal of a student shall be honored only when the caller can be positively identified as the student's parent or guardian. The program may elect to validate this request by telephoning the parent.
3) Students will only be released to the custodial parent unless there is a written request providing permission for a non-custodial parent to pick-up the student.
4) Additional precautions may be taken by the program administrator as needs or circumstances arise.

Similar procedures are to be followed for release of student to any individual other than the parent/guardian at end of the school day. Parents/guardians who make a regular arrangement for someone other than themselves to pick up a student at the conclusion of the day should do so following the procedures outlined above. When a change in these procedures is made as a result of an unanticipated or emergency event, the program administrator must be informed either via written request (preferred) or telephone request from the parent/guardian. In these circumstances, the person picking up the student may be required to provide documentation identifying themselves as the person the parent/guardian has designated.

GUARDIANSHIP

At the age of 18, despite disability, one becomes their own legal guardian. Persons with intellectual disabilities, however, may not be totally or partially able to meet essential requirements for their physical health or safety and/or may be unable to make informed decisions about matters related to their care. In such cases, Probate Court is authorized to appoint a guardian to supervise all aspects or certain aspects of the care of an adult with intellectual disabilities. Parents/guardians must formally file an application with Probate Court to become their child's guardian at age 18. Given the scheduling issues, you are encouraged to file your application for guardianship prior to your child turning 18 years of age. It is important to inform program staff if you have guardianship for your child once they turn 18 years of age.

TRANSPORTATION/TRANSPORTATION SAFETY

While the law requires the school district to furnish transportation, parents are responsible for the supervision of their children until the time the child boards the bus to go to the school and directly after the time they leave the bus on the return trip.

Once the child boards the bus...and only at that time...do they become the responsibility of the local school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

Parents/guardians should direct any concerns about transportation safety including complaints about bus drivers to their local school district transportation director or to the transportation provider. Parents/guardians should contact the program administrator if you need assistance in reaching them.

If there is any change in regular transportation arrangements for your child, the program administrator should receive a written note specifying the change or in an emergency situation a detailed phone message with a call back number. Changes made via phone message will need to be verified.

NOTE: **The responsibility for the transportation of each student to and from C.E.S. programs is that of the local school district. If a problem arises on the bus, or with the transportation arrangements, contacting your local school district (Transportation Director) or the bus company directly may be the most efficient way of getting the concern/problem addressed. However, C.E.S. personnel will be glad to assist you in making these contacts.**

EMERGENCY SCHOOL CLOSING

Please listen/watch for announcements about C.E.S. Special Education programs with respect to school closing and/or delayed openings. If school needs to be closed or there is a delayed opening, it will be announced on the local radio stations: WICC (60 AM) and WEBE (108 FM) and TV stations WVIT Channel 30, WFSH TV, WFSB/CBS- 3, WTNH Channel 8/MYTV 9 and News Channel 12 as well as quickly as this decision is reached. You may also log on to ctweather.com. Announcements will also be made using our Blackboard Connect system. Please listen/watch for announcements about C.E.S. Programs and follow those instructions. When an announcement is made that the C.E.S. Programs are on delayed opening, your child's bus will most likely arrive later than normal. We suggest that you have your child ready for school as early as possible in case buses arrive early.

If schools in your town are closed and C.E.S. Programs are open, your child's bus company may or may not send the bus to pick up your child. The bus company will decide if it is safe for them to send out the bus to pick up your child.

If there is a delayed opening on a day scheduled as an early dismissal day (See C.E.S Academic Calendar for these dates), students will be dismissed at their regular time so as to maximize the benefits of the school day. This will be true of all early dismissal days except November 24, 2021 and December 23, 2021. If a delayed opening were to occur on these days, we would follow the early dismissal schedule.

For early closing announcements please listen to the local radio stations (WICC (60 AM) and WEBE (108 FM), our Blackboard Connect system or check the ctweather.com website and try to remain as close to home as possible. An early closing announcement will indicate the time your child will leave school. How long it takes them to get home will depend on the road conditions.

Every effort will be made to reach a decision felt to be in the best interest of your child's safety. However, parents are encouraged to reach their own decision as to whether or not to send their child to school.

STUDENT NOTIFICATION SYSTEM – Blackboard Connect

C.E.S. will periodically utilize a student notification system (Blackboard Connect) for the purpose of informing parents (and staff) about school emergency situations including inclement weather announcements. This type of system typically enables us to use various forms communication (e.g., phone, cell phone or e-mail) to alert you of important information. Although it does not fully replace other forms of communication for such announcements, it does offer us a means of alerting or reminding parents/guardians about emergency closings or other emergency circumstances. You will receive a letter about this system that will ask you to provide us with necessary contact information (e.g., phone, cell phone or e-mail). Please

update us if this information should change during the year so that we can update the system. It does take time to make changes so please make us aware of changes as soon as possible. We have also found it helpful to utilize this system as a reminder about upcoming events (e.g., early dismissal days, special activities).

HEALTH ASSESSMENT, PHYSICAL EXAMINATION

ALL STUDENTS MUST SHOW PROOF OF PROPER IMMUNIZATION UPON ENTRY INTO PROGRAM (*See* IMMUNIZATION REQUIREMENTS).

State law also mandates that all students upon enrollment have a current routine physical examination (i.e. updated within the last 12 months). Physical examinations are also required before entering Pre-K and Kindergarten, before entering 7th grade (age 12) and before entering 10th grade (age 15). This is the parents' responsibility, and the results of this physical examination should be sent to the program. We will send a Health Assessment form required by the State Department of Education when your child needs a physical. These forms must be returned to us by the first day of school. Failure to submit this information may result in the program prohibiting your child from attending school.

TUBERCULOSIS SCREENING

It is the intent of Cooperative Educational Services to maintain a healthy work environment for its employees. Due to the current low rates of transmission of tuberculosis in all parts of Connecticut, routine screening for tuberculosis for all staff is not warranted.

SCHOOL HEALTH SCREENING

State regulations require that school agencies periodically provide school age children with vision, hearing and postural screening. Parents will receive prior indication of postural screenings. If any abnormality is found, the parent or guardian will receive written notice of the assessment and suggestions for follow-up evaluation if deemed necessary.

STUDENT ILLNESS

It is our intention to maintain a healthy school environment for our students and staff. In order to ensure this, it is necessary for the school and parents to cooperate with each other. **Students who are SICK are not to be in school.** Every effort to limit the spread of illness among students and staff will be taken. Students who become sick in school or come to school with symptoms of illness **WILL NOT** be able to remain in school. **See attached Medical Guidelines for a Student's Exclusion from School which describe the symptoms and diseases that will be used to determine when a child will need to be excluded.**

If your child arrives at school with any of the symptoms listed in the Guidelines or develops them during the day, they will be seen by the school nurse, or in her absence, a program administrator. You will be contacted and asked to take your child home. If your child has any of these symptoms in the morning before coming to school, please keep him/her at home. This will avoid you having to arrange for your child to be sent home. **Parents are responsible for arranging transportation if a child becomes ill during school hours.** Students who are sick will not be able to participate in classroom activities and every effort will be made to keep them away from other students and staff to prevent the spread of illness.

Following an illness, students will be allowed to return to school when the symptoms are no longer present per Medical Guidelines for Student's Exclusion from School.

You should feel comfortable in discussing any healthcare concerns whether medical or social/emotional needs with the nurse. All information is kept in strict confidence. If you would like to discuss the health needs of your child, please do not hesitate to call and speak with our school nurse. Our nurse is very willing to assist you with achieving your child's optimal health. We would also ask that you keep the school informed of any known health condition, medications used or procedures your child may have or is scheduled to receive. This will ensure that effective planning is in place regarding the student's total needs.

Conditions such as allergies and known allergic reactions, especially to foods and insect bites, limitations on physical exercise, and other health-related conditions should be fully discussed with the nurse and program staff. Please update us as new information or changes in such conditions are known. It may, at times, be necessary for the school to contact your child's physician or other health care specialist, to discuss health-related issues which affect your child's educational performance. This would be done with your permission or at your request.

PANDEMIC FLU/FLU/INFLUENZA

C.E.S. has established a Pandemic Influenza Plan in response to the recommendation of State Department of Education and the State Department of Health. This plan is in effect to ensure that C.E.S. will be prepared in the event of a pandemic flu. A pandemic flu is one that spreads easily from person to person and would affect people around the world.

A flu outbreak can impact our schools/programs. We strongly urge parents to keep children who are sick at home to help prevent the spread of illness. This is particularly important when your child has influenza-like illness (fever with a cough or sore throat). Students who become sick at school will be isolated promptly and arrangements will be made to send them home.

C.E.S. will be providing information and implementing procedures to reduce the spread of any type of flu or other contagious illnesses. You will be getting periodic notices from the school about strategies you should be using to keep your children healthy.

Another way to prevent certain illnesses for yourself and your children is to get vaccinated. Vaccines are typically available from your family's doctor. You can also find out how to get vaccinated through other community sites by contacting your local public health office. We will alert parents if we are informed of other options for getting vaccinations for your child.

Although we hope that recent experiences will not be repeated, the outbreak of flu in our programs will be closely monitored during the year. We will also closely monitor federal, state and local public health advisories that we receive and share information as it is deemed appropriate. School closure will be considered based on the number of cases we have, their severity and the impact on faculty/student absenteeism. Although interference with school functioning will be the primary consideration it is important to note that such decisions may also be recommended by various public/state agencies. Parents should consider developing a plan to deal with an extended school closure if such a decision were to occur.

SIGNIFICANT ALLERGIES TO FOOD AND OTHER SUBSTANCES

According to state law, C.E.S. has developed guidelines for managing and preventing reactions of students' known to have significant allergies. For each student identified, the school nurse along with the teacher, appropriate related services staff and administrator will develop an Individual Health Care Plan to manage the allergy. The plan will be reviewed with the parents and the student's doctor. The staff responsible for the student during the school day will be trained as to the procedures to be implemented to prevent an exposure and to respond if an allergic reaction should occur. Procedures may include use of Epi-Pen and/or inhalers as prescribed by student's physician.

If your child has a significant allergy to food or any other substance, please inform the school nurse or your child's teacher so an appropriate plan can be developed.

On occasion, a student not known to have an allergy to foods or insects may, after an exposure, demonstrate life threatening symptoms. A change in state law now allows school nurses or an appropriately trained teacher or administrator to administer an injection of epinephrine to a student demonstrating life threatening symptoms. If you do not want your child to receive this medication should they have a life-threatening allergic reaction, please contact the school nurse or program administrator.

GREEN CLEANING PROGRAM

C.E.S. has adopted a Green Cleaning Program in accordance with PA 09-81. The adoption of this program means there will be the procurement and proper use of environmentally preferable cleaning produces as defined by the Department of Administrative Services (DAS) for all state-owned buildings, schools and facilities. DAS requires that these cleaning products be certified with a Green Seal or Eco Logo. No person shall use a cleaning product unless it meets the DAS standard.

FIRST AID AND EMERGENCY MEDICAL TREATMENT

If your child becomes ill or is injured during school hours, you will be contacted immediately by the nurse or program staff using the information on Form #1 (Student Emergency Contact Form). Please make sure this information is accurate and updated as necessary. The school's nurse (or, in her absence, a program administrator) will determine the necessary treatment. In the case of minor cuts or bruises, routine first aid treatment (i.e., washing out cut, applying bandage, applying ice pack) will be provided by the school nurse or, in their absence, a program administrator.

In the case of illness or injury that may require emergency medical treatment (i.e., concussion, respiratory, cardiac, etc.) or the care of a physician, your child will be transported to the nearest available hospital Emergency Room. We will make every effort to contact you immediately should an emergency arise. If we are unable to reach you by telephone, every effort will be made to continue to contact you or the emergency contact person(s) you have designated. You will be asked to meet your child and accompanying staff members at the Emergency Room.

All of our special education facilities are equipped with Automatic External Defibrillators (AEDs). Besides our school nurses, a significant number of C.E.S. staff receive annual training in CPR and use of AED to respond to cardiac or life-threatening events. Each year staff receive training as to the procedures for emergency medical treatment including sudden cardiac arrest.

Payment for required medical treatment (including cost of ambulance) for any illness or injury occurring in school is the responsibility of the parent. Arrangements for payment will be made between the facility providing the treatment and the parents.

Although we would hope that such emergency care is not needed, we realize that every precaution needs to be taken if an emergency were to arise.

In order to effectively deal with emergency situations, we require parents to complete the C.E.S. medical forms that are provided.

These forms address your child's needs in cases of routine care, contacting you and your health care providers in an emergency. If you have any questions regarding these forms contact your child's school nurse. If you need additional forms for your child they are available on the C.E.S. website. https://www.ces.k12.ct.us/page.cfm?p=3632

HEALTH INSURANCE

According to state law, schools are required to collect information about each student's health insurance. It is important that you provide us with this information. This is especially important to have if your child should need to receive medical treatment during the school day.

The state of Connecticut offers health insurance to children and parents who do not have such on their own. This is provided through the Connecticut HUSKY program. If your child does not have health insurance, please indicate that on Form #4. Our school nurse or social worker will contact you to give you information about the HUSKY program.

MEDICATIONS

During the course of the year, it may become necessary for your child to receive medication during the school day. If this should happen, there are certain rules and procedures, which must be followed to ensure safety for your child and compliance with State regulations for our staff.

In order to administer **ANY medication (prescription or non-prescription even items such as cough drops, Tylenol or sunscreen)** to your child or for self-administration of medication during school hours we must receive from you the following:

a. written parental permission
b. written orders from the doctor treating your child
c. the medication in the original container labeled with your child's name and the medication name, dosage, means of administration and time dose due.

The Authorization for the Administration of Medicine is to be completed for ANY medication to be given during school hours. Please have this form completed by your physician and returned to the program. **WE WILL BE UNABLE TO ADMINISTER ANY MEDICATION UNLESS WE RECEIVE THIS FORM COMPLETED BY YOU AND THE PRESCRIBING PHYSICIAN.** Please contact the school if any additional copies of this form is needed or go to the C.E.S. website https://www.ces.k12.ct.us/page.cfm?p=3632.

It should be noted that medicines will not be administered during school hours, if the program's medical officials feel that the desired effect can be achieved by administering the medicine outside of school. C.E.S. also reserves the right to obtain full notification of all medications administered to your child so that proper knowledge is available.

Please be advised that medications **will not** be administered without a physician/dentist order and parental/legal guardian permission.

When sending in any medication to school, please do not leave the medicine with your child. It should be placed in a separate container such as a sealed, paper bag or small box and given directly to the bus driver, (if the transportation company's policy allows them to take it) who will then give it to your child's teacher. If this is not possible, please bring the medication to school yourself or call us so we can work out a satisfactory arrangement.

We recognize that each child is an individual and medications are very important for many students. With this in mind, we have established these policies to assist in helping to meet the needs of your child.

Certain medications may be given under the standing orders of the C.E.S. medical advisor and in accordance with State law but can only be given if the parent of a student has given the school nurse written permission. https://www.cesgoogle.org/page.cfm?p=3632

PSYCHOTROPIC DRUGS

C.E.S. believes that the use of psychotropic drugs (prescription medications including stimulants and anti-depressants) by students is a personal decision to be made by parents of students and their health care provider. Therefore, it is the policy of C.E.S. to prohibit educational personnel from recommending the use of psychotropic drugs for any child. This policy does not prohibit school health and mental health staff from recommending that a child be evaluated by an appropriate medical practitioner or prohibit educational personnel from consulting with such practitioner with the consent of the parents or guardian of such child. Nor does the policy prohibit C.E.S.' consulting physicians from directly discussing with parents/guardians the benefit of psychotropic drugs to address behavioral, developmental, emotional and/or physical problems presented by their child, or to recommend a specific psychotropic drug for them to consider and/or discuss with their child's private physician. The law also specifies that a special education Planning and Placement Team (PPT) may also recommend a medical evaluation.

HOMEBOUND/HOSPITALIZED INSTRUCTION

If your child is confined to home or is hospitalized for an extended period due to illness or a handicapping condition so severe that it prevents your child from learning in their program setting or because their presence in school endangers the health, safety, or welfare or that of others, please contact us immediately. In accordance with State Department of Education regulations, homebound or hospitalized instruction can be provided when your child's condition will cause an absence of at least three weeks' duration. Provided nothing in your child's condition precludes it, such instruction can begin no later than two weeks from the first day of your child's absence. Consistent with State regulations, your school district's PPT (not C.E.S.) has the responsibility to authorize and implement homebound or hospitalized instruction. The school district may contract with C.E.S. to provide the instruction. In order to initiate such a request, a health care provider must certify in writing that your child is unable to attend school for medical reasons and must state the expected date your child will be able to return to school. This note should include any precautions, limitations or restrictions for your child's safety.

TRUANCY/ATTENDANCE

C.E.S. believes that regular school attendance is essential to the educational success of students who attend our school-based programs. A student is considered to be "in attendance" if present in assigned school or an activity sponsored by the school (e.g., field trip) for at least half of the regular school day. Note: A student who is serving an out-of-school suspension is always considered absent. A copy of the State Department of Education's Attendance Reporting Guidelines is available in the parent packet. We will expect your child to attend each day unless we hear otherwise from you. If your child is going to be absent, please notify the program by phone. It is important for your child to attend school unless sickness or another legitimate reason (e.g., family emergency, religious observance, doctor's appointment) prevents daily attendance. Please be sure to let your child's teacher know why your child will be or has been absent.

If your child is consistently absent without an excuse, they will be considered truant. The law defines "truant" as **"a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year."** The law defines "habitual truant" as a child age five to eighteen, inclusive, enrolled in a public or private school who has twenty (20) unexcused absences within a school year. Under the Families with Service Needs Law, if the parent fails to attend any required meetings to evaluate why the child is truant or to cooperate with the school in trying to solve the truancy problem, a "family with service needs" report can be made to the Superior Court. Please be sure to complete the form attached to the parent/guardian letter regarding truancy. This will enable us to contact you if your child is frequently absent so as to avoid a truancy report. Listed below are some of the guidelines that we use for absence.

Excused absences, when accompanied by parental/guardian notification, may include:

Sickness
Death in family
Religious observance
Family emergency of short duration
Medical/dental appointments
Missing more than half of the school day with notification

Unexcused absences may include:

An absence without a phone call or note from parent/guardian
Oversleeping

Missing the school bus
Missing more than half of the school day without notification

Should C.E.S. have questions or concerns about the legitimacy of notified absences for medical reasons for any particular student, the student's parent/guardian may be asked to provide documentation from a medical professional about the medical condition that is preventing the student from attending school to substantiate the absence being considered excused. Where deemed developmentally appropriate, students with recurring, unexcused absences may be subject to retention in the same grade, loss of course credit where applicable, reduction of grade and/or loss of school privileges. When deemed necessary, the program administrator will consult with responsible school district personnel to discuss students having attendance difficulties.

PLACEMENT/PROMOTION/RETENTION/GRADUATION DECISIONS

The C.E.S. administration and teaching staff shall strive to create plans of instruction, which provide meaningful opportunities for each student to progress through our programs in accordance with their own needs and abilities. Progress will be based on evaluations by classroom teachers, administrators and related services personnel as appropriate as well as discussions with the student's parents/guardian.

Decisions regarding continuing the C.E.S. placement, promotion/retention or graduation will be made on an individual basis in collaboration with the parent/guardian and key personnel of the responsible (nexus) school district. C.E.S. personnel will provide input on the student achievement, social, emotional, intellectual and physical maturity and attendance records to assist in making these decisions. As in any other matter related to your child, your input is considered critically important in reaching placement, promotion and retention or graduation decisions.

GRADING/PROGRESS MONITORING/STATE ASSESSMENTS

C.E.S. special education programs deal with students of varying abilities. Consequently, issuance of regular student grades will only occur when it is both developmentally appropriate and serves as an effective means of student evaluation. Student grades should serve as a means of indicating a student's educational achievement in a particular curriculum content area and reflect the student's progress in performance or if improvement is needed.

When both developmentally and grade appropriate, student academic performance in grades 9-12 may lead to credit toward their school district graduation requirements. C.E.S. will provide to such districts performance information inclusive of grades, test results and attendance information that may be required to determine when the student has satisfactorily completed the prescribed course of study to earn credit. It is important to note that C.E.S. special education programs do not issue credits or class rankings. They solely provide information that the responsible school district requires to determine credits earned.

Each C.E.S. special education program will utilize prescribed means of measuring student progress for IEP goals/objectives and/or benchmarks. Student progress on IEP goals/objectives will be reported to each student's parents/guardian and to the nexus school district on at least a quarterly basis. A more detailed report of progress will be made available to parents/guardian and the nexus school district at the student's annual review Planning and Placement Team Meeting.

Student's enrolled in C.E.S. special education programs in grades or grade equivalents 3, 4, 5, 6, 7, 8 and 11 shall be eligible to take the Smarter Balanced Assessment provided by and administered under the supervision of the State Board of Education. At your child's PPT, it is determined which form of the Smarter Balanced Assessment should be administered based upon your child's ability. Based on this decision, your child will receive either the Smarter Balanced Assessment or the CT Alternate Assessment.

HOMEWORK

C.E.S. special education programs deal with students of varying abilities. Consequently, homework assignments will occur only when it is both developmentally appropriate and serves as an effective means of promoting student learning. Homework assignments will be appropriate in amount and degree of difficulty given the student's age/developmental level, grade level and abilities. Homework will generally be an extension of a class lesson; should serve to strengthen basic skills and/or stimulate/further interests; and should reinforce independent study skills. Parents are encouraged to review homework assignments as a means of acquainting themselves with work students are doing in school. However, the student must bear the ultimate responsibility for completing the assignment and submitting it on time.

RESEARCH/SURVEYS INVOLVING STUDENTS

Occasionally, C.E.S. special education programs receive requests by area college or university students or C.E.S. staff members attending area colleges or universities or other educational agencies including the State/Federal Departments of Education about conducting special studies, surveys or research projects with students. When C.E.S. sees specific value to such work for either its students, their families, staff or programs or general value to the field of special education, it may allow such studies, surveys or research projects to take place. Generally, this is done only after receiving a written proposal from the college/university,

student, staff member or educational agency and having a meeting with the party/parties to discuss the purpose of the project, how it may impact on students their families or the field and to assess the amount of time it will entail for students/staff and the program. When positive value is determined and the study/survey or research is approved, C.E.S. will seek written parental/guardian consent for individual student involvement. Only when such consent has been received in writing will students be allowed to participate in such activities. Consistent with the Projection of Pupil Rights Amendment (PPRA), written consent must be received from parents and "eligible students" (students who are 18 years or older or emancipated minors) when certain categories of surveys are conducted.

