

# PARENT HANDBOOK

2012-2013

It is the policy of Cooperative Educational Services that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program on account of their 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.

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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 feel 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

8:30 AM to 12:00 PM – PLC Half-Day Students  
8:30 AM to 11:00 AM - Early Dismissal

Lindeman Campus Program Hours: 8:20 AM to 2:20 PM – Full Day  
8:20 AM to 12:20 PM – Early Dismissal

Executive Director	Evan Pitkoff, Ed.D. (203-365-8803)
Director of Special Education	Dr. Michael Regan (203-365-8837)
Developmental Disabilities Unit Director	Elizabeth MacKenzie (203-365-8835)
PLC Program Administrator	Eve Mullen (203-365-8866)
Program Secretary	Celeste Golino (203-365-8865)
DLC Program Administrator	Maria Morabito (203-365-8867)
Program Secretary	Kathy Anderson (203-365-8868)
TDP Unit Director	Dr. Dan French (203-365-8901)
TDP Program Administrator	Kristen Wilson (203-365-8853)
TDP Program Administrator	Carol Danenberg (203-365-8938)
TDP Program Administrator – Lindeman	Gwen Killheffer (203-365-8987)
Program Secretary	Janice Dobson (203-365-8902)
Program Secretary – Lindeman	Gail Brauer (203-365-8985)
School Nurse – 25 Oakview Drive	Karen Graf, R.N. (203-365-8864)
School Nurse – Lindeman Campus	Jacqueline Wallace, R.N. (203-365-8985)

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

Program Addresses:	Special Education 25 Oakview Drive Trumbull, CT 06611	TDP Lindeman Campus 30 Lindeman Drive Trumbull, CT 06611
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TDD Telephone Number: (203) 365-8813  
Website: [www.ces.k12.ct.us](http://www.ces.k12.ct.us)  
Toll Free #: 1-800-747-9164, Press #1, Press #4

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 30 Lindeman Campus).

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 20<sup>th</sup> will be the absolute last day for students, which would include 4 make-up days, if needed. Any additional days beyond these five 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 20, 2012 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 his/her 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 and for the specific content areas in which they provide instruction. This occurs by teachers meeting either testing requirements established for specific content areas or by meeting High Objective Uniform State Standards of Evaluation (HOUSSE) requirements.

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 these staff participate in year-long professional development activities 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 his/her 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 he/she has 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 his/her 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 his or her instructional program, C.E.S. Special Education Programs utilize a wide range of behavior management strategies. Such behavior management system is 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 his/her 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 holding/restraints 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 and seclusion time-out may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process or parental consent. Seclusion time-out if used by the program may also be prescribed for use in other circumstances. However, when used in non-emergency situations, its use must be presented through the IEP process.**

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 the IEP review process, an attempt will be made to notify the parent on the day of, or within twenty-four hours after physical restraint and seclusion are used as an emergency intervention. 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 or seclusion. When seclusion is included in the IEP, the planning and placement team and the parents shall determine a timeframe and manner of notification of each use of 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. The need for any type of payment for breakfast and lunch is determined on an annual basis and communicated to parents via a letter from the program. You are, however, required to fill out an application for free/reduced meal prices to assist Bridgeport in securing appropriate reimbursement and to assist C.E.S. in completing necessary state/federal student reporting requirements.

#### NUTRITION REQUIREMENTS

C.E.S. has established the Policy on Physical Activity and Nutrition. The goal of this policy 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. Attached to this parent guide is a copy of the C.E.S. Nutrition Guidelines. Although not required, we are asking that parents send in foods that are included in the guidelines. 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.

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 water and 100% fruit juices are available. Anytime food is offered or sold to your child, nutritious choices consistent with the C.E.S. Nutritional Guidelines will be 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 and avoid those foods identified above. 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 in multiple changes of clothing.

Students are expected to wear appropriate clothing to school. **Students should not wear any article of clothing or jewelry which could interfere or be disruptive to the learning process, be unsafe to your child, has drug, tobacco or alcohol references or has offensive or obscene words, phrases or sayings.**

## 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 him/her 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 his/her 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.

#### 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 he/she leaves the bus on the return trip.

Once the child boards the bus...and only at that time...does he/she 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, WNLK 1350 AM, or WTSC 1400 AM)(WEBE 108 FM or WEFX 95.9 FM, or KOOL 96.7 FM), TV stations WFSB (Ch.3), WTNH (Ch.8) and WVIT (Ch.30) or ctweather.com as quickly as this decision is reached. Announcements will also be made using our AlertNow 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 21, 2012. 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, WNLK, WTSC-AM)(WEBE, WEZN, KOOL-FM), our AlertNow 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.