PICTURE TAKING/FILMING OR VIDEOTAPING OF STAFF/STUDENTS

No pictures, videos or slides will be taken of any student without written permission of the parent or guardian. At the beginning of each school year, parents/guardians will be asked to sign a general consent form granting C.E.S. permission to take pictures, videos and slides for instructional and/or program purposes and on special occasions such as parties or other program activities (e.g., awards night, graduation). These pictures will only be used at C.E.S. programs and will remain at program sites.

At times, additional special permission will be requested to use pictures to demonstrate/illustrate program activities or to help depict instruction for C.E.S. program reports (e.g., C.E.S. Annual Report). These authorizations will reflect the specific purpose for which consent is being sought and the general audience who might obtain the document in which the picture will be included.

Consent may also be requested by C.E.S. administrators or educational personnel to use pictures or videos of classroom activities for professional purposes (e.g., State TEAM Portfolio requirements, C.E.S. workshops for district personnel). Again, consent forms will specify the purpose for which the picture/video will be used and the intended audience.

Although parents are welcome to take pictures of or videotape their child participating in special activities (e.g., awards activities, graduation), extreme care should be taken to confine picture taking/videos to your own child. If any student other than your child is pictured or videotaped, written consent, release and waivers will need to be obtained from each of the students' lawful custodian (e.g., parent). Since the right to confidentiality must be maintained, parents will not be allowed to take pictures or videotape classroom or program instructional activities.

SCHOOL VISITORS

C.E.S. welcomes and strongly encourages members of the community and other interested persons to visit its special education programs. In some cases formal arrangements with area university/colleges are developed to involve their students as volunteers or for short-term practicum or more formal long-term placements (e.g., student teaching, student internships, etc.). Area school personnel and community-based providers of services to students with special needs are also encouraged to visit our programs. Program improvements often come from suggestions originating from such visits or placements.

All program visitors shall sign the facility visitor's log and must wear a visitor badge. Those making more formal visits to classrooms/program instructional areas will also be asked to sign program confidentiality forms. Any college/university student visitor who observes classrooms for purposes of fulfilling a course requirement that may entail writing a paper will be asked to formally maintain the confidentiality of students by completing program confidentiality forms. When deemed appropriate as a condition of the visit, copies of the report may need to be shared with the program administrator to ensure that confidentiality has been maintained.

When long-term placements are involved (e.g., student teaching or related services internship placements), parents will be informed by either their child's teacher or the program administrator. Individuals in these types of placements will be allowed access to student records on a need to know basis.

FUNDRAISING ACTIVITIES

Students and their parents/guardians will occasionally be asked to voluntarily participate in agency or program-specific fundraising activities. In these instances, the distribution of material(s) related to the fundraising activity will be sent home or mailed to parents along with an official written announcement by the program administrator or designee. Students and/or parents should feel no obligation to participate. Participation is clearly a voluntary action. The agency will solely sanction fundraising projects that have an educational or financial benefit to the program and/or students or benefit an organization that provides programs/services to C.E.S. students and/or their families. No outside organizations will be allowed to solicit funds from students or parents for their own private gain nor will parents/students be allowed to conduct fundraising activities that promote their special interests.

DISTRIBUTION OF MATERIALS BY/TO STUDENTS

Printed materials may be periodically distributed to parents through students as an inexpensive means of mass communication. These materials will solely be related to school, organization or community activities that may have relevance to the students attending our programs or their families (e.g., notification of an organization parent in-service activity). Such materials will not relate to religious beliefs/activities, promote private gain or political candidates, parties or positions.

NON-SCHOOL RELATED STAFF SERVICES

Staff are also prohibited from working privately with any current C.E.S. student to provide counseling, instruction, therapy or paid consultation. Staff are also asked not to transport students in their own private vehicles from school to any after school activity destination.

DIRECTORY INFORMATION

C.E.S. has determined that the following "directory information" regarding C.E.S. students is not harmful or an invasion of privacy and therefore will publish this information at school/program sites, parent newsletters and C.E.S. website without first obtaining parent consent. C.E.S. directory information is limited to the student's first name and last initial to identify work that is displayed at school, on the C.E.S. website, or in agency/school newsletters, and for awards and recognition received. For certain school activities (e.g., athletic teams, drama productions, graduation ceremonies) involving cast listings the roster's directory information would include the student's full name and grade level and when applicable, for athletic teams, their height and weight. If a parent, guardian or eligible student (18 years of age or older) does not want C.E.S. to release the information listed above, they must notify the C.E.S. Custodian of Records or their child's school administrator in writing within ten (10) days of receiving this notice indicating that they do not want this information released.

RECRUITMENT

Military recruiters or institutions of higher learning shall have access to secondary school student names, address, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. C.E.S. shall notify parents of the option to make such a request and shall comply with any request received.

REPORTING OF SUSPECTED CHILD ABUSE

Although child abuse is a situation we would hope we will never encounter, the Administration of C.E.S. feels that it is necessary that parents and guardians have an understanding of the State law mandating school agencies and their personnel to report any suspicion of child abuse or neglect. Under State law, any school principal, school teacher or other paid professional employee of the school who suspects a child (younger than 18 years of age) is being abused or neglected is obligated to report this information to the Department of Children and Families (DCF) under penalty of being fined. C.E.S. mandated reporters who have reasonable cause to suspect or believe that a student 18 years of age or older with intellectual disabilities has been abused or neglected must report it to the Office of Protection and Advocacy (P&A). Although every effort will be made to report such evidence to parents/guardians prior to contacting these agencies, State law requires that school personnel report immediately by telephone or in person, but not later than 12 hours from determining the suspicion. This oral report is to be followed within 48 hours by a written report. **We wish to emphasize that the school is legally obligated to report suspicion of abuse or neglect.**

In cases where the parent, guardian or other caretaker is suspected of such abuse, DCF or P&A may elect to interview your child at school. Parent consent is **not** required in such circumstances.

When suspected child abuse is reported, a DCF or P & A Protective Service caseworker will contact the family to evaluate the situation. **If a case is deemed unsubstantiated, it does not mean that a report was not required or warranted by the school.**

In keeping with the intent of the law, DCF and Protective Services work to "strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care". So as to avoid suspicion, parents are encouraged to alert the program staff of any bruises, burns or injuries that their child may have incurred accidentally or which were self-inflicted.

CONFIDENTIALITY AND MAINTENANCE OF STUDENT RECORDS/STUDENT INFORMATION

Cooperative Educational Services (C.E.S.) provides educational services on a contractual basis as an agent of the responsible local school district. The responsible local school district maintains ownership of and holds ultimate responsibility for the official records of any student placed in a C.E.S. program. Records are to be considered on loan to C.E.S. during the student's period of enrollment. As long as the student remains in a C.E.S. program, C.E.S. will maintain records and provide for the filing, protection, confidentiality, classification, review and, when appropriate, destruction of such records. The maintenance of these records will be in accordance with Connecticut Regulations Concerning Children Requiring Special Education, Section 10-76d-18 and the Family Educational Rights and Privacy Act (FERPA). Once a student is dismissed from a C.E.S. program, all records for that student, including educational progress reports generated by C.E.S., will be returned to the responsible school district.

Under FERPA, education records include "records, files, documents and other material which contain information directly related to a student and 2) are maintained by an educational agency or institution or by a person acting for such agency or institution." It is important to note that education records do not include "records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto where in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute."

Listed below are some highlights of the C.E.S. Confidentiality and Maintenance of Student Records/Student Information Policy procedures. See Item H for procedures on obtaining a complete copy of this policy/procedure.

A. Rights regarding access to records are restricted to information dealing with the parent* or guardian's own child, or in the case of a student 18 years of age or older, are restricted to information dealing with the student. (*Note: Consistent with law, C.E.S. will provide copies of a student's education records to the parents without the consent of a student 18 years of age or older, if the student is a dependent for tax purposes.)

B. Student records are made available without prior written consent to educational personnel (i.e., administrative consultants, instructional, legal and support staff employed by C.E.S. or student's referring LEA, clerical staff) who have a legitimate educational interest in the child. These records are made available for the purpose of developing and effectively implementing individualized educational programs and/or such educational personnel's need to review an educational record in order to fulfill professional responsibility.

C. Any person, agency or organization accessing personally identifiable student records shall be required to sign a form indicating the specific interest which the person, agency or organization has in reviewing the information. This form will be maintained in the student's records and shall only be made available to school officials within the system, parent(s), legal guardian(s), or student, 18 years of age or older upon request.

D. No personally identifiable student records will be released or made available to any third party without the written consent of the parent(s), legal guardian(s), or student 18 years of age or older for such release. Such written consent shall be maintained within the student's record and shall indicate the portion of the record released. Records shall not be transferred to a third party unless that party agrees not to release such transferred information without written consent of the parent(s), legal guardian(s), or student, 18 years of age or older.

E. Personally identifiable information from a student record may be disclosed in some situations without obtaining prior written consent. These situations include requests from such parties as personnel within the referring LEA or C.E.S. who have a legitimate educational interest in the student; school officials of another school system in which the student seeks or intends to enroll; authorized governmental agencies (e.g., military recruiters); accrediting organizations; organizations conducting studies for educational agencies or institutions; public agencies or entity or private non-private colleges or university; and appropriate parties in connection with emergency or judicial situations or compliance with judicial order or subpoenas.

F. Parents or legal guardians, will annually be apprised of their rights regarding student records maintained by C.E.S.

G. Student records will be reviewed regularly and where extraneous, outdated, or irrelevant information is found shall be destroyed in accordance with C.E.S. procedures and applicable laws related to the destruction of records.

H. Parent(s), legal guardian(s) or student 18 years of age or older may obtain a copy of C.E.S.' policy/procedures regarding the Confidentiality and Maintenance of Student Records. A copy is available upon request from the C.E.S. Director of Special Education. Copies of this policy/procedures are located in the office of the Director of Special Education and the office of the program administrator for your child's program for review/inspection.

I. Parent(s), legal guardian(s) or student 18 years of age or older have the right to file a complaint with the U.S. Department of Education concerning alleged failures by C.E.S. to comply with the requirements of FERPA. Complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

CONFIDENTIALITY OF RECORDS: PROCEDURAL SAFEGUARDS

The records maintained at C.E.S. concerning individual students are property of the sending LEA and shall be used for the promotion of the welfare of the student. In accordance with this principle, agency policy, in compliance with state regulations and federal laws (Family Education Rights and Privacy Act-FERPA), provides the following procedural safeguards pertaining to inspection and review of student records maintained while a student is placed in a C.E.S. school-based program.

A. The parent/guardian (or student 18 years of age or older) has the right to:

1. inspect and review all education records which are collected, maintained or used by C.E.S. with respect to: (a) the identification, evaluation and educational placement of the child and (b) the provision of a free appropriate public education

to the child. **C.E.S. will presume that the parent/guardian has the authority to inspect and review records relating to his or her child unless C.E.S. has been advised that the parent/guardian does not have such authority in accordance with applicable state law.** C.E.S. shall comply with a request to inspect and review such records within ten school days of such request. If the request is made in order to prepare for a meeting regarding an individualized education program or any due process proceeding, the request to inspect and review shall be granted within three school days of the request. Any written request to inspect and review and copy all education records upon which a due process hearing may be based shall be honored by the responsible school district within three days after the school district has received such request. The school district must, notwithstanding the timelines noted above, comply with a parent/guardian request without unnecessary delay and before any meeting regarding an IEP or hearing;

2. a response from C.E.S. or the responsible school district to reasonable requests for explanation and interpretation of the records;

3. one free copy of the education records. C.E.S. shall comply with such request within five school days of the request, and it should be made in writing to the C.E.S. Director of Special Education or the program administrator. C.E.S. will charge $1.00 per page for any additional copies provided that this fee does not effectively prevent the parents/guardians from exercising their right to inspect and review the education records. C.E.S. will not charge a fee to search for or retrieve information;

4. have a representative inspect and review the records;

5. inspect and review or be informed of the specific information that relates to their child (themselves) when any educational record includes information on more than one child. Such access is limited to only the information relating to their child (themselves);

6. review the records maintained by C.E.S. of parties having access to their child's educational records. This record will include the name of the party, the date access was given, and the purpose for which the party was authorized to use the records;

7. receive, upon request, a list of the types of educational records collected, maintained or used by C.E.S, and their locations;

8. request that C.E.S. or responsible school district amend information in the education records that the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy of other rights of the child. C.E.S. and the responsible school district shall decide whether to amend the information in accordance with the request within a reasonable time period of the receipt's request. If C.E.S. and the responsible school district decides to refuse to amend the information, the parent/guardian shall be informed of the refusal and advised of the right to request a hearing to challenge the information in the education records in accordance with the responsible school district's policy/procedures.

B. The hearing shall be held within a reasonable period of time after the C.E.S. and the responsible school district has received the request. The parent/guardian shall be given notice of the date, place and time reasonably in advance of the hearing. The hearing may be conducted by an impartial person who may not a) be an employee of C.E.S./responsible school district or board member of the responsible school district; b) be from another school district that shares a contractual arrangement with C.E.S./responsible school district for services to children with disabilities; c) be involved in the formation of State policy affecting children with disabilities; or d) have a direct interest, personal or professional, in the outcome of the hearing. The parent/guardian shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted by individuals of the parent's/guardian's choice at their own expense. The decision of the impartial person shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.

C. If, as a result of the hearing, the impartial person agrees with the parent/guardian, the school district or C.E.S. (when applicable) shall amend the information accordingly and so inform the parent/guardian in writing. If, as a result of the hearing, the impartial person decides not to amend the records, the school district or C.E.S. (when applicable) shall inform the parent/guardian of the right to place in the records of the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the impartial person. Any explanation placed in the records must be maintained by C.E.S. and the responsible school district as part of the records as long as the records or contested portion is maintained by C.E.S. or the responsible school district, and if either the records or the contested portion is disclosed by C.E.S. or the responsible school district to any party, the explanation must also be disclosed to the party.

ALCOHOL AND OTHER DRUGS POLICY

Consistent with both federal and state laws, C.E.S. prohibits the use, possession or selling of any controlled substances, alcohol or drug paraphernalia at any time on school property, at school-sponsored activities or on or off school property or on school transportation vehicles. Violations of said policy shall automatically be subject to the following action:

- Suspension
- Referral to an appropriate agency for a substance abuse assessment and/or counseling

More serious violations (e.g., selling drugs) may result in dismissal from C.E.S. and a formal expulsion hearing by the responsible school district. Additionally, the local police department will be notified. They will take required legal action as deemed warranted.

The student's parents/guardian will be informed of the specific infraction, and may be required to come to school (or an area hospital) to transport their child home. When use is suspected, C.E.S. reserves the right to transport the student to an area hospital for an assessment and/or treatment following its standard medical emergency procedures.

Formal notification of disciplinary action will be sent to the parent and responsible school district. C.E.S. may request that the responsible school district convene a Planning and Placement Team meeting to discuss the violation, sanctions for future violations of the C.E.S. drug policy including dismissal, the potential need for immediate dismissal from C.E.S. special education program, and/or the student's potential need for assessment/counseling as is deemed warranted. The responsible Board of Education, may in accordance with its local school district drug policy, convene a disciplinary hearing to determine their own sanctions inclusive of expulsion. Listed in Appendix section is a full listing of potential alcohol/drug violations and their corresponding sanctions.

DISCIPLINE AND DISMISSAL ACTIONS

C.E.S. recognizes that it is the responsibility of program personnel to maintain a safe and orderly environment for learning to take place and to ensure the safety of children in school, school-sponsored activities on or off school grounds, and transportation to and from school. C.E.S. personnel will also work closely with school district transportation personnel to promote the same safety.

The Executive Director is authorized to establish administrative procedures that permit program administrators to take **necessary disciplinary actions for student conduct that threatens the welfare of people who study or work at school, endangers property or persons, is seriously disruptive of the educational process or violates a law or a policy of the C.E.S. Representative Council. Please see Appendix section for Student Discipline Procedures.**

Various disciplinary removals are described in the Student Disciplinary Procedures including suspension. As is required by federal law, parents should be aware that disciplinary removals or suspensions are considered a change in placement when they include the removal/suspension of a student for more than ten consecutive school days; or when the student is subject to a series of removals/suspensions that cumulate to more than ten school days in a year and constitute a pattern given the length of each removal or suspension, the total amount of time the student was removed/suspended and the proximity of the removals/suspensions to one another. Similarly, bus suspensions would count as a day of removal or suspension if the transportation is part of the student's IEP and the school district does not provide another mode of transportation to get the student to school.

Suspension

The following list is provided to students and parents as examples of student actions that may lead to suspension. The listing of offenses are examples and are not meant to be exhaustive with respect to the disciplinary actions of in-school or out-of-school suspension.

- Stealing, or attempting to steal
- Fighting
- Possession or using of tobacco products in school, on school grounds, or on a transportation vehicle, except where designated by program personnel for high school students.
- Damaging or attempting to damage school property.
- Possession of drug paraphernalia, or knowingly uses or is under the influence of any narcotic drug, restrict mood altering substance or any substance purported to be a restricted substance or over the counter drug or alcoholic beverage.
- Intentionally leaves the classroom, school building, C.E.S. vehicle or school grounds without permission.
- Intentionally and repeatedly defies the valid authority of program personnel or administrators.
- Intentionally makes insulting, intimidating or threatening comments toward classmates, program personnel or administrators.
- Intentionally engages in behavior that jeopardizes or threatens the safety and well being of self or others.
- Intentionally violates school attendance policy.
- Repeatedly engages in behaviors that require removal from class.
- Engages in overt acts of bullying/harassment.

- Cyberbullying or acts of harassment/sexting directed at other students or staff via use of school/private computer networks or devices.
- Physically assaults another person that is not reasonably required for self-defense.
- Sexual harassment.
- Repeated use of profanity, vulgarity or obscene or sexually explicit actions/gestures.
- Demonstrates behavior such that safety can no longer be ensured for him/herself, other students or program personnel.
- Intentionally sets-off fire alarms, makes a false 911 phone call.
- Possession or threat of use of a weapon (e.g., knife) or facsimile of a weapon.
- Consumes tobacco products, ignites matches or a lighter on a C.E.S. transportation vehicle.
- Engage in conduct or criminal activity that violate a publicized policy of C.E.S. or the student's responsible local school district and is seriously disruptive of the educational process.
- Throws snowballs, rocks, sticks and/or similar objects that accidentally or intentionally hurts someone or damages property.
- Intentionally violates school technology acceptable use policy/procedures.

Dismissal

C.E.S. reserves the right to consider dismissal from a program for any student who engages in one or more of the following offenses. This listing of offenses provides examples and is not meant to be exhaustive with respect to the administrative action of dismissal.

- Possession, threat of use or use of a firearm, knife, dangerous instrument, deadly weapon or martial arts weapon.
- Distribution or sale of illegal substances, controlled substances, over the counter drugs, or alcoholic beverage(s).
- Repeated possession of illegal substances, controlled substances, over the counter drugs or alcoholic beverage(s).
- Repeated acts of assaultive behavior or other acts of violence or threats of violence.
- Other criminal activity that takes place in the school, on school grounds or on school-sponsored activities.
- Violation of any state or federal law on or off school grounds, which would indicate that the student presents a danger to any person in the school community or to C.E.S. property.
- Repeated violations of offenses leading to suspension.

A complete copy of C.E.S. Policy/Procedures Concerning Student Discipline and Dismissal Actions for C.E.S. programs can be obtained by parents/guardians upon request to their child's program administrator or C.E.S.' Director of Special Education.

POLICE INVOLVEMENT

When a school incident involves possible criminal acts, the local police department may be asked to question and/or, if deemed appropriate, arrest the student(s) involved. If the program administrator requests an investigation by the police of an incident, they shall promptly make an attempt to notify the parent or guardian of the student complainant and/or student witnesses that may have observed or have knowledge of the particular criminal act. The parent/guardian will be invited to be present for questioning. However, if the parent/guardian is unable to be present, the program administrator or designee will be present. The parent or guardian has the right to refuse permission for police questioning of a student who is a minor. For investigations that deal with matters of public safety, which require speedy actions by the police and the parent/guardian cannot be reached or cannot be present, then the program administrator or designee shall be present during the questioning. If the investigation deals with incidents other than those involving public safety, the questioning of the student(s) will be delayed until the parent/guardian is present.

If the police arrest a student on school grounds, the parent/guardian will be notified by the program administrator or designee. A student who has been arrested can be removed from school grounds by the police department.

Police questioning of student(s) concerning incidents which occur in the community will normally not be done on school grounds. When police intervention is requested or occurs concerning an incident that took place in the community that deals with a matter(s) of public safety, which requires a speedy investigation, and the parent/guardian cannot be reached every effort will be made to continue to contact the parent/guardian following the questioning.

When a physical assault is made by a student upon a teacher or other school employee on school property or in the performance of school duties and the teacher or employee files a report with the program administrator or director, the administrator is required to report such physical assault to the local police department. It is also important to note that the administrator may not interfere with the right of the teacher or other school employee to file a complaint with the local police department in cases of threats of physical violence or in cases of physical assaults by a student against a teacher or a school employee.

Police intervention will also be requested when a student leaves school grounds without staff permission. The local police department will be contacted to request their assistance in securing a student who has left grounds or to assist in the search for a student that has left school grounds.

FACILITY SECURITY

The building doors for the C.E.S. Special Education programs are operated by an electronic security system. Consequently, parents may only enter the school building during program hours via the front entrance. During program hours, parents will be required to sign our visitor log and wear a visitor badge when entering the building beyond the front foyer.

The C.E.S. Representative Council has authorized the use of electronic surveillance systems on school property. The system will be used to monitor student behavior in order to promote and maintain a safe environment for all students. Students and parents are hereby notified that the content of the surveillance system may be used in a student disciplinary proceeding. Surveillance content will be routinely erased on a periodic basis or be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view surveillance contents used in a disciplinary proceeding involving their child.

STUDENT SEARCH AND SEIZURE

Each student is entitled to a reasonable expectation of privacy with respect to their person, locker or desk consistent with the welfare of the school community, state statutes and principles of constitutional law.

Recognizing that the welfare of person in the school community and the protection may require the search of a student's person, locker or desk, the Executive Director shall prepare guidelines for professional staff regarding such searches on school property.