#### 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 upon entering Kindergarten, 7<sup>th</sup> grade (age 12) and entering 10<sup>th</sup> 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

Screening for tuberculosis is only required by C.E.S. for students who are entering school in Connecticut for the first time and students who are considered to be at risk for tuberculosis. Your child's risk for tuberculosis will be determined by your healthcare provider at his/her physical examination. Generally students at risk are those who:

- Were born in a high risk country of the world (all countries in Africa, Asia (including former Soviet Union), Eastern Europe, Central and South America, Dominican Republic and Haiti) and do not have a record of a tuberculin skin test performed in the U.S.;
- Have traveled to a high risk country, stayed for at least a week with substantial contact with indigenous population since the previously required examination;
- Have had extensive contact with persons who have recently come into the U.S. since the previously required examination;
- Had contact with person(s) suspected to have tuberculosis; or
- Had contact with anyone who has been in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

If your child fits any of the risk factors listed above, please inform the school nurse, your child's teacher or your program director. You should also contact your physician to let him/her know as well. You may be asked to have your child screened for tuberculosis infection.

## 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, he/she 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, or the student has a note from his/her doctor which states that he/she can return to school.** If a student has a fever, the student must remain at home until it has been gone for 24 hours. If the student has any type of infection requiring antibiotics, he/she must be taking the medication for 36 to 48 hours before returning to school. For pink eye and any type of skin rash, a note from the doctor is required to return to school. Any child with head lice may return to school once the treatment has been given. Any such child will be examined by the school nurse or program administrator prior to being allowed back in the classroom.

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 his/her 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

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 insure 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.

As you know from recent experience, pandemics such as the recent H1N1 (swine 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). **See Appendix for information from the Department of Public Health for more details.** 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 the flu is to get flu shots for yourselves and your children. Flu shots are typically available from your family's doctor. You can also find out how to get flu shots at other community sites by contacting your local public health office. We will alert parents if there are any other options we are informed about related to getting flu shots for your son/daughter.

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.

We have provided some general information about the H1N1 (swine flu) and pandemic flu facts. These handouts include websites to find out more about H1N1 and pandemic flu. You can also contact the school if you have questions.

### 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.

### 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 her 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.

A significant number of C.E.S. staff receive annual training in CPR and use of AED to respond cardiac or life threatening events.

**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 forms included with this packet.

The first form (Form #1) is the "Student Emergency Contact Form". If your child becomes ill or injured during school hours, every effort will be made to contact you directly. If you cannot be reached immediately, we need to have the name and telephone number of people we can contact who can assist us in your absence. This form also asks for the name and telephone number of your child's doctor, current medications used (whether given at school or at home) and permission to call your physician or healthcare provider.

The second form (Form #2) gives school personnel information regarding your child's current health status (i.e. allergies, seizures, asthma, diabetes, intestinal problems, etc). It also allows you to give C.E.S. permission to release your child's medical record to emergency personnel if needed and to give your child Tylenol for minor pains such as headaches.

The third form (Form #3) gives school personnel your permission to make emergency decisions for your child if you cannot be reached immediately.

The fourth form (Form #4) gives permission for hospital staff to administer emergency care to your child if you cannot be contacted. It also asks for your medical insurance information in case a trip to the emergency room is needed.

The fifth form (Form #5) is to be used any time your child needs to take any type of medication at school (prescription and non-prescription). It needs to be completed only when your child needs to take medication at school.

The sixth form is an explanation of the medication procedures.

Please be sure to fill out the forms completely at the beginning of each new school year. In addition, it is important that you let the school know immediately if any of the information changes. The program reserves the right to have your child not attend school until these forms are completed and are on file. Please make sure that these forms are returned to the program/your child's teacher immediately.

### HIPPA/School Health Record

Health Information Portability Privacy Act (HIPPA) is a federal law that protects your health and medical records and requires health professionals to maintain those records in a confidential manner. Like educational records, school health records must be maintained in a confidential manner.

All student records (health and educational) are maintained by C.E.S. according to the C.E.S. Confidentiality of School Records Policy. This policy is in accordance with FERPA (Federal Educational Records Privacy Act) and includes all student's educational and health records. C.E.S. maintains a Cumulative Health Record (CHR) for each student. That record is kept by the school nurse according to C.E.S. policy. According to both HIPPA and FERPA, that record cannot be shared unless the student's parent or guardian has provided written permission to do so. The CHR is kept separate from the student's educational file and is accessed only by the school nurses and his or her supervisor. Information in the CHR will only be shared with written permission from the student's parent or guardian. In accordance with HIPPA, C.E.S. school personnel including school nurses are not permitted to request any health record from an outside provider for any student without the written permission of the student's parent or guardian. When a need arises to communicate with a health provider who sees your child, C.E.S. will seek parent consent to speak by phone or to get written medical information from them.

If a parent or guardian has any questions, concerns or complaints about a student's health record they should contact the school nurse or the student's program administrator.

### HEALTH INSURANCE

According to state law, schools are required to collect information about each student's health insurance. It is important that you complete Form #2 to give us that information. This information 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)** 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 (Form #5) 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 are needed.

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/dentists 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.

Tylenol (acetaminophen) may be given under the standing orders of the C.E.S. medical advisor and in accordance with State law. Acetaminophen can only be given if the parent of a student has given the school nurse written permission to do so. A section of Form #2 allows parents to give written permission. Conditions or symptoms for which acetaminophen can be given are as follows: complaint of headache, menstrual cramps, toothache or a fever of 101° or above. If you would like your child to be able to receive acetaminophen at school, please review and sign Form #2 and return to school.

#### 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 him/her from learning in their program setting or because his/her presence in school endangers his/her 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 his/her 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 physician 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 his/her school program.

#### 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 at his/her 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, he/she is considered to be 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 his/her 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 10 shall be eligible to take the Connecticut Mastery Test (CMT) or the Connecticut Academic Performance Test (CAPT) 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 CMT/CAPT should be administered based upon your child's ability. Based on this decision, your child will receive either the regular CMT/CAPT or the modified CMT/CAPT (MAS) or the CMT/CAPT Skills Checklist.

## 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 Protection 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 BEST 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 his/her 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 inservice 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 or therapy.** 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.

Attached to this guide is a more detailed description by DCF about requirements related to child abuse or neglect. We would strongly encourage you to read this "Message to Parents". We have also included a document from the Department of Education on Mandated Reporting.

#### 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 him/her. (\*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 his/her 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 son/daughter 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 his/her program location.

## *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, he/she 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 his/her 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 his/her 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 his/her 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 facility and grounds are also equipped with video cameras that can be used to either monitor significant issues on the facility or grounds and/or record activity or facility entry that may be inappropriate. Posted signs inform anyone entering the building that video equipment is in use. This element of our facility security system may also prove extremely helpful in providing video footage that can assist us in our investigation of incidents occurring in facility or areas of our grounds. They will be periodically reviewed for this purpose. Such evidence may be used for disciplinary purposes or may be turned over to a police department conducting an investigation of an alleged crime at our facility.

### STUDENT SEARCH AND SEIZURE

Each student is entitled to a reasonable expectation of privacy with respect to his/her 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 he/she drives 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 son/daughter's teacher, school nurse, school psychologist, program administrator) of suspected bullying or mean behavior directed against your son/daughter 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 himself or herself, or of damage to his or her 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 son/daughter'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 his/her 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 son/daughter 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.ces.k12.ct.us](http://www.ces.k12.ct.us) ).**

### 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 his/her 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 except where designated.
- Consume, possess, 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, computer systems, software, electronic access privileges and the agency computer network. Access to the Internet/World Wide Web 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 the World Wide Web. 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 Technology Appropriate Usage Contract when in Grade 3 and above 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 C.E.S. Acceptable Technology Use Policy/Regulations and C.E.S. Internet Safety, Web and E-Mail Guidelines. Where applicable, we encourage you to share/review this information with your son or daughter. 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.).

Students are not to wear hats or any head attire in the building except where permitted by program. Coats are generally not to be worn in the building. Pants must be worn at waist level. Students are permitted to wear shorts in September, May and June. Blouses that reveal the abdomen, chest or undergarments or excessively short skirts/shorts should not be worn.

Violation of the dress code will be addressed on an individual basis by speaking to either the student and/or his/her 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 his/her dress the same day so as to be in compliance with the dress code.

#### SMOKING/USE OF TOBACCO

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.

#### ELECTRONIC BEEPERS/PAGERS AND CELLULAR PHONES

C.E.S. special education programs prohibit the possession and use of beepers or remotely activated paging devices while on school property, on school transportation vehicles or while attending school-sponsored activities on or off school property, unless the student obtains written permission of his/her program administrator. Such permission shall only be granted if the student or his/her parent/guardian establishes to the satisfaction of the program administrator that a reasonable basis exists for the possession or use of such a device.

While use of a cellular telephone during school activities is also prohibited, a student's parent may request that a student have use of a cellular mobile telephone if the student's parent/guardian establishes to the satisfaction of the program administrator that a reasonable basis exists for such usage. When appropriate, C.E.S. program administrators will require parents to request such permission preferably in writing. Even when permission to possess a cellular telephone on school property is granted, use will be restricted to emergency situations only. Students may not use cellular telephones during program hours without permission of the program administrator. C.E.S. restricts the use of video, audio and camera functions of cellular telephones. Use of such recording devices in school will warrant consideration of disciplinary action.

C.E.S. educational personnel who discover a student in possession or use of beepers, remotely activated paging devices or cellular mobile telephones without the permission of the Program Administrator shall report the violation to the program administrator. The program administrator or his/her designee may confiscate the device and will contact the student's parent/guardian. When a 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 agency policy shall result in a loss of

consent to bring such a device to school, confiscation of the device, and, when warranted, consideration of disciplinary action. See Student Discipline Procedures in Appendix.

## 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 La Belle, 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 son/daughter'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 son/daughter 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, 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 and social workers 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 assists 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 his/her 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.

### 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 son/daughter's guardian at age 18. Given the scheduling issues, you are encouraged to file your application for guardianship prior to your son/daughter turning 18 years of age. It is important to inform program staff if you have guardianship for your son/daughter once they turn 18 years of age.

### 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.

### STUDENT NOTIFICATION SYSTEM – ALERTNOW

C.E.S. will periodically utilize a student notification system (AlertNow) 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 the AlertNow system as a reminder about upcoming events (e.g., early dismissal days, special activities)

## 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. Crisis Response Procedures will go into effect. The program will follow prescribed procedures for the specific type of crisis being encountered. As soon as it is feasible, parents will be contacted by the program to provide you with information about the crisis, transportation options, alternate student locations when necessary and necessary follow-up communications. When these situations warrant such use, C.E.S. will provide telephone or e-mail announcements using the AlertNow system.