The Executive Director, school administrator, and law enforcement officials are authorized to search a student's person or personal affects, such as a purse, or book bag, or a student's desk or lockers, and any other school property available for use by students, for weapons, contraband or the fruits of a crime when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or school rules such a search may also include a student's vehicle if they drive to school.

Any search pursuant to this policy shall be reasonably related in scope to the circumstances that justified the search in the first place. The scope of such a search shall be considered reasonable when the measures adopted are reasonably related to the objectives of the search and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

PUBLICATIONS/PRODUCTIONS

School-sponsored publications, productions and/or websites are part of the curriculum and are not a public forum for general student use. School personnel (e.g., program administrators, teachers, related services personnel) may edit or delete material that is inconsistent with the educational mission or policies of C.E.S. The agency reserves the right to designate and prohibit manifestations of student expression that are not protected by the right of free expression because they violate the rights of others or where such expression is likely to or does materially or substantially interfere with the educational process including school activities, school work or discipline and order on school property or at school functions; threatens serious harm to the school or community; encourages unlawful activity; or interferes with another's rights. Such prohibitions may also occur when the student uses obscene, lewd, vulgar or profane language whether written or symbolic, advertises the availability of any substance or material believed to constitute a direct or serious danger to health/welfare of students, incites violence, or the use of force, or encourages violations of federal or state law, agency policy or rules/regulations.

DESTRUCTION OF PROPERTY

In the event that a student willfully breaks, defaces or otherwise damages the property of C.E.S. (e.g., textbooks, computers), or the personal property of other C.E.S. students, staff members or visitors, consequences may include community services in addition to disciplinary actions. Depending on the nature and severity of the damage, a student's family may also be asked for partial or full reimbursement for the damaged item or its repair.

BULLYING BEHAVIOR/SAFE SCHOOL CLIMATE

Consistent with Connecticut law, C.E.S. prohibits any form of bullying behavior. We are asking that parents/guardians immediately inform school personnel (e.g., your child's teacher, school nurse, school psychologist, program administrator) of suspected bullying or mean behavior directed against your child or another child. Bullying is legislatively defined as the

repeated use by one or more students of a written, verbal, or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student in the same school district that: (A) Causes **physical or emotional harm** to the student or damage to the student's property, (B) places the student in **reasonable fear of harm** to themselves, or of damage to their property, (C) creates a **hostile environment** at school for such student (a hostile environment is a situation in which bullying among students is sufficiently severe or pervasive as to alter the conditions of the school climate), (D) infringes on the **rights** of the student at school, or (E) **substantially disrupts the education process or the orderly operation** of a school.

The expansive definition of "bullying" includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Bullying also includes **cyberbullying,** which is defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices, or any electronic communications.

You may formally notify the school personnel in writing or feel free to call either your child's teacher or program administrator. Such reports shall be reasonably specific as to the actions giving rise to the suspicion or bullying including time and place of the alleged conduct, the number of incidents, the target of such suspected bullying and names of any potential student/staff witnesses.

It is also important for you to know that consistent with Connecticut law your child may anonymously report acts of bullying to any school employee or consultant with whom they work including the classroom teacher, substitute teacher, other educational personnel (e.g., school social worker, school nurse, school psychologist), non-certified staff member (i.e., teaching assistant or school paraprofessional, bus driver or aide), and/or program administrator. Please encourage your child to make such reports, if they feel they have been bullied or if they have witnessed another student being bullied. Bullying behavior is prohibited by our student discipline policy/codes of conduct and may lead to disciplinary action including suspension from school (or in more severe cases expulsion by your child's school district). The law also requires us to notify the parents/guardians of students who commit any verified acts of bullying and the parents/guardians of students against whom such acts were directed. When bullying is verified, parents of both the bully and the victim(s) will also be asked to meet at least once with program administrators/staff to discuss these acts and possible interventions/disciplinary action and to construct a plan of action to prevent recurrences.

Please feel free to call if you have any questions about this extremely important policy or to share concerns about actions/behaviors directed at your child that may represent bullying. **Parents can review the C.E.S. Policy/Administrative Regulations Concerning Bullying Behavior/Safe School Climate Plan on the C.E.S. website (www.cestrumbull.org).**

HAZING/HARASSMENT

Hazing, harassment, menacing or abuse of students or staff members will not be tolerated. Any staff member, employee or student who engages in an act that injures, degrades, disgraces or threatens another student or staff member, disrupts the educational process, or interferes with a student's opportunity to obtain an education shall be subject to appropriate disciplinary action including suspension, dismissal or referral to law enforcement officials.

CONDUCT DURING EDUCATIONAL ACTIVITIES

C.E.S. is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering agency/program grounds. Every effort will be made to promote mutual respect and orderly conduct at all agency activities and educational programs. This effort is not intended to deprive any individual of their right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free school climate for students, parents/family members and staff.

In the interest of seeking cooperation with this endeavor, C.E.S. expects that no person (e.g., student, parent, employee) on school property or at a program activity or during a program communication (e.g., cell phone) shall:

- Injure, threaten, harass or intimidate a student, staff member or any other person.
- Damage or threaten to damage another's property.
- Violate any Connecticut law or town ordinance.
- Smoke or otherwise use tobacco products in agency facilities or grounds expect where designated.
- Consume, posses, distribute or be under the influence of alcoholic beverages or illicit drugs or possess dangerous instruments or weapons.
- Impede, delay or otherwise interfere with the orderly conduct of agency educational activities or programs occurring on school property.
- Use loud, demanding, insulting and/or demeaning/offensive language.
- Operate a motor vehicle in a risky manner on school property.

- Enter agency facilities/premises at any time for purposes other than those, which are lawful and authorized by C.E.S.
- Violate any agency policies and regulations or an authorized agency employee's directive.

C.E.S. administrators will have the right to cease any communication and/or activity during which such a disruption/violation occurs. When necessary, C.E.S. reserves the right to contact the local police to ask for their assistance in dealing with such situations.

DRUG/ALCOHOL/AIDS INSTRUCTION

Consistent with Connecticut State law, C.E.S. is required to provide planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) and drug abuse education and prevention programs for all students. Both of these areas of instruction will be formally implemented as is developmentally appropriate for your child.

In terms of your child's program these two areas of instruction will be incorporated into a number of curriculum areas, or will be part of a general health course offering. Instructional objectives that will be addressed have or will be incorporated into your child's individual education program (IEP). Since instructional objectives for your child have been selected based on age appropriate/developmentally-based communication and cognitive skills, in certain instances, such instruction may be more specific to basic self-help or social awareness skills than actual formalized instruction in either of these areas. It is suggested that you review your child's most current IEP to determine the extent to which either of these required instructional areas have been addressed. If you have any questions about these instructional objectives, please direct them to the program administrator or your child's teacher.

Specifically, in terms of AIDS instruction, you have the right to exempt your child from such instruction consistent with State statutes and C.E.S. policy. The program administrator will be glad to provide a general overview of related goals/objectives. If you choose to exempt your child from such instruction based on the review of your child's IEP and/or subsequent discussion with the program staff, simply provide the program administrator with a written request to have your daughter/son not participate in such instruction.

USE OF VIDEOS/MOVIES FOR INSTRUCTION/REINFORCEMENT/RECREATION

C.E.S. permits the use of movies/videos when they can support or enhance instruction or can serve as a means of reinforcement/recreation for students attending C.E.S. programs. For instructional purposes their use must either directly support particular instructional learning objectives or enhance an area of curriculum goals. For reinforcement/recreation purposes their use must clearly meet a desired student/classroom behavioral objective and satisfy acceptable viewing standards established for youth audiences. The selection criteria for choosing videos for either instructional or reinforcement/recreation purposes should include quality of the overall presentation and its individual parts; fair and accurate representation of the facts; appropriateness regarding content in relation to the age and developmental level of the students; and the overall suitability/appropriateness for a school setting.

Videos used for either instruction or reinforcement/recreation will be carefully previewed and evaluated for content and program appropriateness prior to classroom or program use/viewing. Reviews will take into consideration ratings and content such as sexual language, behavior or innuendo, violence, criminal behavior, religious themes, promotion of bias of any type, drug use, horror, or frightening themes and other more mature themes.

Preschool students will be restricted to G rated movies/videos. Elementary school students will be restricted to G and PG rated movies/videos. Middle and high school students may view G, PG and PG 13 rated movies/videos. PG and PG 13 rated videos require the approval of the program administrator/supervisor and the permission of the parent when content includes sexual language, behavior or innuendo; violence; criminal behavior, religious theme, promotion of bias of any type, drug use, horror or frightening themes and other mature themes. R rated video may only be used in special instructional circumstances (i.e., war movie for history class) solely with high school students and only with the approval of the program administrator/supervisor and the permission of the parent prior to viewing.

VIDEO GAMES

Students are discouraged from bringing video games to school that will interfere with instruction. However, students may seek permission for some video games to be brought to school as a form of either recreation or reinforcement. These games will be carefully screened prior to student use to ensure appropriateness for an educational environment. Excessively violent videos will not be permitted.

USE OF COMPUTERS

As is deemed developmentally appropriate, C.E.S. programs offer students access to computers, chromebooks, devices, computer systems, software, electronic access privileges and the agency computer network. Access to the Internet will enable students to

explore thousands of databases, libraries and bulletin boards throughout the world. This technology opens instruction possibilities to a broader array of resources and provides an excellent opportunity to expand student knowledge.

While the internet can provide students with important learning experiences, it also can expose them to risks. Staff will make every effort to guide and supervise students in the appropriate selection and use of these electronic resources. However, it is not always possible to predict or protect what students encounter in some areas of while using the Internet. C.E.S. has taken steps to block and/or restrict access to known sites that we would consider inappropriate. Responsible use of these systems and activities is expected of all students. Students are responsible for their behavior and communication while using school computer networks. Students will be asked to sign a Responsible Use Policy Consent Form in grades Kindergarten through twelve and when it is deemed developmentally appropriate. Signed contracts will be shared with parents (see Appendix for a copy). You should reinforce this agreement with your child. Students who engage in cyber bullying or acts of harassment/sexting directed at other students or staff via their use of school/private computer networks or devices are subject to disciplinary actions/considerations and potentially police involvement. Parents who do not wish that their child have internet access should inform the program administrator in writing

Please see Appendix section for Responsible Use of Technology, Social Media, and Agency Network Systems. Where applicable, we encourage you to share/review this information with your child. Again, violation of any conditions of use could be cause for disciplinary action and/or revocation of network and computer access privileges.

DRIVING PRIVILEGES

Driving to and from school is a privilege granted to students with a valid driver's license, who are performing adequately in regard to academic and behavioral expectations. In addition, permission must be obtained from the student's referring school system. The rules associated with this privilege are as follows:

1. Arrive at school on time.
2. No other student may ride with the driver without permission from the program administrator and the parents of the driver and passenger. This permission must be obtained at least one day in advance of the prospective driving date. Students are not permitted to offer transportation to other TDP students who have refused their own assigned bus transportation and are seeking alternative transportation without C.E.S., home school district and parental permission.
3. Stereos must be kept at a reasonable volume level.
4 Speed limits and parking regulations must be obeyed on school grounds.

Violations of any of these rules could result in suspension and/or revocation of driving privileges.

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow the search of that motor vehicle when there is reasonable cause for a search of that motor vehicle. Refusal by a student, parent or guardian to allow access to the vehicle by the program administrator or law enforcement officers will be cause for termination of the privilege to bring a motor vehicle to school

STUDENT FREEDOM OF SPEECH/EXPRESSION

C.E.S. recognizes and protects the rights of student expression. It will, however, balance these rights with the interests of an orderly and efficient educational process and of a school environment suitable for healthy growth and development of all students. In terms of any oral presentation or printed material produced or distributed within the confines of the C.E.S. programs or for the program (e.g., homework assignment) shall not:

- Contain libelous or obscene language;
- Advocate illegal actions;
- Contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt or injury to reputations;
- Threaten imminent disruption of the program's educational process;
- Advocate actions which would endanger student's health or safety;
- Invade the lawful rights of others;
- Be sold on school property; nor
- Be circulated to solicit funds or donations.

Any student violation listed above may result in disciplinary actions by the program administrator.

DRESS/DRESS CODE

Students are expected to wear appropriate clothing to school. Student clothing, jewelry or manner of dress that is determined by C.E.S. administration as being provocative and/or distracting to the educational process, or unsafe are not permitted. Students are not permitted to wear any article of clothing or jewelry that have drug, tobacco or alcohol references; obscene or sexual words, phrases or connotations; or ethnic or racial references on it. Additionally, clothing or jewelry that reference gangs or violence are also not allowed. Clothing accessories that may be construed as intimidating and/or threatening are not allowed (e.g., excessively long key chains, some metal jewelry, etc.).

Violation of the dress code will be addressed on an individual basis by speaking to either the student and/or parent/guardian. In these instances, it will be requested of the student/parent that the student discontinue on any and all future days of school attendance, the manner of dress that is in violation of the code. Should the manner of dress be deemed particularly inappropriate, the student may be requested to change or otherwise alter their dress the same day so as to be in compliance with the dress code.

SMOKING/USE OF TOBACCO/VAPING

C.E.S. prohibits smoking in all areas under its control, including motor vehicles. No smoking is allowed in any building or on any property under C.E.S. control.

Students are also not permitted to smoke while engaged in activities where participation has been sanctioned by or is under the jurisdiction of C.E.S. such as trips and other student activities.

As part of the student's health curriculum, all students are provided with instruction regarding the ill effects of smoking.

USE OF C.E.S. TELEPHONES

The C.E.S. telephones are only for use by C.E.S. employees. Permission for students to use the C.E.S. telephones will be granted provided that there is a legitimate reason for this use and that it occur at an appropriate time. Students who wish to leave the school are not permitted to use the telephone but may request that a staff member contact their parent and relay the student's wishes to the parent. Students who attempt to use the agency telephones without staff permission will be subject to disciplinary action.

USE OF STUDENT-OWNED CELLULAR TELEPHONES AND ELECTRONIC DEVICES

The Cooperative Educational Services (C.E.S.) Representative Council recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Council also believes that electronic devices have become an integral part of the educational process to enhance student learning. Most students possess such devices and parents support their appropriate use in a school setting. Therefore, the Council encourages the appropriate use of electronic devices in the classroom or other school settings. The personal use of electronic devices must not endanger persons or property, disrupt the educational process, or violate a publicized policy of the Board.

Consistent with Connecticut law, C.E.S. prohibits the possession or use of devices while on school property, on school transportation vehicles or while attending school-sponsored activities on or off school property, unless the student obtains the written permission of the C.E.S. program administrator. Such permission shall only be granted if the student, the parent/guardian, or the teacher establishes to the satisfaction of the program administrator that a reasonable basis exists for the possession and use of the device.

C.E.S. program administrators will require parents to request such permission, in writing.

C.E.S. educational personnel, who discover a student in possession or use of a cellular mobile telephone or personal electronic device without the permission of the program administrator shall report the violation to the program administrator. The program administrator or designee may confiscate the device and will contact the student's parent/guardian. When the device is confiscated, it will be kept in the program administrator's office until the end of the school day, at which time it will be returned to the student. Repeated violations of this policy shall result in confiscation of the device, a loss of consent to bring such a device to school and, when warranted, consideration of disciplinary action.

Use in the classroom or technology area

Appropriate use of electronic devices and systems enrich the teaching and learning process by permitting access to external references and learning tools including on line texts, interpretations, and other resources thereby connecting the classroom to the

world. Use of electronic devices is inextricably linked to greater success in the acquisition of skills and competencies and prepares students for post-secondary education, the workplace and life.

Use of electronic devices is not appropriate where safety is a concern, such as in physical education classes where students physically engaged.

Classroom use of electronic devices is subject to regulation by the teacher and a social contract is encouraged subject to classroom rules developed as part of the social contract.

If electronic devices are utilized by the instructor as part of a planned instructional design, cooperative grouping ensures that all students have access to the electronic device.

Use in non-instructional areas

Electronic communication is not permissible in the cafeteria, before and after school, lockers, bathrooms, and between classes.

Inappropriate use

Inappropriate use by the student is behavior defined by the C.E.S. Discipline Policy and is subject to disciplinary consequences and confiscation. If confiscated, electronic devices can be retained for a defined period of time.

Electronic devices should not be used during a lock down.

Electronic devices may not be used for video-recording or audio-recording that does not support student instruction, research and staff development.

Electronic devices may be seized and contents searched if there is reasonable suspicion that there has been a criminal or policy violation.

Security

Security regarding electronic devices is a legitimate concern and guidance should be provided to both student and teacher that electronic devices are the responsibility of the owner. C.E.S. is not financially obligated to replace or repair any damaged student-owned electronic devices.

Use of the electronic device can be denied during assessments and examinations and may be required to be visible with power off, or collected.

HOMELESS STUDENTS

Consistent with the federal McKinney-Vento Act and the commitment of the Connecticut State Department of Education, all school districts must ensure access to public education for children and youth experiencing homelessness. This commitment should ensure that all Connecticut children in homeless situations have the opportunity to attend, enroll in and succeed in school. If you live in any of the following situations:

- in a shelter, motel, or campground,
- on the street,
- in an abandoned building, trailer or other inadequate accommodations,
- double up with friends and relatives because you cannot find or afford housing,

then you have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act. These include the right to:

- go to school, no matter where you live or how long you have lived there;
- continue in the school you attended before you became homeless or in school you last attended, if that is your choice and it is feasible (e.g., a reasonable transportation distance);
- receive transportation to the school you attended before you became homeless or the school you last attended, if you request such transportation,
- attend a school and participate in school programs with students who are not homeless,
- enroll in school without giving a permanent address,

- enroll and attend classes while the school arranges for the transfer of school and immunization records,
- enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment,
- receive the same special programs and services, if needed, as provided to all other students in the program,
- receive transportation to school and to school/program.

If you feel that you may meet the criteria for homelessness, you are encouraged to contact the C.E.S. or your local school district liaison for homeless education.

For more information or if you have questions/comments about this information, please contact Louis Tallarita, CT State Homeless Coordinator, (860) 807-2058, or Christopher LaBelle, C.E.S. Homeless Liaison (203) 365-8202/365-8201.

YOUTH SUICIDE

Parents are encouraged to share with C.E.S. educational personnel any concerns they may have about their child's behavior or emotional welfare. If a risk exists that a student may harm him/herself, it is imperative that all educational personnel with a need to know are aware of this information. Similarly, the C.E.S. Policy Concerning Youth Suicide Prevention and Intervention requires staff with any acquired knowledge of a potential suicide to take immediate steps to refer this information to appropriate school officials or emergency personnel to ensure the safety of the student suspected of such concerns. Parents will be immediately informed of such information and will be asked to pick up their child at school as deemed warranted, or if emergency procedures have been implemented, to meet their child at an area hospital used by emergency personnel.

PROGRAM SUPPORT SERVICES

C.E.S. Special Education programs employ a number of clinical and support services personnel to assist teachers and classroom staff in meeting the needs of students. The support services staff provides a variety of services including consultation and collaboration with teachers to implement classroom teaching strategies and/or direct therapy for students provided in the classroom, in small groups or individually. The need for direct support services is identified through the PPT process. If a teacher or program administrator feels your child would benefit from some support from one or more of the support services personnel, you will be contacted to give permission for your child to be observed or evaluated by that person.

The support services personnel working in various programs vary but may include; school psychologists, school social workers, behavior analyst, speech/language pathologists, occupational therapists, physical therapists, assistive technology specialist, reading specialist, technology teachers, audiologists, school nurses and consulting psychologists/psychiatrists. Although not all of these professionals are directly assigned to each of the programs, they are available for consultation, screening and/or evaluation if the need should arise for your child.

Speech/language pathologists, occupational therapists and physical therapists support your child's development of communication, fine and gross motor skills, and sensory integration functioning. They collaborate with classroom teachers to develop strategies to stimulate and support the development of these skills throughout the school day.

School psychologists, social workers and behavior analysts are involved in classrooms helping the educational staff create nurturing and productive environments for students. They assist students and teachers to effectively resolve the various emotional and behavioral issues that may arise. These staff assist in crisis management situations and help design and implement behavior modification strategies as well. They also collaborate with other providers of mental health services that work with our students outside of our agency. Consulting Psychologists/Psychiatrists also collaborate with these staff, our program administrators and teachers in addressing the emotional/behavioral needs of our students.

The assistive technology specialist and audiologist provide evaluations of student performance and make recommendations for assistive technology such as hearing aids, listening devices, augmentative communication devices and computer software. Reading specialists and technology teachers also work closely with teaching staff in providing instructional support in their designated areas of expertise.

The school nurse and consulting psychiatrists are available to determine if a student's health is impacting the ability to learn. They will make recommendations to parents as to the possible need for further medical evaluation to determine if intervention such as medication may be beneficial for a student.

If you have any concerns regarding your child and you feel one of these support services personnel might be helpful, please call your program administrator. If any of these services are identified as being needed in your child's IEP, you should be hearing from the person providing the service, at the beginning of the school year.

EMERGENCY INFORMATION

Each year parents/guardians are asked to complete an "Emergency Information Form". This form gives us valuable information which can be used in case of emergency or when we have an urgent need to contact parent or guardians. The information solicited is not an attempt to pry into personal business of the family, but is a sincere effort to gather needed information.

Although we are proud of the safety record in our programs, children do get sick while at school and occasionally students are injured while participating in school activities. When this happens, we must have accurate information about how to contact the parent/guardian, your physician or someone who can act for the parent/guardian. This is another important reason why you must complete the emergency information form. You will receive this form upon admission and will be asked to complete a new form annually. Please return it promptly to your child's program administrator.

PRACTICE EMERGENCY DRILLS

In a continuous effort to prepare for various dangerous conditions (e.g., fire, severe storm warning, police activity near school building) that could necessitate a building evacuation and/or an emergency lockdown, we will periodically conduct practice drills throughout the school year. State law requires monthly fire or crisis drills with at least a drill every three (3) months being a crisis response drills. In the unlikely event that an emergency of this nature were to arise, we believe the planned drills will only enhance our preparedness and ultimately better ensure the safety of our students. In some cases these drills will be pre-announced to students/staff but in other cases we will conduct unannounced drills. We will make every effort to ensure that such drills minimize disruption of classroom activities and are done in a fashion that avoids or minimizes adverse student reaction.

CRISIS RESPONSE PROCEDURES

In the event of a crisis in the area near our program facilities or in our facility (e.g., earthquake, severe storm, hazardous material spill, gas leak), the C.E.S. All-Hazards School Security and Safety Plan Procedures will go into effect. The program will follow prescribed procedures for the specific type of crisis being encountered.