If a lockdown occurs at the 25 Oakview or 30 Lindeman Drive facilities, parents should go to the C.E.S. Central Office at 40 Lindeman Drive and await further instructions from the police department and/or C.E.S. administrators. Parents are encouraged not to come to the C.E.S. facility/program unless asked to do so since this may cause difficulty for emergency personnel or make any necessary evacuation procedures more complex.

## 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 son/daughter 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, no student shall on the basis of race, creed, color, religion, sex, sexual orientation, national origin, age, handicap or disability be excluded from, participation in, or denied the benefits of, any C.E.S. educational program or activity. 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 that he or she has been subject to behavior that could constitute sexual harassment, he/she 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, he or she 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 complainant is dissatisfied with the result(s) he/she, 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.

## 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.

# APPENDICES

**Cooperative Educational Services  
2012-2013  
SCHOOL CALENDAR**

July						
2	3	<del>4</del>	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

2 Summer Session Begins  
4 Fourth of July Holiday -closed

August (5)						
	1	2	3			
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

3 Summer Session Ends  
20&21 New Certified Staff Orientation  
22 Welcome Back Convocation  
27 Students Return

September (17)						
<del>3</del>	4	5	6	7		
10	11	12	13	14		
<del>17</del>	18	19	20	21		
24	25	<del>26</del>	27	28		

3 Labor Day - closed  
17 Rosh Hashanah - closed  
20 Parent Night  
26 Yom Kippur - closed

October (22)						
1	2	3	4	5		
<del>8</del>	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

8 Columbus Day - closed

November (18)						
	1	2				
5	6+	7	8	9		
<del>12</del>	13	14	15	16		
19	20	21*	<del>22</del>	<del>23</del>		
26	27	28	29	30		

6 Staff Only - PD Day  
12 Veterans' Day Observed-closed  
21 Early Dismissal  
22&23 Thanksgiving Holiday-closed

December (15)						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>		
31						

24-31 Holiday Recess (includes New Year's Day Holiday - classes resume on 1/2/13)

January (21)						
<del>1</del>	2	3	4			
7	8	9	10	11		
14	15	16	17	18		
<del>21</del>	22	23	24	25		
28	29*	30*	31			

1 New Year's Day closed  
21 Martin Luther King Day-closed  
29 & 30 Early Dismissal Parent Conferences

February (14)						
						1
4	5	6	7	8+		
11	12	13	14	15		
<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	<del>22</del>		
25	26	27	28			

8 Staff Only - PD Day  
18 Presidents' Day - closed  
19-22 Winter Recess

March (19)						
						1
4	5	6*	7*	8		
11	12	13	14	15		
18	19	20	21	22+		
25	26	27	28	<del>29</del>		

6 & 7 - Early Dismissal - PPT Prep  
22 Staff Only - PD Day  
29 Good Friday - closed

April (17)						
1	2*	3*	4	5		
8	9	10	11	12		
<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	<del>19</del>		
22	23	24	25	26		
29	30					

2 & 3 - Early Dismissal - PPT Prep  
15-19 Spring Recess -closed

May (22)						
	1	2	3			
6	7*	8*	9	10		
13	14	15	16	17		
20	21	22	23	24		
<del>27</del>	28	29	30	31		

7 & 8 Early Dismissal - PPT Prep  
27 Memorial Day -closed

June (10)						
3	4	5	6	7		
10	11	12	13	14*		
17	18	19	20	21		
24	25	26	27	28		

14 Tent. Last Day for Students - Early Dismissal  
17 Tent. Last Day for Staff

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 scheduled last day for school students. June 20<sup>th</sup> will be the absolute last day for students and June 21<sup>st</sup> will be the absolute last day for academic year staff which would include four (4) make-up days if needed. Any additional days beyond four (4) required for make-up will occur during the April recess starting at the beginning of the week.

**Key:**

/ No School

+ Staff only - no students

\* Early dismissal for students

Approved by the Representative Council : 11/3/11



**THE FOLLOWING DIRECTIONS  
ARE TO OUR LOCATION AT:**

Inclement weather hotline number:  
203-365-8848 (call after 6:45 a.m.)

# 25 Oakview Dr.

**Driving Directions to C.E.S., 25 Oakview Drive, Trumbull, CT**

**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 second 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 (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, 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 second 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.

**THE FOLLOWING DIRECTIONS  
ARE TO OUR LOCATION AT**

Inclement weather hotline number is  
203-365-8848 (call after 6:45 a.m.)

**30 Lindeman Dr.**

**Directions to C.E.S., 30 Lindeman Drive, Trumbull, CT**

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**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.  
30 Lindeman is located on your left.

**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. 30 Lindeman is on your 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 (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. 30 Lindeman is on your 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. 30 Lindeman is located 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 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. 30 Lindeman is on your right.



# STATE OF CONNECTICUT

DEPARTMENT OF PUBLIC HEALTH

## IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS 2012-2013 SCHOOL YEAR

### PRESCHOOL

(Children entering between 24-59 months of age)

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



### KINDERGARTEN

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

### GRADE 1

DTaP:	At least 4 doses. The last dose must be given on or after 4 <sup>th</sup> birthday.
Polio:	At least 3 doses. The last dose must be given on or after 4 <sup>th</sup> birthday
MMR:	2 doses separated by at least 28 days, 1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday; or verification of disease

### GRADES 2-6

DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4 <sup>th</sup> 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 4 <sup>th</sup> birthday
MMR:	2 doses separated by at least 28 days, 1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	1 dose on or after the 1 <sup>st</sup> birthday; or verification of disease

## GRADES 7-8

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 a total of 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 4 <sup>th</sup> birthday
MMR:	2 doses separated by at least 28 days, 1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday
Meningococcal	1 dose
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday; or verification of disease

## GRADE 9-12

Td/Tdap:	At least 3 doses. The last dose must be given on or after 4 <sup>th</sup> birthday. Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio:	At least 3 doses. The last dose must be given on or after 4 <sup>th</sup> birthday
MMR:	2 doses separated by at least 28 days, 1 <sup>st</sup> dose on or after the 1 <sup>st</sup> birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	For students <13 years of age, 1 dose given on or after the 1 <sup>st</sup> birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

### **Important Reminders:**

- DTaP vaccine is not given on or after the 7<sup>th</sup> birthday and may be given for all doses in the primary series.
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not required for children 5 years of age or older.
- Pneumococcal is required for all Pre-K and K students born on or after 1/1/2007 and less than 5 years of age.
- Hepatitis A is required for all Pre-K and K students born on or after 1/1/2007.
- Hep B requirement for school year 2012-2013 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 should not be given before 24 weeks of age.
- Second MMR for school year 2012-2013 applies to all students in grades K-12.
- Lab confirmation of immunity is **only** acceptable for Hep B, Hep A, 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 [www.ct.gov/dph/cwp/view.asp?a=3136&Q=467374&PM=1](http://www.ct.gov/dph/cwp/view.asp?a=3136&Q=467374&PM=1)

### **New Entrant Definition:**

\*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. **All students entering kindergarten**, including 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 Combination Vaccines:**

<u>Vaccine:</u>	<u>Brand Name:</u>	<u>Vaccine:</u>	<u>Brand Name:</u>
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


**COOPERATIVE EDUCATIONAL SERVICES  
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.

<b>Disease or Symptoms</b>	<b>Period of Exclusion</b>
Infectious illness suspected to be contagious (i.e., mumps, measles, Hepatitis)	Return to school with physician's note
Fever of <u>100°</u> Fahrenheit rectal equivalent or higher	Until temperature has returned to normal for a period of 24 hours
Flu-like symptoms	Until symptom free for 24 hours or more
Vomiting or diarrhea, unless diagnosis exists	Until free of symptoms for 24 hours
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
Chickenpox	Due to immunizations currently available, we no longer expect to see Chicken Pox. All suspected cases must be assessed by your Medical Care Provider. A note must accompany your child in order to return to school and all areas must be dry and healing.
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

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

Physician's Signature:

  
Robert Chessin, M.D.

## C.E.S. Nutrition Guidelines

Foods sold during the school day meet USDA standards and the Connecticut healthy snack standards. The school day consists of regular hours of operation and does not include before school and after school programs. However, every attempt will be made to follow the guidelines in those programs as well. Foods that do not meet these standards are not available to students anywhere on school grounds until the end of the last scheduled instructional period.

**Snack Categories:** The healthy snack standards group snack items into three categories: (1) Beverages; (2) Snacks and Desserts and (3) Fruit and Vegetables

### Beverages

- **Milk** – No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce) for skim or 1% flavored milks (includes both naturally occurring lactose or milk sugar and added sugar). Serve low-fat dairy products (skim and 1% milk). Milk may not contain artificial sweeteners, nonnutritive sweeteners or sugar alcohols.
- **Dairy Alternatives** such as soy milk and rice milk – No more than 32 grams total sugar per 8 ounce serving (4 grams per ounce). No more than 35 percent of total calories from fat and no more than 10 percent of calories from saturated fat per serving. Dairy alternatives may not contain artificial sweeteners, nonnutritive sweeteners or sugar alcohols.
- **Fruit or Vegetable Juice (100%)** – 100 percent juice is exempt from sugar standard
- **Water** – Includes flavored waters without added sugar, artificial sweeteners or caffeine and water with added juice but no added sugars, sweeteners, artificial sweeteners or nonnutritive sweeteners or sugar alcohols.

**Portion Sizes** – Limit portion sizes of all beverages to no more than 12 ounces (except water without added juice).

### Snacks and Desserts

This category addresses chips, crackers, popcorn, cereal, trail mix, nuts, seeds, peanut butter and other nut butters, jerky, cookies, animal/graham crackers and cereal bars, granola bars, bakery items (e.g. pastries, toaster pastries, muffins, soft pretzels), frozen desserts, ice cream, cheese, yogurt and smoothies (made with low-fat yogurt or other low-fat dairy alternatives and or fruit/juice).