PLEDGE OF ALLEGIANCE

Consistent with Connecticut Law, An Act Concerning ... the Pledge of Allegiance, each school must make available a time each school day for students to recite the "Pledge of Allegiance" and have a moment of silence. Consistent with this law, each C.E.S. program will designate a time for this activity. Students will not be required to recite the "Pledge of Allegiance", if they decline to do so. Please contact your child's program administrator if you would like to discuss this requirement and/or inform us that you do not wish to have your child participate in this daily activity.

EQUAL EDUCATION OPPORTUNITY/DISCRIMINATION

C.E.S. is committed to preserving a positive and productive learning environment free of all forms of student discrimination. Consistent with various federal and state anti-discrimination laws, It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Dr., Trumbull, CT 06611, (203) 365-8831.

Students or parents who wish to inquire or register a complaint concerning alleged discrimination in C.E.S. school-based programs or services may bring such concerns directly to their child's program administrator or the agency's compliance coordinator for specific areas of discrimination as listed below. Follow formal grievance procedures as identified below using complaint forms that are attached in Appendix section. Forms may also be obtained by calling designated Compliance Coordinator listed on the Annual Notice in the Appendix section or by calling the program administrator.

SEXUAL HARASSMENT

In compliance with federal and state laws, sexual harassment will not be tolerated by C.E.S. It is the policy of the agency to maintain a learning environment free from sexual harassment, insults and intimidation. Therefore, no member of the school community may engage in any form of conduct of sexual nature that constitutes sexual harassment. If a student or parent believes their child has been subject to behavior that could constitute sexual harassment, they should bring complaints directly to the attention of the

program administrator or the C.E.S. Title IX Compliance Coordinator. Upon receipt of such a complaint, the program administrator and/or C.E.S. Title IX Compliance Coordinator shall commence a prompt, thorough and impartial investigation. A complete copy of the C.E.S. Policy Concerning Student Sexual Harassment is available from your child's program administrator upon request. Follow formal grievance procedures as identified below using complaint forms that are attached in Appendix section. Forms may also be obtained by calling designated Compliance Coordinator listed on the Annual Notice in the Appendix section or by calling the program administrator.

DISCRIMINATION/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

Any student (or parent on behalf of their child) or parent/guardian who wishes to inquire about or register a complaint concerning alleged discrimination in C.E.S.' school-based programs and services shall have an opportunity to bring such concerns directly to the attention of the agency's Compliance Coordinator (See Annual Notices in Appendix section for complete list of Compliance Coordinators) for specific areas of discrimination or the program administrator of their child's program.

The following grievance procedure shall be utilized by any student or parent in making a formal complaint or inquiry. Officials shall be governed by this procedure.

In the event the complaint is against the Compliance Coordinator, the complaint may proceed directly to the Executive Director (*See* Note).

LEVEL I

The complainant shall first discuss the alleged discriminatory act or practice with the program administrator (if the complaint is against the program administrator, the complainant may choose to initiate this level of grievance with the designated Compliance Coordinator for the area of discrimination). If satisfaction cannot be achieved through informal discussion, the following procedures should be initiated if the complainant desires to proceed further.

LEVEL II

The complainant shall file a grievance in writing as soon as possible after the alleged incident, preferably on forms provided by the program administrator or Compliance Coordinator. Normally complaints should be made within thirty (30) days of the act.

The complainant should state the nature of complaint (the alleged discriminatory act or practice) and the date of the complaint, the date of the alleged discrimination, the name or names of the individuals alleged to have committed the act/practice and a statement of the circumstances constituting the alleged act or practice. When requested, the Compliance Coordinator should assist the student/parent in completing the necessary written complaint (e.g., the written report should not be a deterrent to initiating a formal complaint).

Upon receipt of the grievance form the Compliance Coordinator will notify the Executive Director of the grievance and if possible within five (5) working days of receipt of the written complaint, commence an effective, thorough, objective and complete investigation of the complaint maintaining confidentiality insofar as possible. In the case of a written complaint by a student involving an alleged act by educational personnel or volunteers, the investigation should be carried out jointly with the program administrator.

Every effort should be made to conclude the investigation within five (5) working days and to schedule a meeting with the complainant within ten (10) working days following receipt of the written grievance. The Compliance Coordinator should make a written report summarizing the results of the investigation and proposed disposition of the matter and shall provide copies to the complainant, to the individual(s) alleged to have committed the act and as appropriate to all others directly concerned.

LEVEL III

If the complainant is dissatisfied with the result of the investigation, student or parent/guardian may file a written appeal to the Executive Director who shall review the written report; the information collected in the investigation; and any recommended actions. The Executive Director may also conduct a reasonable investigation, including interviewing the complainant and individual(s) alleged to have committed the act and any witnesses with relevant information. After completing the review, the Executive Director shall respond to the complaint in writing, whenever possible within ten (10) days of receipt of the written appeal.

The Executive Director's resolution of the grievance shall be final and binding on all parties, including the C.E.S. Representative Council subject to the requirement of applicable state and federal law and due process rights.

Note: A. If the complaint involves the Compliance Coordinator, the Level II procedures will be handled by the Executive Director. If the complaint is dissatisfied with the result(s) they, may file a written appeal to the C.E.S. Representative Council President who in turn will handle Level III procedures.

B. If the complaint is against the Executive Director, the Compliance Coordinator shall notify the Representative Council President, and the C.E.S. designated attorney shall handle the complaint. Appeals shall be made to the Representative Council President.

DIVERSITY, EQUITY AND INCLUSION

Cooperative Educational Services (C.E.S.) is committed to fostering, cultivating and preserving a culture of valuing diversity, advancing equity and ensuring inclusion. Every student and staff member deserves a respectful and safe learning and working environment in which all aspects of their identities are valued. C.E.S. is committed to identifying and correcting practices and policies that perpetuate opportunity gaps, discrimination and institutional racism in all forms in order to provide all of its students and staff members with the opportunity to succeed.

The purpose of this policy is to promote and ensure a learning and working environment where all are welcome, respected and valued, as well as to establish a framework for the elimination of bias, including racial and cultural bias, as factors affecting students, families and staff. The diversity of our student body, our community and our staff is a strength of C.E.S. that should be fostered. Educational equity benefits all students and our entire community. C.E.S. recognizes that these are long-term goals that require significant work and resources to implement. (See appendices for complete policy/procedures)

AMERICANS WITH DISABILITIES ACT/SECTION 504

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Cooperative Educational Services recognizes its responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who have disabilities. No discrimination against any person with a disability will knowingly be permitted in any program nor practice of C.E.S. C.E.S. does not discriminate on the basis of disability in admission to its programs, services or activities, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. C.E.S. also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. If you have any questions or concerns about admission criteria, building accessibility or require special accommodations regarding school-related activities please contact the program administrator. Questions, complaints or requests for additional information regarding the ADA and Section 504 may be forwarded to the C.E.S. ADA/504 Compliance Coordinator listed in the Appendix section.

Appendix A

School Calendar

Appendix B

Directions to Program Sites

Appendix C

Immunization Requirements

Appendix D

Medical Guidelines for Exclusion from School

Appendix E

Substance Abuse Sanctions

Appendix F

Student Discipline Procedures

Appendix G

Responsible Use of Technology, Social Media, and Agency Network System

Appendix H

Discrimination Annual Notice

Appendix I

Discrimination Grievance Form

Appendix J

Sexual Harassment Annual Notice

Appendix K

Crisis Response – Letter to Parent

Appendix L

Memo of Understanding regarding
Behavior Management and Emergency Interventions

Appendix M

C.E.S. Diversity, Equity and Inclusion Policy

Appendix A

School Calendar

C.E.S. SPECIAL EDUCATION SCHOOL CALENDAR

2022-2023

July 2022

Su	M	Tu	W	Th	F	S
					1	
	~~4~~	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	**29**	

August 2022 (5)

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	**18**	**19**	
	22+	**23+**	**24+**	**25**	26	
	29	30	31			

September 2022 (20)

Su	M	Tu	W	Th	F	S
				1	2	
	~~5~~	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	~~26~~	27	28	**29**	30	

October 2022 (20)

Su	M	Tu	W	Th	F	S
	3	4	~~5~~	6	7	
	10	11	**12***	**13***	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

November 2022 (19)

Su	M	Tu	W	Th	F	S
		1	2	3	4	
	7	**8+**	9	10	11	
	14	15	16	17	18	
	21	22	**23***	~~24~~	~~25~~	
	28	29	30			

December 2022 (17)

Su	M	Tu	W	Th	F	S
				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	**23***	
	~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	

January 2023 (20)

Su	M	Tu	W	Th	F	S
	~~2~~	3	4	5	6	
	9	10	11	12	13	
	~~16~~	17	18	19	20	
	23	24	**25***	**26***	27	
	30	31				

February 2023 (17)

Su	M	Tu	W	Th	F	S
			1	2	3	
	6	7	8	9	10	
	13	14	15	**16+**	~~17~~	
	~~20~~	21	22	23	24	
	27	28				

March 2023 (22)

Su	M	Tu	W	Th	F	S
			1*	**2***	3	
	6	7	8	9	10	
	13	14	15	16	**17+**	
	20	21	22	23	24	
	27	28	29	30	31	

April 2023 (14)

Su	M	Tu	W	Th	F	S
	3	4	5	6	~~7~~	
	~~10~~	~~11~~	~~12~~	~~13~~	~~14~~	
	17	18	19	20	21	
	24	25	26	27	28	

May 2023 (22)

Su	M	Tu	W	Th	F	S
	1	2	**3***	**4***	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	~~29~~	30	31			

June 2023 (4)

Su	M	Tu	W	Th	F	S
				1	2	
	5	**6***	**7**	8	9	
	12	13	14	15	16	
	~~19~~	20	21	22	23	
	26	27	28	29	30	

July 1 – Summer Session Begins
July 4 – July 4th Holiday – Closed
July 29 – Summer Session Ends
August 18 & 19 – New Certified/ Licensed Begin
August 22– Convocation – All Staff to Report
August 25 – Students Return
September 5 – Labor Day – Closed
September 26 – Rosh Hashanah - Closed
September 29 – Parent Night
October 5 – Yom Kippur - Closed
October 12 & 13 – Early Dismissal – PPT Prep
November 8 – Staff Only – PD Day
November -23 – Early Dismissal
November 24 & 25– Thanksgiving - Closed
December 23 – Early Dismissal
December 26 - 30 – Holiday Recess – Closed
January 2 – New Year's Day Holiday (Observed) – Closed
January 16 – Martin Luther King, Jr., Day – Closed
January 25 & 26 – Early Dismissal - Parent Conference
February 16 – Staff Only – PD Day
February 17 – February Break - Closed
February 20 – Presidents' Day - Closed
March 1 & 2 – Early Dismissal – PPT Prep
March 17 – Staff Only – PD Day
April 7- Good Friday - Closed
April 10 – 14 – Spring Recess - Closed
May 3 & 4 – Early Dismissal – PPT Prep
May 29 – Memorial Day - Closed
June 6 - Tentative last day for students – Early Dismissal
June 7 - Tentative last day for staff
June 19 – Juneteenth – Closed

KEY:
/ - No School
+ - Staff Only
* - Early Dismissal
( ) indicates total number of available days in a month

Approved by C.E.S. Representative Council on 11/4/21

Note: State law requires that public schools operate 180 days for students. Any unusual circumstances, snow days or other emergency closing days will extend the last day for students. June 20th will be the absolute last day for students (early dismissal day) and June 21th will be the absolute last day for academic year staff which would include nine (9) make-up days if needed. Any additional days beyond the nine required for make-up will occur during April recess starting at the end of the week.

Appendix B

Directions to Program Sites

C.E.S.

THE FOLLOWING DIRECTIONS ARE TO OUR LOCATION AT:

25 Oakview Dr.

12/2011

Inclement weather hotline number: 203-365-8848 (call after 6:00 a.m.)

Driving Directions to C.E.S., 25 Oakview Drive, Trumbull, CT (203) 365-8800

From Merritt Parkway - Northbound
(Exit 48 - Main Street) - Take a right at end of exit ramp
At 2nd traffic light (.4 miles), take left onto Old Town Rd. At third stop sign, take a left onto Oakview Drive. C.E.S. is the second major building on the left.

From Merritt Parkway – Southbound
Exit 50 – Take a right at end of exit ramp onto White Plains Road.
At third traffic light (approximately .8 mile) make a left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, follow (.5 miles) to stop sign. Take a left onto Oakview Drive. C.E.S. is the first major building on the right.

From Connecticut Turnpike (I-95)
Either Southbound or Northbound:
Take Route 8/25 Connector North (exit 27A). Follow signs for Route 25. Take White Plains Road Exit 7(Route 127). At end of ramp, turn left onto White Plains Rd. At traffic light (.4 miles), take left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, (go past the C.E.S. Admin. Building) follow (.5 miles) to stop sign. Take a left onto Oakview Drive. C.E.S. is the first major building on the right.

From Route 8 South
Route 8 South to Merritt Parkway (route 15, Exit 10). Follow Merritt Parkway (.5 miles) to White Plains Road (Route 127) Exit 50. Take a right at the end of the exit. Follow White Plains Road (1 mile). At third traffic light (Reservoir Ave.) take a left. **Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, follow (.5 miles) to stop sign.** Take a left onto Oakview Drive. C.E.S. is the first major building on the right.

From Route 25 - Danbury Area
Take Route 25 south to Exit 9 - Daniels Farm Road. At end of exit, take left. Take right at stop sign onto Daniels Farm Road. Follow for approx. 1/4 mile to traffic light - take left onto White Plains Road - follow about 1/4 mile and take a right onto Reservoir Avenue. Follow one mile to Lindeman Drive. Take right onto Lindeman Drive, follow (.5 miles) to stop sign. Take a left onto Oakview Drive. C.E.S. is the first major building on the right.

C.E.S.

7 Cambridge Dr.
7/2020

THE FOLLOWING DIRECTIONS ARE TO OUR LOCATION AT:

Inclement weather hotline number: 203-365-8848 (call after 6:00 a.m.)

Driving Directions to C.E.S., 7 Cambridge Drive, Trumbull, CT (203) 365-8220

From Merritt Parkway - Northbound
(Exit 48 - Main Street) - Take a right at end of exit ramp
At 2nd traffic light (.4 miles), take left onto Old Town Rd. At third stop sign, **continue straight.** C.E.S. is the first building on your left (enter on side).

From Merritt Parkway – Southbound
Exit 50 – Take a right at end of exit ramp onto White Plains Road.
At third traffic light (approximately .8 mile) make a left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, follow (.5 miles) to stop sign. Take a left onto Oakview Drive. Continue on Oakview to first stop sign. Take a left at stop sign. C.E.S. is the first building on your left (enter on side).

From Connecticut Turnpike (I-95)
Either Southbound or Northbound:
Take Route 8/25 Connector North (exit 27A). Follow signs for Route 25. Take White Plains Road Exit 7(Route 127). At end of ramp, turn left onto White Plains Rd. At traffic light (.4 miles), take left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, (go past the C.E.S. Admin. Building) follow (.5 miles) to stop sign. Take a left onto Oakview Drive. Continue on Oakview to first stop sign. Take a left at stop sign. C.E.S. is the first building on your left.

From Route 8 South
Route 8 South to Merritt Parkway (route 15, Exit 10). Follow Merritt Parkway (.5 miles) to White Plains Road (Route 127) Exit 50. Take a right at the end of the exit. Follow White Plains Road (1 mile). At third traffic light (Reservoir Ave.) take a left. **Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive, follow (.5 miles) to stop sign.** Take a left onto Oakview Drive. Continue on Oakview to first stop sign. Take a left at stop sign. C.E.S. is the first building on your left.

From Route 25 - Danbury Area
Take Route 25 south to Exit 9 - Daniels Farm Road. At end of exit, take left. Take right at stop sign onto Daniels Farm Road. Follow for approx. 1/4 mile to traffic light - take left onto White Plains Road - follow about 1/4 mile and take a right onto Reservoir Avenue. Follow one mile to Lindeman Drive. Take right onto Lindeman Drive, follow (.5 miles) to stop sign. Take a left onto Oakview Drive. Continue on Oakview to first stop sign. Take a left at stop sign. C.E.S. is the first building on your left.

Directions to 40 Lindeman Drive, Trumbull, CT 06611

From the Merritt Parkway (Route 15) - Northbound
Exit 48 - Main Street - Take a right at end of exit ramp. At 2nd traffic light (.4 miles), take left onto Old Town Rd. At third stop sign, take a left onto Oakview Drive. Go past the C.E.S. schools and take the next right onto Lindeman Drive. Go a short distance to the first left to C.E.S. (40 Lindeman Drive).

From the Merritt Parkway (Route 15) – Southbound
Exit 50 – Take a right at end of exit ramp onto White Plains Road. At second traffic light (approximately .8 mile) make a left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive and C.E.S. (40 Lindeman Drive) is on the right.

From Connecticut Turnpike (I-95) either Southbound or Northbound
Take Route 8/25 Connector North (exit 27A). Follow signs for Route 25. Take Exit 7 to White Plains Road (Route 127). At end of ramp, turn left onto White Plains Rd. At traffic light (.4 miles), take left onto Reservoir Avenue. Follow (1 mile) to Lindeman Drive. Take a right onto Lindeman Drive and C.E.S. (40 Lindeman Drive) is on the right.

From Route 25 - Danbury Area
Take Route 25 south to Exit 9 - Daniels Farm Road. at end of exit, take left. Take right at stop sign onto Daniels Farm Road. Follow for approx. 1/4 mile to traffic light - take left onto White Plains Road - follow about 1/4 mile and take a right onto Reservoir Avenue. Follow one mile to Lindeman Drive. Take right onto Lindeman Drive and C.E.S. (40 Lindeman Drive) is on the right.

From Route 8 South
Route 8 South to Merritt Parkway (Route 15, Exit 10). Follow Merritt Parkway (.5 miles) to White Plains Road (Route 127) Exit 50. Take a right at end of exit. Follow White Plains Road (1 mile). At Second Traffic Light (Reservoir Ave) take a left. Follow (1mile) to Lindeman Drive. Take right onto Lindeman Drive and C.E.S. (40 Lindeman Drive) is on the right.

Appendix C

Immunization Requirements

STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS

2022-2023 SCHOOL YEAR



PRESCHOOL

Hep B:	3 doses, last one on or after 24 weeks of age
DTaP:	4 doses (by 18 months for programs with children 18 months of age)
Polio:	3 doses (by 18 months for programs with children 18 months of age)
MMR:	1 dose on or after 1st birthday
Varicella:	1 dose on or after 1st birthday or verification of disease
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday
Hib:	1 dose on or after 1st birthday
Pneumococcal:	1 dose on or after 1st birthday
Influenza:	1 dose administered each year between August 1st-December 31st (2 doses separated by at least 28 days required for those receiving flu for the first time)

KINDERGARTEN

Hep B:	3 doses, last dose on or after 24 weeks of age
DTaP:	At least 4 doses. The last dose must be given on or after 4th birthday
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday
Hib:	1 dose on or after 1st birthday for children less than 5 years old
Pneumococcal:	1 dose on or after 1st birthday for children less than 5 years old

GRADES 1-6

Hep B:	3 doses, last dose on or after 24 weeks of age
DTaP/Td:	At least 4 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday

GRADE 7-10

Hep B:	3 doses, last dose on or after 24 weeks of age
Tdap/Td:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
Hepatitis A:	2 doses given six calendar months apart, 1st dose on or after 1st birthday
Meningococcal:	1 dose

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GRADES 11-12

Hep B:	3 doses, last dose on or after 24 weeks of age
Tdap/Td:	1 dose for students who have completed their primary DTaP series. Students who start the series at age 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday
MMR:	2 doses separated by at least 28 days, 1st dose on or after 1st birthday
Varicella:	2 doses separated by at least 3 months-1st dose on or after 1st birthday; or verification of disease. 28 days between doses is acceptable if the doses have already been administered.
Meningococcal:	1 dose

- DTaP vaccine is not administered on or after the 7th birthday.
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated.
- Hib is required for all Pre-K and K students less than 5 years of age.
- Pneumococcal Conjugate is required for all Pre-K and K students less than 5 years of age.
- Hep A requirement for school year 2022-2023 applies to all Pre-K through 10th graders born 1/1/07 or later.
- Hep B requirement for school year 2022-2023 applies to all students in grades K-12. Spacing intervals for a valid Hep B series: at least 4 weeks between doses 1 and 2; 8 weeks between doses 2 and 3; at least 16 weeks between doses 1 and 3; dose 3 must be administered at 24 weeks of age or later.
- Second MMR for school year 2022-2023 applies to all students in grades K-12.
- Meningococcal Conjugate requirement for school year 2022-23 applies to all students in grades 7-12
- Tdap requirement for school year 2022-2023 applies to all students in grades 7-12
- If two live virus vaccines (MMR, Varicella, MMRV, Intra-nasal Influenza) are not administered on the same day, they must be separated by at least 28 days (there is no 4 day grace period for live virus vaccines). If they are not separated by at least 28 days, the vaccine administered second must be repeated.
- Lab confirmation of immunity is **only** acceptable for Hep A, Hep B, Measles, Mumps, Rubella, and Varicella.
- **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history.

For the full legal requirements for school entry visit:
https://portal.ct.gov/DPH/Immunizations/Immunization--Laws-and-Regulations

If you are unsure if a child is in compliance, please call the Immunization Program at (860) 509-7929.

New Entrant Definition:

*New entrants are any students who are new to the school district, including **all** preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. **All pre-schoolers, as well as all students entering kindergarten**, including those repeating kindergarten, and those moving from any public or private pre-school program, even in the same school district, **are considered new entrants**. The one exception is students returning from private approved special education placements–they are not considered new entrants.

Commonly Administered Vaccines:

Vaccine:	Brand Name:	Vaccine:	Brand Name:
DTaP-IPV-Hib	Pentacel	MMRV	ProQuad
DTaP-HIB	TriHibit	PCV7	Prevnar
HIB-Hep B	Comvax	PCV13	Prevnar 13
DTaP-IPV-Hep B	Pediarix	DTaP-IPV	Kinrix, Quadracel
Hepatitis A	Havrix, Vaqta	Influenza	Fluzone, FluMist, Fluviron, Fluarix, FluLaval Flucelvax, Afluria
DTap-IPV-Hib-Hep B	Vaxelis		

Appendix D

Medical Guidelines for Exclusion from School

COOPERATIVE EDUCATIONAL SERVICES
2022-23 MEDICAL GUIDELINES FOR A STUDENT'S EXCLUSION FROM SCHOOL

The exclusion period for students with a communicable disease is as stated in the table below.

Disease or Symptoms	Period of Exclusion
Infectious illness suspected to be contagious	Return to school with physician's note.
Signs and symptoms indicative of COVID-19	Return to school after negative test AND free from symptoms as per DPH recommendations.
Fever of 100° Fahrenheit (oral, tympanic or temporal)	Until temperature has returned to normal for a period of 24 hours without the use of medicine.
Flu-like symptoms	Until symptom free for 24 hours or more without the use of medicine.
Vomiting or diarrhea (if sent home by nurse)	Must stay home the following full day and may return the next day if all symptoms are resolved.
A bad cold with nasal drainage that is yellow or green or a productive cough	Until nasal drainage is clear and cough is non-productive and only occasional. Energy level is normal.
Throat or skin infection requiring antibiotics (i.e., Strep Throat)	Until diagnosed by physician plus note indicating student is under adequate treatment and has been on medication for 24 hours.
Pink or draining eye (i.e., Conjunctivitis)	Until diagnosed by physician plus note indicating student is under adequate treatment for 24 hours.
Any skin rash which may be contagious (i.e. scabies, Impetigo, etc.)	Until diagnosed by physician plus note indicating student is under adequate treatment for 24 hours.
Pediculosis or lice (students are to be brought to school by an adult – please do not put your child on the bus)	Until treatment is given and school nurse has assessed the student's current status.
Any Childhood Vaccine Preventable Disease (i.e., Chicken Pox, Measles)	Due to immunizations currently available, we no longer expect to see Childhood Diseases. All suspected cases must be assessed by your Medical Care Provider. A note must accompany your child in order to return to school.
Ringworm	Until diagnosed by physician plus note indicating student is under adequate treatment.
Tuberculosis (Active)	Until three negative cultures have been obtained by a physician and Physician Letter to return to school from Health Department.
Sign or Symptom of Head Injury	Return to school with physician's note and whether your child has restrictions.

These guidelines were developed using the State of CT guidelines for Common Infections in Young Children and local school district policies.

Physician's Signature: Original signature on file in Special Education Office
Robert Chessin, M.D.

7/2022

Appendix E

Substance Abuse Sanctions

APPENDIX

SUBSTANCE ABUSE SANCTIONS

	1st Offense	2nd Offense	3rd Offense
Use of Alcohol Or Drugs	3-Day Suspension Substance Abuse Assessment	5-Day Suspension Substance Abuse Assessment Counseling PPT Meeting to Review Placement	10-Day Suspension Substance Abuse Assessment Counseling PPT Meeting to Discuss Program Dismissal
Possession of Drug Paraphernalia	2-Day Suspension Substance Abuse Assessment	3-Day Suspension Substance Abuse Assessment PPT Meeting to Review Placement	5-Day Suspension Substance Abuse Assessment Counseling PPT Meeting to Discuss Program Dismissal
Possession of Alcohol or Drugs Or Distribution/Selling Of Alcohol or Drug Paraphernalia	5-Day Suspension Substance Abuse Assessment Counseling PPT Meeting to Review Placement	10-Day Suspension Susbstance Abuse Assessment Counseling PPT Meeting to Discuss Program Dismissal	
Distribution or Selling of Drugs	10-Day Suspension Substance Abuse Assessment Counseling PPT Meeting to Discuss Program Dismissal		

Appendix F

Student Discipline Procedures

Policy 6.008. Policy Concerning Student Discipline and Dismissal Actions from C.E.S. Programs

Cooperative Educational Services (C.E.S.) recognizes that it is the responsibility of program personnel to maintain a safe and orderly environment for learning to take place and to ensure the safety of children in school, school-sponsored activities on or off school grounds and transportation to and from school.

The Executive Director is authorized to establish administrative procedures that permit program administrators to take necessary disciplinary actions consistent with Connecticut General Statutes for student conduct that threatens the welfare of people who study or work at school, endangers property or persons, is seriously disruptive of the educational process or violates a law or a policy of the C.E.S. Representative Council. All decisions regarding disciplinary action (e.g., in-school suspension vs. out-of-school suspension) should take into account whether the student's conduct poses a danger to persons or property or a serious disruption of the educational process. Consideration should be given to whether there are any mitigation factors (e.g., age, development, first time offense, etc.) that might lead to a consideration of whether an in-school suspension vs. an out-of-school suspension might be warranted. Program personnel are encouraged to establish age and developmentally appropriate expectations for behaviors that are conducive to the development and maintenance of a healthy, orderly and safe learning environment. Program administrators and personnel will vigorously pursue all information regarding students who may be in possession of and/or involved in the sale of weapons, dangerous instruments, drugs and alcohol or acts/threats of violence consistent with agency administrative procedures herein. C.E.S. will provide program personnel appropriate training on the topics of behavior management techniques, conflict resolution and school violence prevention. In addition, C.E.S. will provide annual notification to parents/guardians and when appropriate, students concerning school conduct and school discipline.

ADOPTED: September 19, 1989
REVISED: March 2, 1995
REVISED: June 1, 2000
REVISED: September 5, 2002
REVISED: May 7, 2009
Reference: Sec. 10-233a-j - Connecticut General Statutes and as Amended
-Removal of Pupils From Class
-Suspension of Pupils
-Expulsion of Pupils, etc.
-Notice as to Disciplinary Policies & Action
-In-school Suspension of Pupils
-Boards to Report School Violence, etc.
C.E.S. Guidelines for the Employment of Behavior Management Strategies
C.E.S. Policy and Administrative Procedures Concerning Chemical Health and Student Substance Abuse
C.E.S. Policy and Administrative Regulations Concerning Student Sexual Harassment
C.E.S. Policy and Administrative Procedures Regarding Confidentiality of Student Records
PA 02-119 An Act Concerning Bullying Behavior in Schools
PA 07-122 An Act Concerning Suspensions and Expulsions by Local and Regional Boards of Education
PA 07-66 An Act Concerning In-School Suspensions.

Policy 6.008A. (C.E.S.) Administrative Guidelines Concerning Student Discipline and Dismissal Action from C.E.S. Programs

DEFINITIONS

a) **"Bullying"** means any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds (including on transportation vehicles), or at a school-sponsored activity, which acts are committed more than once against any student during the school year.

b) **"Dangerous instrument"** means any instruments, article or substance which, under the circumstances in which it is used or attempted to be used or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and/or a dog that has been commanded to attack.

c) **"Deadly weapon"** means any weapon designed for violence and which is capable of inflicting death or serious bodily harm and may include a loaded or unloaded pellet gun and or certain air powered pistols, switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.

d) **"Dismissal"** means a permanent exclusion of at least one year from a C.E.S. school, program, or service.

e) **"Electronic Defense Weapon"** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.

f) **"Emergency"** means a situation under which the continued presence of the pupil in school or on a transportation vehicle poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.

g) **"Exclusion"** means any denial of public school privileges to a student for disciplinary purposes.

h) **"Expulsion"** means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one hundred eighty (180) consecutive school days. Such period of exclusion may extend beyond the school year in which the exclusion was imposed.

i) **"Firearm"** means 1) any weapon (including a starter gun) which will or is designed to or may be readily converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into a destructive device which may be readily assembled. Firearm does not include any antique firearm; or any device which is neither designed nor redesigned for use as a weapon.

j) **"Informal Hearing"** means a meeting with the student and/or parents in regard to the suspension.

k) **"In-School Suspension"** means an exclusion from regular classroom activity for no more than ten (10) consecutive days, but not exclusion from school. No student shall be

placed on in-school suspension more than (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion. An in-school suspension may include reassignment to a regular classroom program in a different school in the school district; such reassignment shall not constitute a "suspension" or "expulsion" under this policy.

l) **"Martial arts weapon"** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.

m) **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

n) **"Program Personnel"** means any person employed by Cooperative Educational Services (C.E.S.) who provides instruction or related services including transportation to students enrolled in C.E.S. schools/programs.

o) **"Removal"** means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.

p) **"School"** means any program/service under the direction of Cooperative Educational Services for which one or more local or regional board of education pays tuition costs for students enrolled in such programs.

q) **"School-Sponsored Activity"** means any activity sponsored, recognized or authorized by C.E.S. or the students responsible board of education and includes activities conducted on and off school property.

r) **"Seriously Disruptive of the Educational Process"** as applied to on and off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of the school.

s) **"Suspension"** means the exclusion from school and/or transportation services for no more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which the suspension was imposed. No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of suspension, unless such student is granted a formal hearing as provided below.

t) **"Transportation Vehicle"** means any public service vehicle used by C.E.S. or the student's responsible board of education to transport students to and from school or school sponsored activities.

u) **"Vehicle"** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

Scope of the Student Discipline Policy - C.E.S. administrators may suspend students from school privileges or dismiss students for conduct either on school grounds or at a school sponsored activity if the conduct is:
-a violation of a publicized policy of the Representative Council; or
-seriously disruptive of the education process; or
-endangers persons or property.

Students may be suspended or dismissed from school privileges for conduct off school grounds if the conduct is both:
-a violation of a publicized policy of the Representative Council **and**
-seriously disruptive of the education policy.

NOTE: Consistent with amendments to Connecticut General Statutes (10-233c and 10-233d), in making a determination as to whether conduct occurring off school grounds is seriously disruptive of the educational process, the agency administration may consider, but such consideration shall not be limited to:
-whether the incident occurred in close proximity of a school;
-whether other students from the school were involved
-whether there was any gang involvement;
-whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Connecticut General Statutes 29-38
-whether any injuries occurred; and/or
-whether the conduct involved the use of alcohol.

I. Levels of Disciplinary Action

A. Removal: C.E.S. program personnel are authorized to remove students to a designated area and notify the program administrator or his/her designee when such student deliberately causes a serious disruption of the educational process within the classroom. A student may not be removed from class more than twice in one week or more than six times in any school year unless such student is granted an informal hearing in accordance with the provisions of these administrative regulations by the Program Administrator.
NOTE: Seclusion time-out may be used as an emergency intervention to prevent immediate or imminent injury to self or others. Furthermore, "time out" is sometimes employed by some C.E.S. programs as a behavioral intervention for students in the implementation of their Individualized Educational Programs (IEP). The use of "time out" is governed by C.E.S. Behavior Management Guidelines.

Removal may be imposed when a student intentionally/deliberately engages in severe misbehavior which seriously disrupts the educational process. The types of offenses* that would warrant consideration of this disciplinary action may include when a student:

1) repeatedly defies the valid authority of instructional/related services program personnel;
2) engages in behavior that threatens the safety of self or others;
3) intentionally/knowingly vandalizes classroom furniture textbooks/workbooks or materials/equipment;
4) makes repeated insulting, humiliating, ridiculing, intimidating comments, or sexually suggestive explicit or unwelcomed comments toward classmates or program personnel;
5) repeatedly violates classroom rules which interfere with another student's right to learn and program personnel's ability to provide instruction/teach.
6) intentionally/knowingly leaves the classroom, school building, C.E.S. transportation vehicle or school grounds without permission;
7) exhibits aggressive actions toward a classmate or program personnel;
8) uses profanity, vulgarity or obscene gestures with classmates, program visitors or program personnel;
9) throws objects that threaten the safety of others;

*(This listing of offenses are examples and are not meant to be exhaustive with respect to the disciplinary action of removal.)
NOTE: Given the characteristics of students enrolled in C.E.S. school-based special education programs, certified program personnel are required to establish classroom management plans that limit the need to remove students from class. Such plans should be devised with regard to the disability of the student(s) and his/her developmental ability to comprehend behavioral expectations and consequences established as well as this disciplinary action when warranted.

B. <u>In-School Suspension</u>: C.E.S. Program Administrators are authorized to impose an in-school suspension when a student's conduct is violative of publicized policy of CES or the student's local school district, endangers persons or property, or causes serious disruption of the educational process within the classroom. A student may not be placed on in-school suspension without an informal hearing by the Program Administrator. No student shall be placed on in-school suspension for more than ten (10) consecutive school days, more than fifteen (15) times in one school year or a cumulative total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

In-school suspension shall be imposed when misconduct is serious, reflects chronic misbehavior that seriously disrupts the educational process, or potentially endangers self, other persons or property in school, at a school sponsored activity on or off school grounds, or on a C.E.S. transportation vehicle. The types of offenses* that would warrant consideration of this disciplinary action may include when a student:

1) intentionally defies the valid authority of program personnel or administrators;
2) intentionally engages in behavior that jeopardizes or threatens the safety and well being of self or others;
3) intentionally vandalizes, cuts or defaces any school property including textbooks, library books or other educational materials;
4) makes repeated insulting, humiliating, ridiculing, intimidating comments, or sexually suggestive explicit or unwelcomed comments toward classmates or program personnel;
5) violates classroom rules which interferes with another student's right to learn and program personnel's ability to provide instruction/teach;
6) intentionally/knowingly leaves the classroom, school building, C.E.S. transportation vehicle or school grounds without permission;
7) engages in overt acts of bullying;
8) fights with another student;
9) steals or attempts to steal school property or the property of a classmate or program personnel;
10) possesses or uses tobacco products in the school building, on C.E.S. transportation vehicles or on school grounds except where designated by program personnel for students of high school age;
11) knowingly possess drug paraphernalia;
12) repeatedly engages in behaviors that require removal from class;
13) engages in inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school sponsored event;
14) possesses ammunition for any weapon;
15) enters the school facility or portion of the school without authorization or aids/abets any unauthorized entrance;
16) unauthorized and/or inappropriate use of any school computer, computer system, computer software, internet connection, or similar school property or system;
17) accumulates offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention;
18) throws snowballs, rocks, sticks, and/or similar objects that could accidentally hurt someone/damage property;

19) uses an activated paging device (i.e., beeper) or cellular device that disrupts the education process without permission of the program administrator;

20) engages in use of profanity, vulgarity or obscene or sexually explicit actions/gestures toward others;

*(This listing of offenses are examples and are not meant to be exhaustive with respect to the disciplinary action of in-school suspension.)

a Refer to Policy and Administrative Procedures Concerning Chemical Health and Student Substance Abuse
b Refer to Policy and Administrative Procedures Concerning Bullying Behavior

C. *Out-of-School Suspension: C.E.S. Program Administrators are authorized to suspend from school any student whose conduct poses a serious danger to persons or property or is seriously disruptive of the educational process or whose conduct is violative of a publicized policy of the agency. C.E.S. also authorizes the administration to suspend C.E.S. transportation services for any student whose conduct while waiting or receiving transportation to and from school poses a danger to persons or property or is violative of a publicized policy of the agency. Unless an emergency exists, no student shall be suspended without an informal hearing by the Program Administrator. No student shall be suspended from school/C.E.S. transportation services for more than ten (10) consecutive school days, more than ten (10) times in one school year or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to sections 4-176e to 4-180a inclusive and Section 4-181a. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

*NOTE: C.E.S. program administrators may elect to impose an in-school suspension in lieu of out-of-school suspension when situations warrant this disciplinary action.

Suspension outside of school shall be imposed when a student's misconduct is serious and potentially endangers staff, other persons or property; and violates a publicized policy of C.E.S. or the student's responsible local school district; is seriously disruptive of the educational process; and occurs in school, off school grounds, at a school sponsored activity on or off school grounds or while awaiting or receiving school transportation services.

The types of offenses* that would warrant consideration of this disciplinary action may include when a student:

1) intentionally and repeatedly defies the valid authority of program personnel or administrators;
2) repeatedly engages in behavior that jeopardizes and threatens the safety and well-being of self and others;
3) intentionally causes or attempts to cause substantial damage to school property including educational materials and equipment, transportation vehicles and/or equipment;
4) intentionally engages in overt acts of bullying, or engages in sexual harassment, insults or intimidation of other students, program personnel, program visitors, or other persons involved in school sponsored activities;

5) demonstrates behavior such that safety can no longer be ensured for him/herself, other students or program personnel;
6) Leaves classroom and/or assigned area, school campus and/or building without permission;
7) repeatedly engages in fighting with other students;
8) physically assaults another person which is not reasonably required for self-defense;
c, d
9) steals or attempts to steal school or private property of substantial value;
10) consumes tobacco products, ignites matches or a lighter on a C.E.S. transportation vehicle and in school programs;
11) knowingly possesses, uses or is under the influence of any narcotic drug, restricted mood altering substance or any substance purported to be a restricted substance or over the counter drug or alcoholic beverage;
a, b
12) intentionally repeats offenses leading to in-school suspension;
13) intentionally causes or attempts to cause substantial damage to private property of program personnel, program visitors, other students or other persons involved in school-sponsored activities;
14) intentionally throws anything out of a C.E.S. transportation window that would endanger others or potentially leads to a violation;
15) intentionally engages in repeated use of profanity, vulgarity or obscene or sexually explicit actions/gestures toward others;
16) knowingly/intentionally sets-off false fire alarms, makes a false 911 phone call or false reports to authorities (i.e., bomb scares);
17) possesses facsimiles of weapons or possesses or transmits fireworks or other similar devices that endanger self or others or could cause damage to school or private property including C.E.S. transportation and private vehicles;
18) engages in conduct or criminal activity that violates a publicized policy of C.E.S. or the student's responsible local school district and is seriously disruptive of the educational process;
19) repeatedly uses an activated paging device (i.e., beeper) or cellular device that disrupts the education process without permission of the program administrator;
20) trespasses on school grounds while on out-of-school suspension;
21) recklessly or improperly operates a motor vehicle on school grounds or at any school sponsored event;
22) engages in a plan to stage or create a violent situation for the purposes of recording it by electronic means, or recording by electronic means acts of violence for purposes of later publication;
23) engages in a plan to stage sexual activity for the purposes of recording it by electronic means, or recording by electronic means sexual acts for purposes of later publication;
24) throws snowballs, rocks, sticks and/or similar objects with the intent of potentially hurting someone/damaging property.

*(This listing of offenses are examples and are not meant to be exhaustive with respect to the disciplinary action of suspension.)

a Refer to Policy and Administrative Procedures Concerning Chemical Heath and Student Substance Abuse

b Refer to Search and Seizure Regulations in Appendix
c Refer to Policy and Administrative Regulations Concerning Student Sexual Harassment
d Refer to Policy and Administrative Procedures Concerning Bullying Behavior

D. <u>Dismissal from C.E.S. Programs</u>: C.E.S. reserves the right to dismiss a student from its program when a student engages in conduct on school grounds or at a school sponsored activity that is otherwise prohibited by C.E.S. policy or by any code of student conduct in effect in the schools, that is 1) violative of a publicized policy of C.E.S. or the student's local school district, or 2) is seriously disruptive of the educational process, or 3) endangers persons or property. In addition, C.E.S. reserves the right to dismiss a student from its program when a student engages in conduct off school grounds that is otherwise prohibited by C.E.S. policy or by any code of student in effect in the schools, that is 1) violative of a publicized policy of C.E.S. or the student's local school district, and 2) is seriously disruptive of the educational process. In addition, C.E.S. reserves the right to dismiss a student from its program when C.E.S. determines that the C.E.S. program/service in which the student is enrolled does not meet his/her individual needs due to conduct or disciplinary issues, consistent with the state and federal law.
Since the provision of such agreed upon services by C.E.S. is a sale of services and does not act to release or surrender the responsible board of education's rights or obligations in the provision of free, appropriate public education to said student, the program administrator will request that the responsible LEA/local school district convene a Planning and Placement Team (PPT) Meeting to formally discuss the dismissal of the student from C.E.S.' program/service and to make recommendations for placement in another setting. Such a decision should be interpreted as a recommendation that the school district seek an alternative placement in the best interest of the student's needs.
Dismissal shall be considered when a student: [engages in one of the following offenses]

1) knowingly possesses, transmits and/or sells or attempts to sell a firearm, deadly weapon, dangerous instrument, martial arts weapon or facsimile of a weapon;
b,c
2) off school grounds possesses a firearm without a permit or did possess and use a firearm, dangerous instrument, deadly weapon or martial arts in the commission of a crime;
c
3) manufactures, distributes, sells or attempts to sell, prescribes, dispenses, offers or administers or possesses or transports with the intent to sell or dispense illegal substances including drugs, restricted mood altering substances or any substance purported to be a restricted or mood altering substance, over the counter drug or alcoholic beverage(s);
a,b/c
4) repeatedly possesses of illegal substances, including drugs, restricted mood altering substances or any substance purported to be restricted or a mood altering substance, over the counter drug or alcohol beverage(s);
a,b
5) repeated acts of assaultive behavior or other acts of violence or threats of violence;
6) participates in other criminal activity which takes place in the school, on or off school grounds or on school-sponsored activities that violates a published policy of C.E.S. or the student's responsible school district and is seriously disruptive of the educational process;

7) violation of any state or federal law on or off school grounds which would indicate that the student presents a danger to any person in the school community or to C.E.S. property; *d*; or
8) intentionally repeats offenses leading to suspension.

*(This listing of offenses are examples and are not meant to be exhaustive with respect to the administrative action of dismissal).

a Refer to Policy and Administrative Procedures Concerning Chemical Health and Student Substance Abuse
b Refer to Search and Seizure Regulations in Appendix
c Consistent with Connecticut General Statutes 10-233d, the student will be referred to the responsible school district for an Expulsion Hearing
d Refer to Section IV for applicable procedures with respect to a student arrested for a felony off school grounds

II. Procedures for Disciplinary Actions/Dismissal

A. Primary Prevention: C.E.S. program personnel will foster learning environments that encourage appropriate student conduct and safety. Given the behavioral characteristics of students attending certain C.E.S. school-based programs, program personnel will establish age and developmentally appropriate behavioral and social-emotional objectives within a least restrictive model of behavior management practices. Since behavioral issues/needs are frequently primary reasons for student placement in certain C.E.S. school-based programs every effort will be made to maintain a low student to staff ratio that ensures appropriate supervision and a planned, ongoing and systematic program of instruction in accordance with each student's Individualized Education Program (IEP). Adequate training will be provided to all program personnel to understand the unique behavioral and social-emotional characteristics of assigned students and their implementation/utilization of developmentally appropriate behavior management and conflict resolution practices.