- **Fat** – No more than 35 percent of total calories from fat **and** 7 grams maximum per serving (with the exception of nuts, seeds peanut butter and other nut butters and cheeses).
- **Saturated Fat and Trans Fat** – No more than 10 percent of calories from saturated fat and/or trans fat **and** 2 grams maximum per serving.
- **Added Sugar** - No more than 35 percent by weight **and** 15 grams maximum per serving (excludes sugars naturally occurring in fruits, vegetables and dairy). For smoothies (made with low-fat yogurt or other low-fat dairy alternatives and/or

fruit/juice) and yogurt, no more than 5 grams total sugar (added and naturally occurring) per ounce. Snacks may not contain artificial sweeteners, nonnutritive sweeteners or sugar alcohols.

**Whole-Grain Foods** – Encourage the availability of whole grains and foods containing fiber. Provide choices of whole grains and naturally occurring grains (those with minimal/trace amounts of added fat and no added sugar). Limit grain-based snack items made with enriched flour.

**Portion Sizes** – Serve reasonable portion sizes. If products meet the preceding standards for snacks and sweets, they may be served in single-serving portion sizes or in a package that does not exceed the serving size limits specified below.

Baked chips, popcorn, rice cakes, puffed snacks.....	1.25 oz.
Crackers, hard pretzels, pita chips, snack mix.....	1.75 oz.
Peanut butter-filled crackers and cheese-filled crackers.....	1.5 oz.
Trail mix, nuts, seeds, soy nuts.....	1.75 oz.
Jerky.....	1.25 oz.
Cereals.....	2 oz.
Cookies, animal crackers, graham crackers, cereal bars, granola bars.....	2 oz.
Bakery items, e.g., pastries, toaster pastries, muffins, bagels, soft pretzels....	3 oz.
Frozen desserts, ice cream.....	4 oz.
Pudding.....	4 oz.
Yogurt.....	8 oz.
Smoothies (made with low-fat yogurt or other low-fat Diary alternatives and/or fruit/juice).....	10 oz.
Cheese (low-fat recommended).....	2 oz.
Nut butters, e.g. peanut butter, almond butter,.....	No more than 2 Tbsp.
Entrée items or other protein sources.....	No more than the portion size typically provided for each age or grade group under the USDA meal pattern

### Fruits and Vegetables

Make quality fruits and vegetables available at any place snack items are sold. For example, have dried fruit in vending machines, and/or fresh fruit or fresh vegetables in school stores. (“Quality” means fruits and vegetables prepared and packaged without added fat, sugar or sodium.)

- **Fat** – No more than 35 percent of total calories from fat and 7 grams maximum per serving.
- **Saturated Fat and Trans Fat** – No more than 10 percent of calories from saturated fat and/or trans fat and 2 grams maximum per serving.
- **Added Sugar** – no more than 35 percent by weight and 15 grams maximum per serving.

**Portion Sizes** – If products meet the preceding standards for fruits and vegetables, they may be served in the following portion sizes

- ½ cup minimum for quality fruits and vegetables
- ½ cup or 1 ounce for vegetables or fruit with added fat
- 1.5 ounce for dried fruit.

### • **Food of Minimal Nutritional Value**

Food of minimal nutritional value is not allowed to be offered or sold to students in C.E.S. schools and educational programs. Foods of minimal nutritional value include:

- Carbonated soft drinks
- Chewing Gums
- Water Ices
- Certain candies made predominately from sweeteners such as hard candy, licorice, jellybeans, gum drops, marshmallows, fondant, cotton candy and candy coated popcorn.

Rev. 2/10





## *A Message to Parents...*

**When the Department of Children and Families is called about a child in school...**

*Teachers, principals and other school professionals are required by law to report to the state Department of Children and Families (DCF) if they suspect that a child in school may have been abused or neglected.*

*You may have wondered what happens when such a report is made, either because you yourself have made a report, you know someone who has, or because a report was made about your family.*

*These pages are designed to inform all families about:*

- *what happens when the Department of Children and Families investigates a report of suspected child abuse or neglect;*
- *the number of children reported to be abused and neglected;*
- *definitions of child abuse and neglect;*
- *how to identify child abuse and neglect; and*
- *how to report suspected child abuse and neglect.*

\* \* \*

### **What are the reporting requirements for school personnel?**

All teachers, principals, guidance counselors, social workers, psychologists, school nurses and school doctors, and paraprofessionals such as teachers' aides are required by law to report to the state if they suspect that a child:

- has non-accidental injuries which appear to have been caused by the person responsible for his or her care;
- has physical injuries inconsistent with an explanation of the injuries; or
- has a condition resulting from maltreatment, such as malnutrition, sexual abuse, sexual exploitation, deliberate failure to provide necessities like food, clothing or shelter, and emotional maltreatment or cruel punishment.

*Children have a right to be safe from these conditions.*

(In addition, members of a school's support staff, such as an administrative aide, cafeteria worker or bus driver, may report and may be required by school policy to report suspected child abuse or neglect.)