1. Each C.E.S. program/service will establish age and developmentally appropriate standards of student conduct that are specific to their target populations.
2. Certified program personnel who have direct assignments of student(s) in the delivery of classroom and/or related services instruction will establish age and developmentally appropriate rules of conduct and/or individualized behavior management plans which clearly reflect behavioral expectations and consequences for appropriate and inappropriate behaviors.
3. C.E.S. program personnel will utilize various proactive and reactive behavior management techniques to encourage positive behavioral changes, student success and social-emotional growth and to diminish the frequency or escalation of disruptive and/or inappropriate behaviors. The system utilized will be based on a least restrictive model of intervention and will emphasize the need for program personnel to respond in a highly predictable and consistent manner which affords the student the opportunity to make choices and learn to avoid undesired consequences.
4. All students will be properly supervised by program personnel at all times. In planning supervision, staff should consider the individual behaviors and developmental levels of their assigned students. It is the responsibility of program personnel to make sure that their assigned students/class is appropriately supervised in the building, on the playground and during all school sponsored instruction/activities on or off school grounds. Student safety should always be a primary consideration of such planning.
5. If for some reason program personnel must leave their assigned areas, they should be sure those students are appropriately supervised before leaving and that co-workers know

where they are and when they will be returning. If program personnel need to be away from their assigned areas for more than just a few minutes, they should alert their program administrators and his/her designee to ensure proper student supervision prior to leaving their assigned areas.
6. At the time of placement, parents/legal guardians of newly enrolled students should be made aware of all student behavioral expectations, behavior management procedures employed to encourage appropriate behavior and agency policies/administrative regulations related to potential misbehaviors that may result in disciplinary action.
7. C.E.S. programs will provide annual notification to parents concerning student conduct and school discipline policies and procedures. When age and developmentally appropriate, students should receive annual verbal and/or written notification concerning student conduct and school discipline policies and procedures.
8. C.E.S. program personnel will receive annual training in program specific behavior management practices.
9. C.E.S. program personnel will receive training on the topics of school violence prevention and conflict resolution.
10. C.E.S. program personnel will annually receive and review agency policies and procedures related to student conduct, disciplinary action, and their role in execution of required administrative procedures.
11. C.E.S. programs may, where appropriate, establish a student assistance program for the purpose of handling student disciplinary issues.
12. Consistent with Connecticut State Department of Education requirements, C.E.S. administration or program administration will complete and submit for their assigned programs, ED 166 reports for each student incident requiring disciplinary action. These reports will be submitted by a designee of the Executive Director, to the Connecticut State Department of Education by the prescribed due date.

B. <u>General Procedures</u>: C.E.S. program personnel are responsible for maintaining accurate records related to student behavioral incidents. Less severe behavior should be documented and dealt with in a consistent manner in accordance with designated program procedures. Various classroom and/or instructional modifications (i.e., change seating) should be first considered to avoid certain behavioral problems. Consultation with the program administrator or available related services personnel (i.e., School Psychologist) should be sought. Every effort should be made to reinforce appropriate student behaviors and when warranted fairly utilize consequences to de-escalate inappropriate behaviors. As is age and developmentally appropriate these may include telephone contacts or formal conferences with parents, loss of classroom privileges, consistent use of prescribed behavioral interventions, detention, probation from classroom or school privileges or restitution in terms of damage to school or private property. When misbehaviors occur as listed in each of the levels of action in Section I, program personnel are required to follow the below listed procedures:

1. Any serious or highly-unusual behavioral incident should be verbally reported to the program administrator or his/her designee as quickly as possible.
2. A behavioral incident warranting disciplinary action as described in Section I, should be documented in writing on the program's designated reporting form by the program

personnel who was in charge at the time of the incident and all other program personnel who witnessed the incident.
3. The written report should include precipitating factors, a full description of the misbehavior/incident itself and documentation of any injury that may
have resulted to either the student, other students or staff involved in the incident.
4. The report must be signed and submitted to the Program Administrator/immediate supervisor on the day of the incident (no later than the end of the day in which the misbehavior/incident occurred).
5. Whenever program personnel remove a student from the classroom, they shall send such student to the designated program area for removal and take steps to ensure appropriate supervision of the student. The program personnel shall immediately inform the Program Administrator/immediate supervisor or his/her designee as to the name of the student against whom such disciplinary action was taken and the reason therefore.
6) Assigned program personnel will provide appropriate class work during the period of removal/in-school suspension.
7. The student's parent(s)/guardian should be contacted by telephone or if not possible via note by the end of the school day in order to describe the misbehavior/incident, the disciplinary action and nature of any injury that may have occurred to their child or others (NOTE: Certain misbehaviors may warrant more immediate parent contact by program personnel or by the Program Administrator. See Suspension Procedures).
8. When warranted, the Program Administrator should arrange a meeting with all appropriate personnel to discuss the misbehavior/incident and to review any need to modify supervision of the student, individual or as applicable group behavioral management plans and individual or as applicable group contingency consequences. This should involve other available program personnel as warranted who may lend to the discussion of how to prevent subsequent misbehaviors/student incidents or provide suggestions related to modifying the student(s)' behavior management plan.

C. <u>Suspension Procedures</u>: Suspensions, both in and out of school, are significant disciplinary actions which warrant careful consideration of all factors surrounding the incident/misbehavior by the student. It should be confined to serious misconduct, chronic misbehavior that seriously disrupts the educational process, conduct that endangers persons or property or conduct that is violative of a publicized policy of the agency (i.e, Policy 6.006 Concerning Chemical Health and Student Substance Abuse). Primary consideration should be given to whether the student intentionally, knowingly or repeatedly commits offenses as listed in Section I of these administrative regulations.
Consistent with IDEA regulations repeated or lengthy suspensions (removal of more than 10 consecutive days or its cumulative equivalent) may require the district PPT to determine whether the misconduct was caused by the child's disability (Manifestation Determination). In accordance with these procedures, C.E.S. program personnel are obligated to report to administration all information regarding students who may commit offenses that potentially endangers the safety of others or property or is violative of a publicized policy of the agency. Program personnel should maintain familiarity with all offenses that could lead to suspension and accompanying procedures and should carefully document such misbehaviors/incidents in accordance with general procedures as outlined previously. In addition to previously stated procedures, the following apply to misbehaviors/incidents warranting consideration of suspension.

1. In determining the length of a suspension period, the program administrator may receive and consider evidence of past disciplinary problems which has led to removal from a classroom, suspension or expulsion of such student in previous placements of the nexus board of education or a previous board of education.
2. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the program administrator at which the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require (See Section II, Part E for hearing procedures.)
3. If suspended, {in school or out of school} the program administrator should determine if the student's behavior (a) poses such a danger to persons or property or (b) is so disruptive of the educational process. Administrators will also consider mitigating factors such as the child's age, grade level and developmental stage, prior responses to disciplinary interventions, degree of parental involvement, and risk of loss of instruction, amongst others.
4. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent(s)/legal guardian of the student following the suspension and to state the causes(s) leading to the suspension. In the case of a student whose age or disability renders him/her unable to comprehend the hearing procedures the parent(s)/legal guardian should be invited to attend the hearing.
5. Whenever the program administrator suspends a student, he/she shall notify the Executive Director or his/her designee within 24 hours and the primary contact person for the placement in the C.E.S. program/service by the nexus board of education.
6. Whether or not telephone contact is made with the parent or guardian, the principal or designee shall forward a letter promptly to such parents or guardians to the last address reported on school records, offering the parent or guardian an opportunity for a conference to discuss the same. A copy of this suspension notification will be maintained with the student's educational records. This record is not to be expunged until the student graduates from high school. In instances where a student may possess drugs, drug paraphernalia, alcohol or dangerous instruments; or steals/attempts to steal school or private property the program administrator is authorized to conduct student searches in accordance with C.E.S.' Student Search and Seizure Regulations (see Appendix).
7. When warranted, or after repeated suspensions, the program administrator will request that the responsible local school district convene a PPT for modification of the student's individualized education plan to prevent a reoccurrence of such behavior and to ensure the safety of the student or others in the C.E.S. programs/services.
8. When warranted (i.e., physical assaults, theft) police intervention may be sought, particularly in instances where program personnel or other students (or their parents) involved in the incident choose to file formal charges.
9. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
10. Notice of suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's suspension is shortened or waived, the administration may choose to expunge the suspension notice from the

cumulative record at the time the student completes an administrative specified program and meets any other conditions required by the administration. Such administrative specified programs will not require the student or parent/guardian of student to pay for participation in the program.

11. If the student has not been previously suspended or expelled, and the administration chooses to expunge the suspension notice from the student's cumulative educational record prior to graduation, the administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

12. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the program administrator specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

D. <u>Dismissal Procedures</u>: As previously indicated C.E.S. reserves the right to dismiss a student from a C.E.S. program/service when he/she repeatedly violates one or more of the behaviors leading to suspension, when he/she represents a danger to the safety of himself/herself or others by engaging in misbehaviors that endangers persons or property or when it is determined that the C.E.S. program in which the student is placed does not meet his/her needs or when the misconduct violates a C.E.S. or the student's responsible local school district publicized policy and seriously disrupts the educational process. This is a serious action which will require the responsible local school district to convene a meeting (e.g. PPT) to determine an alternative placement in the best interest of the student's needs. Although in most instances, the program administrator will have had previous discussions with parent/legal guardian of the student and local school district representatives responsible for the C.E.S. placement, there are certain infractions of policy that will lead to a consideration of immediate dismissal in accordance with this and other agency policies. These include sale/distribution of illegal substances; repeated possession of drugs or alcohol; repeated acts of violence or threats of violence; other criminal activity; possession and/or sale of firearm, dangerous instruments, martial arts weapon or deadly weapon. In each instance the procedures as listed below will be followed:

1. In an emergency situation, a suspension will be imposed until a district hearing can take place and/or the district can convene a Planning and Placement Team Meeting.
2. In instances where a student may possess drugs or alcohol or may possess firearms, dangerous weapons, martial arts weapons, dangerous instruments, or fascimilies of weapons or allegedly steals/attempts to steal valuable school or private property the program administrator is authorized to conduct student searches in accordance with C.E.S. Student Search and Seizure Regulations (see Section III).
3. As is warranted, the program administrator is authorized to contact the local police department, inform them of the situation and request that they come to school to investigate the situation for possible prosecution.
4. The student's parent(s)/legal guardian will be immediately notified of the misbehavior/incident and be asked to come to school for a conference.
5. The program administrator will immediately notify the C.E.S. Executive Director and/or his/her designee of the situation and planned actions.

6. The program administrator will contact the LEA/local school district contact person for the placement or the district's Director of Pupil Personnel or Special Education Services to request that they convene a meeting (e.g. PPT) to formally discuss the dismissal of the student from C.E.S.
7. The program administrator and other program personnel as warranted will attend the district meeting (e.g. PPT) to discuss the situation leading to the dismissal and provide data related to other pertinent past disciplinary problems which led to disciplinary action. The purpose of attendance will also be to assist the local school district in determining an IEP and an alternative placement or in the case of non-special education student necessary information to consider an interim alternate placement or change in school.
8. The responsible school district may refer the student for readmission to a C.E.S. program after one (1) year from the date of the dismissal. If such a request is made, the responsible school district will be required to provide written evidence that the student has successfully completed a program that includes rehabilitation, treatment and counseling for the misconduct leading to the C.E.S. dismissal. If re-entry is approved, it will be understood that any subsequent serious offence will result in immediate dismissal without the privilege of readmission under this policy.

E. <u>Hearing Procedures Governing Suspension</u>:
1. Unless an emergency situation requiring the pupil's immediate removal exists, no student shall be suspended prior to having an informal hearing. The hearing will minimally consist of the Program Administrator presenting the charge for suspension to the student and allowing the student to respond to the charges protecting his/her due process rights. The meeting may consider all past disciplinary evidence for the student** and any mitigating factors before reaching a decision on disciplinary action. Any witness to the incident may be present to provide relevant information. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible. The hearing content will be documented in writing using the agency informal hearing form (see appendix).
2. By telephone, the program administrator or his/her designee in their absence, will immediately notify the parent or guardian and the LEA representative responsible for the student about the suspension and state the cause(s) leading to the suspension. No student under the age of 18 will be removed or suspended from the program without being released to a responsible adult or agency. A student 18 years or older whose disability renders him/her unable to comprehend these procedures will only be released to a responsible adult or agency.
3. Whether or not telephone contact is made with the parent or guardian, and the LEA representative, the C.E.S.' program administrator will forward a letter to such parent or guardian to the last known address reported on school records, and to the LEA representative responsible for the child within 24 hours of the suspension action and offering the parent or guardian and the LEA representative responsible for the student an opportunity for a conference to discuss same.
4. Notice of the original suspension shall be transmitted by the program administrator to the C.E.S. Executive Director and/or his or her designee within twenty-four hours of the disciplinary action.

**Evidence of past disciplinary problems which have led to removal from a classroom, suspension, or expulsion of a pupil may be considered at the informal hearing, but only considered in the determination of length of suspension. (Public Act 79-115).

5. Following a conference with the program administrator, the student or his/her parent(s) or guardian(s) may request an administrative hearing to review the administrative decision. Such review shall be completed and a written report issued to the student and his or her parent(s) or guardian(s) and to the Executive Director of C.E.S. within three school days of such request. In re-examining the program administrator's decision to suspend, the Director shall require the person who witnessed and reported the incident which resulted in the student's suspension, and the student to give individual accounts as to the events leading to the suspension. The Director, if he/she deems it appropriate calls all involved together for a conference, at which minutes will be taken.
6. Following the Director's review, the student at age of majority, parent(s) or guardian(s) may appeal to the Executive Director of C.E.S. for a review. The Executive Director will review the written findings, process, and decisions or convene all parties for further review and decision-making.
7. If a student is 18 years of age or older, any notice required by this policy shall be given to the student (unless his/her level of disability renders the student unable to comprehend these procedures).
8. Instructional materials are to be provided to each pupil for the duration of the suspension period, and the student shall be allowed to complete any classwork, including examinations, without penalty which he or she missed while under suspension.
9. A copy of the suspension notification will be maintained in the student's confidential educational file.
10. The Executive Director of C.E.S. shall report any unusual serious case of pupil suspension to the C.E.S.' Representative Council at their first meeting following such action.
11. The program administrator, and the staff member who was involved with the student at the time of the suspension, will meet to review the causes leading to suspension and to generate strategies and identify resources to deal effectively with the student and the situation when he/she returns to school. The student's parent/legal guardian, when deemed appropriate, will be asked to accompany the student on the day he/she returns to the program and will meet to discuss strategies aimed at avoiding a repeat of the suspension.
12. After repeated suspension the program administrator will request that the responsible school district convene a PPT meeting to discuss the student behavior in order to develop a written plan of action to address the causes of suspension or to revise existing behavior management plans or IEP goals/objectives.

F. <u>Expulsion</u>: The concept of expulsion as defined in Connecticut General Statutes Section 10-233d is not applicable to C.E.S. but rather to the nexus board of education in which the student is enrolled. Consequently, C.E.S. may not authorize its administrative personnel to impose this disciplinary action. The actual responsibility and decisions for expulsion of the student for offenses occurring while the student is enrolled in a C.E.S. program/service remain vested in the nexus board of education. If a C.E.S. Program Administrator is asked to participate in any steps of the expulsion hearing pertaining to offenses which occur while the student is enrolled in a C.E.S. program/service, the following procedures will occur:
1) The C.E.S. Program Administrator will provide a verbal and written report to the responsible school district detailing the student offense(s) leading to the consideration of expulsion as well as any other information that might assist in the determination of whether the offense might be related to the student's disability;

2) The Program Administrator will provide any relevant objective behavioral data related to past disciplinary problems which led to other disciplinary actions (i.e., suspension);
3) The Program Administrator will arrange for any program personnel who had witnessed such offenses to attend the expulsion hearing as is warranted or deemed necessary by C.E.S. or the responsible school district. The material to be presented by such program personnel will be reviewed by the Program Administrator and submitted to the attention of the school district designee;
4) Recommendations and identification of supportive resources to all parties may be made;
5) The nature of the responsible school district's request will be reported to the C.E.S. Director of Special Education and Executive Director;
6) Expulsion notifications except for those based on possessions of a firearm or deadly weapon shall be included in the student's educational record and shall be expunged by the responsible local school district when the student graduates from high school and in accordance with its policy/procedures.
NOTE: Consistent with the federal Gun-Free School Act and Connecticut's General Statutes 10-233a-j and as amended, expulsion is mandatory for possession or use of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school sponsored activity; possession of a firearm without a permit or possession or use of a firearm, instrument or weapon in the commission of a crime off school grounds; or manufacturing, selling, distributing, prescribing, dispensing, transporting or possessing with the intent to sell or dispense, offering or administering drugs on or off school grounds. In such cases, the student will be referred to the nexus board of education for an expulsion hearing.

III. Procedures for Felonies/Class A Misdemeanors Committed by Student

A. Notification: Consistent with Connecticut General Statutes 10-233h, the police are now required to notify the Superintendent (Executive Director) no later than the end of the next school day if a student between the age of 7 and 21 is arrested during the school year for a felony and Class A misdemeanor. Written notification shall be provided within 72 hours of the arrest. The court shall also make public the identity of a child who is adjudicated a delinquent as a result of a felony to the Superintendent (Executive Director). It is anticipated that the responsible local school district will be notified of such situations and that this information will in turn be shared between the responsible local school district's Superintendent and C.E.S.' Executive Director.
1. The Executive Director will disclose this information to the Director of Special Education and the student's program administrator;
2. C.E.S. may use such information for determining recommendations to the responsible school district for modifications of the student's C.E.S. placement/IEP or disciplinary decisions;
3. The program administrator may disclose this information to related services program personnel (i.e., school psychologist, school social worker) or consultants (i.e.,. psychiatrist) for the purposes of determining the need for an assessment.

B. Assessment: Consistent with Connecticut General Statute 10-233h, the C.E.S. program will administer an assessment for the purposes of determining the risk of danger posed by such student to himself, other students, program personnel or school property and to

determine the need for appropriate modification of the student's C.E.S. placement/individualized education plan and for disciplinary purposes.

1. The program administrator will assign the assessment to appropriate related services program personnel (i.e., school psychologist, school social worker) and/or consulting personnel (i.e, psychiatrist).
2. The assessment will be completed no later than the end of the next school day from the time of official notification.
3. The program administrator will request that the nexus board of education convene a PPT to discuss the assessment results and potential need for modification of the student's C.E.S. placement and IEP.
4. Based on the assessment results, the program administrator may take disciplinary action (i.e., suspension/dismissal) if the student is determined to pose a risk or danger to self and others, or school property or if the student's conduct violates a publicized policy of C.E.S. or the student's responsible local school district and is seriously disruptive of the educational process.
5. All information including the Assessment Report will be maintained in accordance with the agency confidentiality policy. (Policy/Administrative Procedures Regarding Confidentiality of Student Records.)
6. The program administrator will comply with requests of the court or will comply in a timely manner for requests of the court for information pertaining to a student's school attendance, adjustment and behavior.

C. <u>Disciplinary Action</u>: The program administrator may take disciplinary action with students who are arrested for a felony or Class A misdemeanor or are adjudicated a delinquent as a result of a felony for Class A misdemeanor, including while on probation, consistent with agency procedures as described in Section I and II of these administrative procedures.

Appendix G

Responsible Use of Technology, Social Media, and Agency Network System

POLICY # 5.018

Responsible Use of Technology, Social Media, and Agency Network Systems

Overview

The Cooperative Educational Services (C.E.S.) Representative Council provides students, staff and community members with access to a large variety of technology and network resources which provide multiple opportunities to enhance learning within the agency network and on the Internet. Communication within the agency, the community and global entities are encouraged as part of 21st century skills. All learners need and deserve 21st century learning opportunities to thrive as tomorrow's leaders, workers, and citizens. However, all users must exercise appropriate and responsible use of Agency technology and information systems. Users include anyone authorized by administration to use the network. This policy is intended to promote the most effective, safe, productive, and instructionally sound uses of network information and communication tools.

The Agency technology infrastructure is defined as all technology related resources, including but not limited to; software, hardware, cabling and connections that provide access to resources, including the Internet. Agency devices as well as personal devices are subject to the guidelines when using the agency network or representing the agency in communications. The Agency maintains content filtering devices and software programs that control access to resources and meet the Federal standards established in the Children's Internet Protection Act. (CIPA) Such technology protection measure shall be in operation during any use of computers with Internet access. However, it is recognized that this measure alone is no guarantee that users will not be able to find Internet resources which are profane, offensive, obscene, or otherwise objectionable. The ultimate responsibility for appropriate use of internet resources lies with the user.

Digital Citizen

Definition: "Self-monitored participation that reflects conscious interdependence with all (visible and less visible) community members."

A responsible digital citizen is one who:

A. Respects one's self:

   a. Users will select online names and logins that are appropriate and will consider the information and images that are posted online to ensure appropriateness. Users will not share login and password information.

B. Respects others:

a. Users are prohibited from using Agency network systems and social media to bully, tease, or harass other people. Users will communicate in a professional respectful manor with anyone engaged (See Policy 6.015 Bullying Behavior).

C. Protects one's self and others:

a. Users will follow protocols that will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.

D. Respects authorship:

a. Users will properly reference or cite work, websites, books, media, etc., used in any student work.

Responsible Use

Responsible use of the Agency's technology resources is expected to be ethical, respectful, and academically honest. Digital storage on agency servers or on the cloud as well as technology devices used for any purpose will be treated as extensions of the Agency's technology. The Executive Director, or his or her designee, may review files and communications including electronic mail to ensure that users are using the system in accordance with Agency policy. Users should not have any expectation of privacy in files stored electronically. Electronic files, data and communications stored or disseminated through the Agency's technology may be subject to disclosure pursuant to the Freedom of Information Act.

Users may not access the Agency's networks without prior written authorization and are expected to comply with the following rules of network etiquette and citizenship, including but not limited to:

A. Use of the C.E.S. network, technology devices, the student and parent portal, and social media must be consistent with the Agency's educational objectives and curriculum.

B. Transmission of material in violation of any local, Federal, or State law is prohibited.

C. Intentional or unintentional use of Agency resources to access or process, proxy sites, pornographic, obscene, sexually explicit, harassing, threatening or illegal material or communications or explicit text or files or files dangerous to the integrity of the network is strictly prohibited.

D. Cyberbullying is prohibited at all times, whether in the agency or out of the agency, on any device using any connection.

E. Software, applications, and media may not be installed, downloaded or uploaded without prior approval from the Information Technology Department having an approved Software Form from the Building Principal, Director of Finance and Operations, Associate Executive Director, or Executive Director.

F. Use of the Agency network for commercial activities, product advertisement religious or political campaigning, lobbying, or solicitation of non-agency material is prohibited.