## **What happens when DCF receives a report regarding a child?**

DCF is required by law to investigate reports of suspected child abuse or neglect. Reports are assigned to social workers who specialize in investigating suspected abuse and neglect.

The investigating social worker will talk to the child, the parents/caregivers and other family members, and to the person who made the report. Depending on the situation, the investigator may talk to the child at school. DCF must obtain parental or guardian consent to interview their child, except when the parent, guardian, or a member of the household, is the alleged perpetrator. In these cases, state law requires DCF to ask a "disinterested adult" to be present during the interview, if available. This may be a teacher, guidance counselor, social worker or principal. DCF may also talk to the child's teachers, day-care staff, baby-sitters, relatives, police or other people who may have first-hand knowledge of the child and the child's family.

Reports of serious physical abuse or neglect, and all reports of sexual abuse, must be referred by DCF to the police, according to the law.

## **What happens after an investigation?**

If DCF finds that a child has not been abused or neglected, the report is "unsubstantiated." The family will have no further involvement with DCF. The family may, however, request help in finding services.

If the investigation shows that a child has been abused or neglected, the report is "substantiated." A social worker will work with the family to develop a service plan. The family may receive ongoing help from a DCF social worker and/or through community services such as: parent aide, counseling, parenting classes, children's mental health services, etc.

The social worker will also refer the family to any necessary social services such as: substance abuse treatment, employment services, public assistance, housing assistance, medical care, legal services, etc.

## **Will the child(ren) be taken away from the family?**

Most children served by DCF remain at home with their parents. Often, monitoring and support services can be provided to improve the family's situation and help protect the child from harm.

There are times when it is determined that a risk to a child's safety requires out-of-home placement. The child may be placed in temporary protective care, usually with a foster family. A court must approve this decision. When a child must be placed in out-of-home care, DCF works to return the child to his/her home when the family situation is determined to be safe.

The DCF social worker informs the family of their rights while they are being served by DCF.

DCF's goal is to protect the child and to help family members resolve any problems which prevent them from providing the best possible care for their child.

## **Child abuse and neglect...the facts**

More than 38,700 children in Connecticut were reported to be abused or neglected or in potentially dangerous conditions during state fiscal year 1996. These children were reported to be physically abused, sexually abused, neglected or abandoned, or were considered to be at high-risk as newborns.

Child maltreatment was confirmed by the Department of Children and Families in 65-70% of the cases.

Studies indicate that for every child who is reported to be abused, seven others go unreported. It is estimated, then, that 8 to 10% of Connecticut's children may be seriously maltreated.

Child abuse and neglect occurs in every community in the state and among families of every type.

### **What is child abuse and neglect?**

Child abuse is the non-accidental physical or mental injury, sexual abuse or neglect of a child under the age of 18 by a person responsible for the child's health, welfare or care, or by a person given access to the child by the responsible person. The forms of abuse and neglect include:

**Physical abuse:** injuring a child by shaking, beating, burning or other means.

**Sexual abuse:** engaging in sexual behavior with a child or allowing sexual exploitation of a child.

**Emotional abuse:** excessive belittling, teasing or berating which impairs a child's psychological growth.

**Neglect:** failing to provide for a child's basic needs (i.e. food, clothing, shelter, hygiene, education, medical care and supervision).

While any of the forms of maltreatment may be found alone, they often occur in combination. Emotional abuse commonly accompanies the other types of abuse.

### **Identifying child abuse and neglect**

The most common way to identify maltreatment is through the child and parent's behavior. The chart on the following page lists the key physical and behavioral indicators of each type of maltreatment. A combination or pattern of indicators often signals the presence of abuse or neglect.

### **Reporting child abuse and neglect**

Certain professionals whose work puts them in regular contact with children, such as teachers, police officers, doctors, nurses, day-care workers and clergy, are required by law to report suspected child abuse. They are called "mandated reporters." However, *anyone* can—and should—make a report if they believe that a child is being, or has been, abused or neglected.

Anyone who reports suspected child abuse or neglect in good faith is immune from civil and criminal liability.

To make a report, simply call the DCF Child Protection CARELINE (24 hours a day, seven days a week) at 1-800-842-2288. You will be asked for the child's name, address and phone number, if known. You should explain your concern and give any relevant information, such as physical and behavioral indicators. Be specific. Describe exactly what you observed or were told.

You will be asked your name and phone number, but you may remain anonymous if you wish. DCF encourages reporters to give their name as it greatly aids in the investigation. Mandated reporters are required to give their name, but they may request that their name and identity be kept anonymous. However, if abuse or neglect is confirmed, and a court hearing or criminal prosecution occurs, a mandated reporter cannot be assured of anonymity.

# Recognizing Child Abuse and Neglect

The most common way to identify maltreatment is through the child and parent's behavior. Here is a list of the key physical and behavioral indicators of each type of maltreatment. A combination or pattern of indicators should especially alert you to the possibility of maltreatment.