G. Accessing unauthorized chat rooms or instant messaging using the Agency's network is prohibited.

H. Bypassing the Agency's content filter is strictly prohibited.

I. Users may not share their passwords and are expected to maintain their passwords privately and securely.

J. Users shall not vandalize, damage, disable, intentionally disrupt or degrade the Agency's technology systems or network and may be held personally and financially responsible for malicious or intentional damage or interruptions to network service, software, data, user accounts, hardware, and/or any other unauthorized use.

K. Files stored on Agency-managed or cloud networks are the property of the Agency and may be inspected at any time.

L. Materials published electronically must be for educational purposes. Administrators may monitor these materials to ensure compliance with content standards.

M. Each user is responsible for taking reasonable precautions to ensure he or she does not introduce viruses into the Agency's network. All material not belonging to the Agency must be scanned for viruses prior to being placed onto the Agency's computer system. Users should understand that their home computers and laptops might contain viruses. All disks, memory sticks or perpetual media (e.g., DVD, CD) transferred from these computers to the Agency's network must be scanned for viruses.

N. Users shall not "hack into," "snoop," monitor any network traffic or otherwise access data not intended for the user including, but not limited to, other users' files and administrative data.

O. Users shall not violate copyright or otherwise use the intellectual property of another individual or organization without permission.

P. Users shall not plagiarize (to take material created by others and presenting it as if it were one's own) or cheat (to deceive by trickery, mislead or fool).

Q. Users shall not send, transmit, or otherwise disseminate proprietary data, personally identifiable information about students or other confidential information.

Procedures for Use

A. Students shall receive education about the following:

a. Safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications;

b. The dangers inherent in online disclosure of personally identifiable information; and

c. The consequences of unauthorized access including but not limited to hacking, cyber-bullying, and other unlawful or inappropriate activities online.

B. All users shall not (1) access or use another person's account without written permission; (2) share their password with anyone else or engage in activities that would reveal anyone's password; (3) allow others to access a computer that the user is logged on to; or (4) ever sign in, or attempt to sign in, as another person.

C. All student users and their parents are required to sign a written agreement annually, or at the time of enrollment, to abide by the terms and conditions of this policy and any administrative procedures and guidelines. If the agreement is not signed, Agency network privileges will not be given. All employees are required to sign an employee written agreement. If the agreement is not signed, Agency network privileges will not be given. The written agreement may be disseminated using an electronic means.

Violations and Sanctions

Accessing the internet or Agency network is a privilege, not a right. Inappropriate use and violation of this or any other Agency policy may result in cancellation of all network access. Inappropriate material is defined as any material or use that is inconsistent with the goals, objectives, and policies of the educational mission of the Agency. Any user can be denied access temporarily or permanently if the school or Agency administrator determines that a user has used the Internet or Agency network in an inappropriate or unacceptable manner. Students may also be disciplined or subject to other legal action.

No Expectation of Privacy

All users are warned that there should be no expectation of privacy in connection with the use of the Agency's computer resources. Users should not create, store or use messages, files or other information which they do not want school authorities to see. The following reasons explain why users should have no expectation of privacy:

A. The Agency may have a duty under federal law to monitor on-line activities of users and enforce the use of protective measures. Authorized administrators and staff may review use of the Agency's computer resources and the Internet at any time, without reason or prior notice, to maintain system integrity and determine that users are acting responsibly or otherwise consistent with this policy.

B. Computer resources are owned, controlled, and maintained by the Agency. They are provided to staff and students to be used for educational purposes only. Files or any information stored on school-based networks are subject to periodic inspection and routine maintenance.

C. E-mail communications can be stored indefinitely on any number of computers. Copies of messages may be forwarded to others either electronically or on paper. In addition, e-mail sent to non-existent or incorrect user names may be delivered to persons that you never intended.

D. Use of passwords to gain access to the computer network or to encode particular files or messages does not imply that users have an expectation of privacy in such access or materials. The Agency has global passwords that permit it to access all material stored on the computer system, regardless of whether that material has been encoded with a particular user's password.

E. Agency personnel may receive or create e-mail messages and other documents that are public records that may be subject to disclosure under the Freedom of Information Act.

Use of Computer Resources by School Personnel

The computer resources are the property of the Agency and may only be used for approved purposes. Users are permitted access to assist them in the performance of their jobs. Occasional use of the computer resources by an individual school employee for personal communications is permitted when the use does not interfere with the employee's or other user's job responsibilities, performance of the computer resources, or operation of the Agency. A short social message and a quick note to a family member are examples of permitted personal use. Use for personal or third party gain or profit, or for entertainment, is strictly prohibited. Solicitation for any purpose, other than to support a community service drive officially sponsored by the Agency, will not be tolerated.

Employees are reminded that this limited, occasional personal use must comply with this policy, and all other policies, regulations and practices of the Agency. Use of computer resources is a privilege that may be revoked at any time, in whole or in part, at the sole discretion of the Agency.

Policy Violations

Users who become aware of any misuse of computer resources must immediately report the incident to the administration. Any violation of this policy may result in immediate termination of school-provided access to computer resources, including the Internet. Additional disciplinary action may be taken in keeping with existing policies, procedures and practices regarding the conduct, including but not limited to suspension and/or expulsion from school (students) or termination of employment (personnel). When appropriate, law enforcement agencies may be involved and legal action or prosecution may result.

Representative Council Liability

The Representative Council makes no warranties of any kind, neither expressed nor implied, for the use of computer resources and the Internet access it is providing.

The Representative Council is not responsible, and shall not be liable, for:

A. Damage resulting from unauthorized or inappropriate Agency network or social media activity;

B. Use of information obtained via the Internet, including any damages a user may incur including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors;

C. The accuracy or quality of information obtained through the Internet;

D. Unfiltered content that may be viewed or downloaded on Agency equipment that has been provided to individuals for use outside Agency property;

E. Issues or damage caused by the connection of personal devices to the Agency's network or improper use of the Agency's network or equipment; or

F. Personally owned devices that are damaged, lost, or stolen.

Notice of Policy

Students and school personnel shall be given notice of this policy annually. All other users shall be given notice of this policy prior to obtaining access to or using Agency computer resources.

Each user is required to sign an Acknowledgement Form stating that they have received notice of and understand this policy and any accompanying administrative regulations.

The administration may issue regulations and guidelines in connection with this policy.

Legal References:

20 U.S.C. 67771nternet Safety (Children's Internet Protection Act)
47 U.S.C. 254 Universal Service
45 C.F.R. 54.520, "Children's Internet Protection Act certifications required from recipients of discounts under the federal universal service support mechanism for schools and libraries."
Conn. Gen. Stat. § 31-48d -- Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.

Policy Approved: November 1, 2018

Appendix A

Responsible Use Policy Agreement

COOPERATIVE EDUCATIONAL SERVICES

What is the Responsible Use Policy Agreement?

The Responsible Use Policy was adopted by C.E.S. Representative Council in 2018. The Responsible Use Policy (RUP) outlines the Council's specific expectations for students' use of the school system's electronic information resources, including the school system's computer networks and the Internet.

The RUP requires the preparation of the Responsible Use Policy Agreement which one parent (or legal guardian) and all students in grades first through twelve are required to sign and return to school before the student will be allowed to access and use these resources. By reading and signing this Agreement, you are giving your permission for your child to use these resources, and you are stating that you understand and will explain to your child what the Agreement means. Students in grades kindergarten through twelve are required to sign the Agreement to indicate that they understand the RUP and the Agreement and agree to abide by them.

New technologies have greatly expanded the amount and type of information available to students and teachers. In addition to our large collection of print media in the school libraries, each school has access to a large array of electronic information systems via electronic periodicals and encyclopedias and the Internet. However, access to so much information brings new responsibilities to use the resources and information responsibly and ethically. Below you will find a summary of the guidelines for accessing and using all the information obtained through these technologies. We teach a simple and straightforward version of the following guidelines starting in grade K, and we add more complex dimensions as students' progress through the school system.

Student Consent Form

As a user of the C.E.S. electronic information resources and computer networks, I have read, understand and will abide by the Responsible Use Agreement which implements the Responsible Use Policy. I understand that my signature and the signature of one of my parents or legal guardians are preconditions to my accessing and using the Agency's electronic information resources. I also specifically agree to the following:

1. I will use digital technology resources only for educational and research purposes that are consistent with the educational objectives of my teachers and the Representative Council.

2. I will use digital resources in a responsible, ethical and legal manner at all times. I will not intentionally do anything to another users' work on the resources.

3. I will not plagiarize. I will give appropriate citations to an author or resource as the source of information I find.

4. I will use digital technology resources as directed by a teacher or staff member.

5. I will be considerate of other users and data privacy when using Agency resources. I will be polite and use appropriate language at all times. My log-in and password will be kept private and not shared with other users. I will not use another user's login and password to access the agency network.

6. I will send and receive electronic mail (email) appropriately for educational purposes. I will report any inappropriate email messages or any misuses of email immediately.

7. I will not give out any personal information regarding myself or anyone else in the agency while using email.

8. I will never intentionally damage, degrade or disrupt the electronic information resources, including computer services or computer equipment. I will not tamper with computer hardware or software, vandalize or change data in any way, intentionally introduce computer viruses, attempt to gain access to restricted or unauthorized networks or network services or violate copyright laws. I understand that such activity may be a crime.

9. I will use the portal for educational requirements and will use appropriate language at all times.

10. If I do not follow the rules outlined in this Agreement and in the Responsible Use Policy, I know that I may lose my privilege to use the Agency's electronic information resources. I also know that I may be disciplined for not following the rules and that my parents and I may have to pay for any damage I cause because of my intentional misuse of these resources.

II. I am aware that some violations of the Responsible Use Policy may also be violations of local, state and federal laws and regulations and that I may be prosecuted for violating those laws.

Student Name: _____

Signed:_____-:;:-:-:-:--:----------Date: _____
(Student)

AppendixB

Parental Consent Form
Responsible Use Policy Agreement
COOPERATIVE EDUCATIONAL SERVICES

I give the C.E.S. Representative Council permission to allow my child to access and use the electronic information resources in the schools for educational purposes. I understand that when using a resource such as the Internet, it is impossible to restrict access to all controversial or potentially inappropriate materials or to predict with complete certainty what information a user may locate. I understand that the Agency will use filtering programs, access controls and active supervision of students and will make all reasonable efforts to protect students from any misuses or abuses as a result of their use of the Agency's electronic information resources.

My child and I have read the Council's Responsible Use Policy and this Responsible Use Policy Agreement for grades kindergarten through twelve, and we have discussed the Policy and this Agreement. I understand that my child, in addition, will receive several lessons from school personnel about the Responsible Use Policy and the Responsible Use Policy Agreement.

I understand, and explained to my child, that he or she may lose his or her privilege to use these resources at school and may be disciplined if he or she does not follow all of the rules outlined in the Responsible Use Policy and the Responsible Use Policy Agreement. I understand that my child and I may be held liable for costs incurred by my child's deliberate violation of the Policy.

Student Name _____

Parent/Guardian Name: _____

Signed: _____ Date: _____

(Parent or Guardian)

Appendix C

COOPERATIVE EDUCATIONAL SERVICES
REPRESENTATIVE COUNCIL

NOTICE REGARDING ELECTRONIC MONITORING
of School Agency Personnel and Guest Users

In accordance with Connecticut law, the C.E.S. Representative Council ("Agency") hereby gives notice to all its employees of the potential use of electronic monitoring in its workplace. While the Agency may not actually engage in the use of electronic monitoring, it reserves the right to do so as management deems appropriate in its discretion, consistent with the provisions set forth in this notice.

"Electronic monitoring", means the collection of information on Agency premises concerning employees' activities or communications, by any means other than direct observation of the employees. Electronic monitoring includes the use of a computer, telephone, wire, radio, camera, electromagnetic, photo electronic or photo-optical systems.

The law does not cover the collection of information for security purposes in any common areas of Agency premises which are open to the public, or which is prohibited under other state or federal law.

The following specific types of electronic monitoring may be used by the Agency in its workplaces:

- Monitoring of e-mail, Internet usage and other components of the Agency's computer resources for compliance with its policies, procedures and guidelines concerning use of such resources.

- Video and/or audio surveillance within the Agency's facilities (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions).

- Monitoring of employee usage of Agency's telephone systems.

The law also provides that, where electronic monitoring may produce evidence of misconduct, the Agency may use electronic monitoring without any prior notice when it has reasonable grounds to believe employees are engaged in conduct that violates the law, violates the legal rights of the Agency or other employees, or creates a hostile work environment.

Appendix D

COOPERATIVE EDUCATIONAL
SERVICES
REPRESENTATIVE COUNCIL

EMPLOYEE ACKNOWLEDGMENT
REGARDING
COMPUTER AND INTERNET USE

I have read and agree to comply with the terms of the C.E.S. Representative Council's policy 5.018 governing the use of the Agency's computer resources by school personnel. I understand that a violation may result in disciplinary action, including possible termination, as well as civil or criminal liability. I also understand that I am responsible for financial obligations resulting from my unauthorized use of the computer resources, and that the Agency may revoke my access privileges at any time.

Signature: _____ Date : _____

Printed Name: _____

Appendix E
(for Contracted Users)

COOPERATIVE EDUCATIONAL
SERVICES
REPRESENTATIVE COUNCIL
Trumbull, Connecticut

USER ACKNOWLEDGMENT
REGARDING
COMPUTER AND INTERNET USE

I acknowledge receipt of the C.E.S. Representative Council's policy numbers 5.018 governing the use of the Agency's computer resources and network. As a user of the Board's computer resources and Internet access, I agree to read and comply with the terms of the agency's acceptable use policy. I understand that a violation of this policy may result in disciplinary action, including possible termination, as well as civil or criminal liability. I also understand that I am responsible for financial obligations resulting from my unauthorized use of the computer resources, and that the Agency may revoke my access privileges at any time.

Signature: _____ Date: _____

Print: _

Appendix H

Discrimination Annual Notice

COOPERATIVE EDUCATIONAL SERVICES

*****ANNUAL NOTICE*****

"It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Dr., Trumbull, CT 06611, (203) 365-8831."

Cooperative Educational Services (C.E.S.) in compliance with federal and state anti-discrimination laws and requirements has designated the following individuals as Compliance Coordinators for specific areas of discrimination. Although C.E.S.' formal discrimination grievance procedures encourage complaints, concerns or issues to be resolved at the lowest possible level, individuals have the right to process such complaints directly with the designated Compliance Coordinator. Listed below are the names of the designated Compliance Coordinators, their C.E.S. mailing address and work telephone number. Formal written complaints should be submitted to them for areas of discrimination as designated.

Title VI Coordinator (race, color, national origin)

Name: Lori Elliott Title: Director of Professional Development Services

Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611 Phone: 365-8850
TDD #: 365-8813

Title IX Coordinator (sex equity/sexual harassment)

Name: Christopher La Belle Title: Associate Executive Director

Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611 Phone: 365-8828
TDD #: 365-8813

Section 504 of the Rehabilitation Act of 1973/Americans with Disabilities Act (disability)

Name: Christopher La Belle Title: Associate Executive Director

Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611 Phone: 203-365-8828
TDD #: 365-8813

Complaint Forms are available from the C.E.S. Associate Executive Director's office, C.E.S. administrators and school/program offices.

If you feel that you are the victim of discrimination, you may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106, Telephone number: 860-541-3400 or 800-477-5737 or http://www.state.ct.us/chro/. Connecticut law requires that a formal written complaint be filed with the Commission within 180 days of the date when the alleged discrimination occurred. Furthermore, you may also file a complaint with the U.S. Department of Education, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491, phone (617) 289-0111, TDD (877) 521-2172, Fax (617) 289-0150, or e-mail OCR.Boston@ed.gov. or the State Title IX Coordinator who is William A. Howe, Ed.D., Education Consultant, Connecticut State Department of Education, 25 Industrial Park Rd., Middletown, CT 06457, phone (860) 807-2031/fax (860) 807-2195.

Rev. 5/2021

Appendix I

Discrimination Grievance Form

Cooperative Educational Services

Discrimination Grievance Form

Any student, parent/guardian, employee, employment applicant or visitor/volunteer who feels that he/she has been discriminated against on the basis of race, color, age, national origin, sex, sexual orientation or handicap/disability or has been subjected to sexual harassment may discuss the matter with a teacher (in the case of students) a C.E.S. administrator, or C.E.S.' Compliance Coordinator for the designated area of discrimination.

In addition, the complainant has the right to process such a complaint through the agency's discrimination grievance procedure by completing and filing this form with the program administrator (in the case of students or their parent/guardian) or with the CES Title VI/IX Coordinator or C.E.S. 504/ADA Coordinator as are applicable (see attached list of Compliance Coordinators).

Name of Complainant _____ Program/Dept. _____ (If applicable)

Complainant's Classification:

☐ Employee ☐ Employee Applicant ☐ Student ☐ Parent/Guardian
☐ Other (specify) _____

Home Address: _____
(Street) (City) (State) (Zip)

Home Phone #: _____ Work Phone #: _____

Date(s) of Alleged Discrimination: _____

Statement of Incident/Issue (Describe the incident/issue as clearly as possible including who was allegedly involved (if applicable); how, where, when the incident/issue took place; how often, if applicable. Attach additional pages if necessary.

List any witness(es) who were present/observed this incident/issue:

Please attach any additional information/documentation as necessary

I hereby certify that the information I have provided is true, correct and complete to the best of my knowledge/belief.

Complainant Signature: _____ Date: _____

Parent Signature (if student is a minor): _____ Date: _____
(Optional)

Received by: _____ Date: _____

6/00

Appendix J

Sexual Harassment Annual Notice

SEXUAL HARASSMENT IS ILLEGAL

And is

Prohibited

BY

THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT

(Section 46a-60(a) (8) of the Connecticut General Statutes)

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)
AND
TITLE IX OF THE EDUCATIONAL AMENDMENTS OF 1972
(20 United States Code Section 1681, et seq.)

SEXUAL HARASSMENT MEANS AN UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

(1) SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT OR EDUCATION;

(2) SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT OR ACADEMIC DECISIONS AFFECTING SUCH INDIVIDUAL; OR

(3) SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK OR ACADEMIC PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE OR OFFENSIVE WORKING OR LEARNING ENVIRONMENT , (Conn. Gen. Stat. 46a-60(a) (8))

Examples of SEXUAL HARASSMENT include

UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS OR DRAWINGS
RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT

Remedies for SEXUAL HARASSMENT may include

CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
HIRING, PROMOTION, OR REINSTATMENT

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES

Cooperative Educational Services (C.E.S.) forbids sexual harassment in the workplace or its schools/programs; sexual harassment will result in disciplinary action up to and including dismissal or exclusion from school privileges. Contact Christopher LaBelle, C.E.S. Title IX Coordinator, C.E.S., 40 Lindeman Drive, Trumbull, CT 06611 (Telephone (203) 365-8828) if you have questions or concerns or believe that you or others are being sexually harassed.

If you feel that you are the victim of sexual harassment, you may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106, Telephone number: 860-541-3400 or 800-477-5737 or http://www.state.ct.us/chro/. Connecticut law requires that a formal written complaint be filed with the Commission within 180 days of the date when the harassment occurred. Furthermore, you may also file a complaint with the U.S. Department of Education, Office for Civil Rights, 33 Arch Street, Suite 900, Boston, MA 02110-1491, phone (617) 289-0111, TDD (877) 521-2172, Fax (617) 289-0150, or e-mail OCR.Boston@ed.gov. or the State Title IX Coordinator who is William A. Howe, Ed.D., Education Consultant, Connecticut State Department of Education, 25 Industrial Park Rd., Middletown, CT 06457, phone (860) 807-2031/fax (860) 807-2195.

Rev. 6/13

Appendix K

Crisis Response – Letter to Parent

COOPERATIVE
EDUCATIONAL
SERVICES

Charles Dumais, Ed.D.
Executive Director

Christopher La Belle
Associate Executive Director

Lori A. Elliott, Ed.D.
Director of Professional Development Services

Ivelisse Guzmán
Director
School Readiness

Michael McGrath, Ph.D.
Director of
Special Education

Anna Nelmes-Stoughton
Principal
Six to Six Magnet School

Eric B. Nyquist
Principal
Regional Center for the Arts/Open Choice Coordinator

Margaret M. Sullivan
Director of Finance and Operations

August 2022

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our Agency has a detailed emergency operations plan which has been formulated to respond to all hazards.

Your cooperation is essential in any emergency.

1. *Please do not come to the school or telephone the school.* Telephone lines may be needed for emergency communication. You will be notified of a reunification location, if necessary.

2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person (not an employee) to pick up your child at school:

- He/she is 18 years of age or older.
- He/she is usually home during the day.
- He/she could walk to school, if necessary.
- He/she is known to your child.
- He/she is both aware and able to assume this responsibility.

3. Turn on your radio for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via email. In addition, information regarding day-to-day school operations will be available by calling the C.E.S. Administrative Office. We also use an emergency notification system known as Blackboard Connect for this purpose.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the Agency Emergency Card. During an extreme emergency, students will be released at designated reunion locations on the school campus or elsewhere if necessary.

Please be patient and understanding with the student release process. Please instruct your student to remain at school until you or your designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Charles Dumais, Ed.D.
Executive Director

CD/bp

Appendix L

Memo of Understanding regarding
Behavior Management and Emergency Interventions

Cooperative Educational Services'
Preschool-Primary Learning Center

Memo of Understanding Regarding Behavior Management and Emergency Interventions

To assure that your child benefits as much as possible from his or her experience in our program, it is essential that you have some understanding of the intervention strategies utilized by the program. The purpose of this letter is to briefly present our program's philosophy concerning effective interventions for children whose behavioral and emotional difficulties affect their ability to learn in a school environment. It is our hope that your awareness of our approach will facilitate our working together effectively in support of your child's school program.

The Preschool-Primary Learning Center (PLC) attempts to create a nurturing and secure environment in which the student experiences support and acceptance from his or her teachers. Through a meaningful and trusting relationship with the program staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

The program utilizes a Developmental Therapy-Teaching framework which emphasizes the need for a well-structured environment in which students are taught to successfully participate in activities and receive positive feedback from adults. A wide range of developmental strategies are implemented that do not focus on punishment and tangible rewards per se but rather focus on teaching the students better alternatives to using inappropriate behavior. Priority is placed on promoting acceptable behavior which consequently reduces the need for a student to use unacceptable behavior. The model is a teaching model. The type of strategies used are designed to set appropriate limits for a student's developmental stage and teach the student to accept and internalize these limits.

Major behavior management strategies include: praise, structure, motivating materials, redirection, physical proximity, and many positive verbal strategies. Communication training and sensory integration training also play major roles as contributors to a comprehensive behavior management system. A low student to staff ratio, staff team work, and the use of visual cueing are also important factors in helping to increase a student's repertoire of appropriate behaviors. The model pays attention to the needs of a student beyond that of skills training.

Despite these proactive interventions, there are times when students may have difficulty controlling their behaviors. Some of the possible reasons for this may include: better alternatives are not yet learned, the behavior is a habit that repeats itself from earlier learned responses that have achieved results/inadvertently being reinforced, or the situation or limit evokes such anxiety that poor emotional regulatory ability is driving the behavioral choices of the students. In these instances, the program staff attempt to help the student regain control by using a variety of the proactive strategies and verbal or sensory de-escalating strategies. However, there are times when emergency interventions

may become necessary in order to prevent injury to self or others. In these instances, the program utilizes physical holding/restraint and/or forcible escort. Physical holding/restraint and/or forcible escort may be used as an emergency intervention to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. In the event that holding/escorting becomes necessary, students are held/escorted in a manner that is safe for the student and staff, and the student is released from the hold/escort immediately after demonstrating self-control. Staff are provided annual training on appropriate holding procedures that are considered safe to use with students. Parents will be regularly informed of the use of these procedures with their child in accordance with legislative requirements.

Lastly, our program places great value on the need for regular communications between the parents and the school. This enables our staff to keep you informed of your child's progress, or any difficulties he or she may be having, and allows you to keep the school informed of any issues at home that may be impacting your child at school. This united approach offers your child the best chance for success. In an effort to maintain this on-going contact, your child's teacher will be sending home daily notes that provide you with a brief summary of your child's day. The classroom teacher will also make frequent attempts to contact you over the phone to discuss your child's progress.

We at the Preschool-Primary Learning Center want to provide your child with an exciting and rewarding school experience. We welcome your involvement in your child's education and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

Please sign below to indicate that you have read this Memo of Understanding regarding behavior management strategies, and then return this bottom section to the program office.

Signature of Parent or Guardian: _____

Date: _____

COOPERATIVE EDUCATIONAL SERVICES
Developmental Learning Center

Memo of Understanding Regarding Behavior Management and Emergency Interventions

To assure that your child benefits as much as possible from his or her experience in our program, it is essential that you have some understanding of the treatment and educational strategies utilized by the program. The purpose of this letter is to briefly present our program's philosophy concerning effective interventions for children whose behavioral and emotional difficulties affect their ability to learn in a school environment. It is our hope that your awareness of our approach will facilitate our working together effectively in support of your child's school program.

The Developmental Learning Center (DLC) attempts to create a nurturing and secure environment in which the student experiences support and acceptance from his or her teachers. Through a meaningful and trusting relationship with the program staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

The program utilizes a framework, which emphasizes the need for a well-structured environment in which students are taught to successfully participate in activities and receive positive feedback from adults. A wide range of strategies are implemented that do not focus on punishment and tangible rewards per se but rather focus on teaching the students better alternatives to using inappropriate behavior. Priority is placed on promoting acceptable behavior, which consequently reduces the need for a student to use acceptable behavior. The type of strategies used are designed to set appropriate limits for students and teach the student to accept and internalize these limits.

Major behavior management strategies include praise, structure, motivating materials, redirection, physical proximity, and many positive verbal strategies. Communication training and sensory integration training also play major roles as contributors to a comprehensive behavior management system. A low student to staff ratio, staff teamwork, and the use of visual cueing are also important factors in helping to increase a student's repertoire of appropriate behaviors.

Despite these pro-active interventions, students in our programs, at times, have difficulty controlling their emotional responses, and subsequently can exhibit disruptive and aggressive behaviors. In these instances, the program staff attempt to help the student regain control using a variety of interventions. These include: encouraging the student to choose a more appropriate expression of his/her feelings, offering the student alternatives when appropriate, and engaging in a supportive discussion with the student and implementing an in-class timeout procedure. However, there are times when emergency interventions become necessary in order to prevent injury to self or others. In these instances, the program utilizes seclusion, physical restraint and may use forcible escort.

Seclusion timeout, physical restraint and forcible escort may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. Seclusion procedures are typically brief in duration (5 to 15 minutes) and students are closely supervised while in seclusion. In the event that physical restraint becomes necessary, students are held in a manner that is safe for the student and staff, and the student is released from the hold immediately after demonstrating self-control. Parents are regularly informed of the use of these procedures with their child in accordance with state legislative requirements.

Lastly, our program places great value on the need for regular communication between the parents and the school. This enables our staff to keep you informed of your child's progress, or any difficulties he or she may be having, and allow you to keep the school informed of any issues at home that may be impacting your child at school. This united approach offers your child the best chance for success. In an effort to maintain this on-going contact, your child's teacher will be sending home daily notes that provide you with a brief summary of your child's day. The classroom teacher or social worker will also make frequent attempts to contact you over the phone to discuss your child's progress.

We at the Developmental Learning Center want to provide your child with an exciting and rewarding school experience. We welcome your involvement in your child's education and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

Please sign below to indicate that you have read this Memo of Understanding Regarding Behavior Management and Emergency Interventions, and then return this bottom section to the program office. Thank you.

Student's Name: _____

Signature of Parent or Guardian: _____

Date: _____

Revised 8/2019

COOPERATIVE EDUCATIONAL SERVICES

Transition Learning Center

Memo of Understanding Regarding Behavior Management and Emergency Interventions

To assure that your child benefits as much as possible from his or her experience in our program, it is essential that you have some understanding of the treatment and educational strategies utilized by the program. The purpose of this letter is to briefly present our program's philosophy concerning effective interventions for children whose behavioral and emotional difficulties affect their ability to learn in a school environment. It is our hope that your awareness of our approach will facilitate our working together effectively in support of your child's school program.

The Transition Learning Center (TLC) attempts to create a nurturing and secure environment in which the student experiences support and acceptance from his or her teachers. Through a meaningful and trusting relationship with the program staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

The program utilizes a framework, which emphasizes the need for a well-structured environment in which students are taught to successfully participate in activities and receive positive feedback from adults. A wide range of strategies are implemented that do not focus on punishment and tangible rewards per se but rather focus on teaching the students better alternatives to using inappropriate behavior. Priority is placed on promoting acceptable behavior, which consequently reduces the need for a student to use acceptable behavior. The type of strategies used are designed to set appropriate limits for students and teach the student to accept and internalize these limits.

Major behavior management strategies include praise, structure, motivating materials, redirection, physical proximity, and many positive verbal strategies. Communication training and sensory integration training also play major roles as contributors to a comprehensive behavior management system. A low student to staff ratio, staff teamwork, and the use of visual cueing are also important factors in helping to increase a student's repertoire of appropriate behaviors.

Despite these pro-active interventions, students in our programs, at times, have difficulty controlling their emotional responses, and subsequently can exhibit disruptive and aggressive behaviors. In these instances, the program staff attempt to help the student regain control using a variety of interventions. These include: encouraging the student to choose a more appropriate expression of his/her feelings, offering the student alternatives when appropriate, and engaging in a supportive discussion with the student and implementing an in-class timeout procedure. However, there are times when emergency interventions become necessary in order to prevent injury to self or others. In these instances, the program utilizes seclusion, physical restraint and/or forcible escort.

Seclusion timeout, physical restraint and forcible escort may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. Seclusion procedures are typically brief in duration (5 to 15 minutes) and students are closely supervised while in seclusion. In the event that physical restraint becomes necessary, students are held in a manner that is safe for the student and staff, and the student is released from the hold immediately after demonstrating self-control. Forcible escort may be used to relocate a dysregulated student to a safe space to calm down. Parents are regularly informed of the use of these procedures with their child in accordance with state legislative requirements.

Lastly, our program places great value on the need for regular communication between the parents and the school. This enables our staff to keep you informed of your child's progress, or any difficulties he or she may be having, and allow you to keep the school informed of any issues at home that may be impacting your child at school. This united approach offers your child the best chance for success. In an effort to maintain this on-going contact, your child's teacher will be sending home daily notes that provide you with a brief summary of your child's day. The classroom teacher or social worker will also make frequent attempts to contact you over the phone to discuss your child's progress.

We at the Transition Learning Center want to provide your child with an exciting and rewarding school experience. We welcome your involvement in your child's education and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

Please sign below to indicate that you have read this Memo of Understanding Regarding Behavior Management and Emergency Interventions, and then return this bottom section to the program office. Thank you.

Student's Name: _____

Signature of Parent or Guardian: _____

Date: _____

Revised 7/2019

Cooperative Educational Services
25 Oakview Drive
Trumbull, CT 06611

THERAPEUTIC DAY PROGRAM

Memo of Understanding Regarding Behavior Management and Emergency Interventions

To: Parents of Students in the Therapeutic Day Program

From: Kristen Wilson, Unit Director – Emotional Disabilities Unit

To assure that your child benefits as much as possible from his or her experience in our program, it is essential that you have some understanding of the program's philosophy about effective interventions for children and adolescents with emotional and behavioral disabilities as well as the behavior management strategies and emergency interventions utilized by the program. The purpose of this document is to help familiarize you with our intervention model in the hope that your awareness of our approach will facilitate our working together effectively in support of your child's school program.

First and foremost, the Therapeutic Day Program (TDP) attempts to create a safe and productive environment in which the student is afforded an optimal opportunity to progress academically, emotionally and behaviorally. Beginning with the understanding that students with emotional and behavioral disabilities are a heterogeneous group with regard to the etiology, nature, and severity of their symptoms, and therefore present with diverse and complex needs, the program utilizes a comprehensive, flexible, and multidisciplinary approach to intervention. The intervention model utilized in TDP is rooted primarily in humanistic and behavioral psychology, but also incorporates principles and intervention strategies from other paradigms including Attachment Theory, Social Learning Theory, Cognitive-Behavioral Psychology, Developmental Psychology, and Psychodynamic Theory.

Several core beliefs about the nature of this student population and effective strategies to be used with this population underlie and guide this intervention model. These beliefs include the following: students must be treated with respect, compassion and patience at all times; supportive interpersonal interactions and positive relationships with students are critical aspects of the intervention process; students need to experience success and contentment at a much greater frequency than frustration and failure; the effective use of pro-active interventions (i.e., Positive Behavioral Supports) to promote pro-social behaviors will greatly minimize the need for more restrictive interventions; the use of punishment procedures (i.e., response-cost) must be used minimally and judiciously; flexibility and compromise, whenever possible, help to reduce conflict and resistance from students struggling to meet academic or behavioral expectations; and the maintenance of reasonable behavioral limits is necessary to cultivate a safe and productive educational atmosphere.

Guided by the aforementioned beliefs about effective intervention with this student population, the program utilizes a comprehensive approach to behavior management that is comprised of numerous strategies, and is guided by a least restrictive treatment model wherein more restrictive procedures are implemented only after less restrictive methods have proven ineffective. Fundamentally, the program's behavior management system is rooted in principles of proactive behavior management (i.e., Positive Behavioral Supports). This refers to all those procedures, interactions, activities, or other considerations that minimize the likelihood of occurrence of problematic behaviors. The program places considerable emphasis on these proactive strategies and provides continuous training and supervision for the staff in these areas. These proactive strategies include: a low student to staff ratio, a consistent schedule/structure/routine in the classroom, structured management of transitions, frequent review of rules and behavioral expectations, high rates of positive reinforcement for desired behaviors, consistent,

non-confrontational intervention for minor misbehavior, social skills instruction, sensory integration and emotional regulation strategies, and the maintenance of a calm and supportive demeanor when intervening with students.

In addition to these proactive strategies, the program's approach to behavior management is also comprised of a set of well-researched and generally accepted behavior management procedures for use with a variety of student populations. As such, these are standard procedures that are embedded into the day to day functioning of the classrooms. These standard behavior management strategies include: positive reinforcement, verbal prompting, verbal reminders or reprimands, physical prompts (e.g., a light touch on the shoulder), physical guidance (e.g., guiding a student by the arm, physical escort), modeling, extinction (i.e., planned ignoring), behavioral contracts, the use of a point/token system (i.e., the use of a contingency management system wherein pro-social behaviors are reinforced and undesirable behaviors are not reinforced or result in appropriate consequences), in-class timeout procedures, timeout in a student support area, verbal de-escalation strategies, and a temporary classroom exclusion (TCE) wherein a student is required to spend a predetermined period of time outside of the classroom (e.g., office area, student support area, hallway) working independently with staff supervision for a short period of time (e.g., 30 minutes) before returning to the classroom.

However, despite the proven effectiveness of the numerous proactive strategies that comprise the program's behavior management system, some students with emotional and behavioral impairments, at times, may still exhibit behavior that jeopardizes their safety or the safety of others. At these times, it may become necessary to implement emergency interventions in order to prevent immediate or imminent injury to the student or to others. In these instances, the program utilizes physical restraint and/or seclusion in accordance with state law.

If these procedures become necessary, they are used only after less restrictive procedures have proven ineffective and only as emergency interventions to prevent immediate or imminent injury to the student or others. They are implemented by staff members who have undergone training in their proper use, which includes staff members maintaining a calm and supportive demeanor so as not to introduce any unwanted, potentially counter-productive interpersonal dynamic into the procedure. Seclusion, restraint and forcible restraint are, in no way, intended to be punitive in nature. Their use is solely for the purpose of preventing injury to the student or to others. Furthermore, these procedures are typically brief in duration, and are implemented only for the period of time necessary to get the student to a safe space for the student to regain his/her composure. Please refer to Cooperative Educational Services' Therapeutic Day Program Behavior Management System (available on the C.E.S. website) for a full description of the behavior management strategies and emergency interventions utilized in the Therapeutic Day Program.

We at the Therapeutic Day Program want to provide your child with an exciting and rewarding school experience. We welcome your involvement in your child's education and treatment, and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

Please sign the attached form to indicate that you have read this Memo of Understanding Regarding Behavior Management and Emergency Interventions, and then return this form to the program office. Thank you.

COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Behavior Management and Emergency Interventions

I, _____, acknowledge receiving a copy of

Cooperative Educational Services' Division of Special Education
2022-23 Memo of Understanding Regarding Behavior Management and Emergency Interventions

_____
STUDENT'S NAME

_____ _____
PARENT/GUARDIAN SIGNATURE **DATE**

Please sign above to indicate that you have read this Memo of Understanding and then return to the TDP office.

Revised 7/2021

Appendix M

C.E.S. Diversity, Equity and Inclusion Policy

Policy 5.021 C.E.S. Diversity, Equity and Inclusion Policy

Cooperative Educational Services (C.E.S.) is committed to fostering, cultivating and preserving a culture of valuing diversity, advancing equity and ensuring inclusion. Every student and staff member deserves a respectful and safe learning and working environment in which all aspects of their identities are valued. C.E.S. is committed to identifying and correcting practices and policies that perpetuate opportunity gaps, discrimination and institutional racism in all forms in order to provide all of its students and staff members with the opportunity to succeed.

The purpose of this policy is to promote and ensure a learning and working environment where all are welcome, respected and valued, as well as to establish a framework for the elimination of bias, including racial and cultural bias, as factors affecting students, families and staff. The diversity of our student body, our community and our staff is a strength of C.E.S. that should be fostered. Educational equity benefits all students and our entire community. C.E.S. recognizes that these are long-term goals that require significant work and resources to implement.

Students and Families

C.E.S. is committed to the learning, development and well-being of every student in each of our schools. To this end C.E.S. is committed to closing opportunity gaps and creating positive learning environments where all students, regardless of their race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, veteran status, present or past history of mental disorder, learning disability or physical disability including, but not limited to, blindness, or pregnancy, have the opportunity to benefit equally.

Staff

Our most valuable asset is human capital. We embrace and encourage our employees' differences in age, race, disability, ethnicity, gender identity or expression, language, national origin, religion, sexual orientation, socio-economic status and other characteristics that make our employees unique. The collective sum of the individual differences, life experiences, knowledge, inventiveness, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only our culture, but our agency's achievements.

C.E.S. commits to :

- Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- Recruit, employ, support and retain a teacher, administrator, instructional support workforce that reflects the diversity of the student body.
- Provide professional learning opportunities to strengthen all staff members' understanding of issues surrounding diversity, equity and inclusion.
- Ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of the student population, their families and

communities.

- Engage with families of students as partners in a way that values and respects their culture and language.
- Examine policies and practices, including assessment, that lead to the over-representation of students of color in areas such as special education and discipline.
- Ensure that classroom materials and curriculum reflect the diversity of students and staff, and are geared towards the understanding and appreciation of the uniqueness of each student, family and staff member.

Definitions

Inclusion

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other groups.

Opportunity gap

"Opportunity gap" refers to the fact that the arbitrary circumstances in which people are born—such as their race, ethnicity, ZIP code, and socioeconomic status—determine their opportunities in life, rather than all people having the chance to achieve to the best of their potential.

Diversity

A state of being in which members of a group represent varied social identities. It adds value to the human experience. Not the opposite of "majority", or "normal". Diversity includes characteristics of persons including, but not limited to race, culture, color, creed or religion, national origin, gender, mental and physical ability, age, marital status, family structure, citizenship status, sexual orientation, sexual expression or identity, economic status, veteran's status, and any other protected class in conformance with federal, state and local laws.

Ethnicity

Cultural, behavioral and religious commonalities attributed to people belonging to a group as opposed to genetic inheritance – cultural identity.

Race

A socially constructed categorization of people based on skin color, geographical origin and other physical characteristics.

Racism

The strategic use of prejudice plus power, wherein the concept of "race" is wielded by the dominant group to oppress, marginalize, and /or silence. Can be conscious or unconscious.

Equity

A condition in which people get what they need to thrive. Not the same as "equality," where everyone gets the same thing.

Institutional racism

The collective failure of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

Conn. Gen. Stat. §§ 46a-60, 46a-81a, 46a-81c

ADOPTED: April 7, 2022

Diversity, Equity and Inclusion Policy Regulations

All employees of C.E.S. have a responsibility to treat others with dignity and respect at all times and are expected to exhibit conduct that is inclusive. All employees are required to complete annual diversity, equity and inclusion related professional learning opportunities to enhance their knowledge to fulfill this responsibility. Any staff member who believes someone has been subjected to discrimination on the basis of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, veteran status, present or past history of mental disorder, learning disability or physical disability including, but not limited to, blindness, or pregnancy may speak to any C.E.S. administrator to file a grievance and/or to discuss potential steps for conversation, mediation, learning and restoration of the relationship. Additionally, any employee may concurrently file a complaint with the Commission on Human Rights and Opportunities (CHRO) by contacting the Southwest Regional Office at 350 Fairfield Ave., Bridgeport CT by calling 203 579-6246 and/or the Equal Employment Opportunity Commission (EEOC) by contacting them at 1-800-669-4000 or using their online portal at https://publicportal.eeoc.gov/Portal/Login.aspx.

Grievance Procedures

Step 1 - Supervisor

In an effort to resolve the issues, the grievant shall discuss the grievance informally with the supervisor. Such discussion shall take place within ten (10) days of when the grievant knew or should have known of the act or acts or circumstances upon which the grievance is based; otherwise, such grievance shall be deemed to have been waived. No formal written record shall be maintained at this step of the procedure with the exception of a record of the discussion. The grievant should attempt to resolve the grievance with the supervisor before initiating the formal proceeding.

Step 2 – Division Director

If the grievance has not been resolved at Step 1, the grievant shall submit the grievance and requested remedy in writing to the Division Director with a copy to the Personnel Office. Such written grievance shall be submitted within five (5) days of the informal discussion with the supervisor. The written statement shall include the following:

1. A statement of the nature of the dispute.

2. A concise statement of what action has given rise to the grievance.

3. A statement of what remedy the grievant is seeking. The Division Director shall respond in writing to the grievant within ten (10) days of receipt of the grievance.

Step 3 – Associate Executive Director

If the Division Director's response at Step 2 has failed to resolve the grievance, the grievant may submit a copy of the grievance and the Step 2 response to the Associate Executive Director within three (3) days of receipt of the Step 2 response. The Associate Executive Director shall schedule a hearing to consider the grievance. Said hearing shall take place within ten (10) days of receipt of the grievance. Effort will be made at the grievance hearing to resolve the differences between the parties to the dispute. If the grievant and the Associate Executive Director agree, the hearing may be waived. If the Grievance is not resolved, the Associate Executive Director will issue a written decision on the matter within five (5) days of the hearing or within ten (10) days of receipt of the grievance if no hearing is held.

Step 4 – Executive Director

If the Associate Executive Director's response at Step 3 has failed to resolve the grievance, the grievant may submit a copy of the grievance and the Step 3 response to the Executive Director within three (3) days of receipt of the Step 2 response. The Executive Director shall schedule a hearing to consider the grievance. Said hearing shall take place within ten (10) days of receipt of the grievance. Effort will be made at the grievance hearing to resolve the differences between the parties to the dispute. If the grievant and the Executive Director agree, the hearing may be waived. If the Grievance is not resolved, the Executive Director will issue a written decision on the matter within five (5) days of the hearing or within ten (10) days of receipt of the grievance if no hearing is held.

Step 5 – Representative Council If the Executive Director's response at step 4 has failed to resolve the grievance, the grievant may submit a copy of the grievance and the Step 4 response to the President of the Representative Council within three (3) days of receipt of the step 3 response. The President of the Representative Council shall schedule a hearing with the Representative Council to consider the grievance. Said hearing shall take place no later than the next Representative Council meeting provided the grievance has been received at least five (5) days before said meeting. Effort will be made at the grievance hearing to resolve the differences between the parties to the dispute. If the grievant and the President of the Representative Council agree, the hearing may be waived. If the grievance is not resolved, the President of the Representative Council will issue a written statement of the Representative Council's decision on the matter within five (5) days of the hearing or, in the event no hearing is held, within five (5) days within the date of the decision by the Representative Council. The decision of the Representative Council shall be final and binding.

Alternate Procedure for Division Directors

When the grievant is a Division Director, the grievance shall be initiated at step 3. The respondent at step 5 shall be the Executive Committee of the Representative Council.

Non-Retaliation

No grievant or any other employee participating in a grievance procedure shall be subjected to retaliation or reprisal because of participation in the processing of any grievance.

Policy Violation

Any employee found to have exhibited any inappropriate conduct or behavior against others in violation of this policy are subject to disciplinary action up to and including termination of employment.