CHILD INDICATORS		CARETAKER INDICATORS	
	Physical Signs	Child's Behavior	
PHYSICAL ABUSE	<ul style="list-style-type: none"> <li>• unexplained bruises, welts or abrasions               <ul style="list-style-type: none"> <li>- in various stages of healing</li> <li>- in shape of object (cord, rope, belt buckle)</li> <li>- human bite marks</li> </ul> </li> <li>• unexplained burns               <ul style="list-style-type: none"> <li>- cigarette (on soles, palms, back, buttocks)</li> <li>- immersion (sock or glove-like)</li> </ul> </li> <li>• unexplained broken bones               <ul style="list-style-type: none"> <li>- skull, nose, facial structure</li> <li>- in various stages of healing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• reports injury by a parent (or threatened injury)</li> <li>• shrinks from adults' touch</li> <li>• frightened of parents</li> <li>• afraid to go home</li> <li>• withdrawn or aggressive</li> <li>• complains of soreness, moves uncomfortably</li> <li>• wears clothing inappropriate to weather</li> <li>• reluctant to change clothes</li> </ul>	<ul style="list-style-type: none"> <li>• offers vague, illogical, contradictory or no explanation of child's injury</li> <li>• attempts to conceal child's injury</li> <li>• delays, or does not seek, medical treatment for injury when warranted</li> <li>• uses harsh discipline inappropriate to child's age and transgression</li> <li>• has unrealistic expectations of child</li> <li>• significantly misperceives child (e.g. sees child as bad, stupid, different)</li> <li>• misuses alcohol or drugs</li> </ul>
SEXUAL ABUSE	<ul style="list-style-type: none"> <li>• torn, stained or bloody underwear</li> <li>• difficulty walking or sitting</li> <li>• pain or itching in genital area</li> <li>• bruises or bleeding in external genitalia</li> <li>• frequent urinary or genital infections</li> <li>• venereal disease, especially in pre-teens</li> </ul>	<ul style="list-style-type: none"> <li>• reports sexual assault by caretaker</li> <li>• reluctant to change clothes</li> <li>• withdrawal, fantasy or infantile behavior</li> <li>• bizarre sexual behavior or detailed sexual knowledge, especially in young children</li> <li>• poor peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• extremely protective or jealous of child</li> <li>• sexually abused as a child</li> <li>• misuses alcohol or drugs</li> <li>• non-abusing caretaker/spouse is frequently absent from home</li> </ul>
EMOTIONAL ABUSE	<ul style="list-style-type: none"> <li>• speech disorders</li> <li>• lags in physical development</li> <li>• failure-to-thrive</li> </ul>	<ul style="list-style-type: none"> <li>• sucking, biting, rocking in older child</li> <li>• antisocial, destructive (and self-destructive)</li> <li>• sleep disorders, inhibition of play</li> <li>• compliant/passive or aggressive/demanding</li> <li>• inappropriately adult or infantile</li> <li>• developmental lags (emotional, intellectual)</li> <li>• attempts suicide</li> </ul>	<ul style="list-style-type: none"> <li>• excessively blames or belittles child</li> <li>• repeatedly ignores or rejects child</li> <li>• treats siblings unequally</li> <li>• seems unconcerned about child's problems</li> <li>• unreasonable demands or impossible expectations without regard to child's developmental capability</li> </ul>
NEGLECT	<ul style="list-style-type: none"> <li>• constant hunger, poor hygiene, inappropriate dress</li> <li>• consistent lack of supervision, especially in dangerous activities or for long periods</li> <li>• lack of needed medical or dental care</li> <li>• abandonment</li> </ul>	<ul style="list-style-type: none"> <li>• arrives early at school, stays late; often absent; often falls asleep in class</li> <li>• begs, steals food</li> <li>• constant fatigue, listlessness</li> <li>• says there is no caretaker</li> <li>• shunned by peers</li> </ul>	<ul style="list-style-type: none"> <li>• misuses alcohol or drugs</li> <li>• maintains chaotic home</li> <li>• consistently fails to keep appointments</li> <li>• demonstrates apathy or hopelessness</li> <li>• has mental health problems</li> </ul>

To report suspected child abuse or neglect, call the Child Protection CARELINE: 1-800-842-2288 (24 hours a day).

## LEAVING YOUR CHILD HOME ALONE

Deciding when your child is ready to stay home alone is a difficult decision for parents. There is no set age, either prescribed by law or by child development experts. It comes down to a judgment call on the part of parents.

Fortunately, there are some guidelines and certain factors to consider, as well as things to do if you decide to leave your children home alone.

### To decide if your child can take care of himself, consider:

**His age.** Experts believe a child should be at least 12 before he is left alone, and at least 15 before he can care for a younger brother or sister. These are the minimum ages. Not every child is ready then.

**His maturity.** Can he think things through, plan ahead, make good decisions.

**His ability to handle urgent situations.** Your child should show good judgment and follow your rules. He should know how to get help, what to do in a fire, how to deal with visitors and callers, etc.

**The environment.** Is it safe? Are there people nearby who can be trusted to watch out for your child?

**How long he will be alone.** An hour or two might be fine; a day may be too long.

**His feelings.** If he's nervous about being alone or isn't sure he can handle certain situations, he's not ready.

### If you feel your child can stay alone, give him what he needs to be safe, including:

**The house key.** Have him keep it in a safe, but hidden place, like a zippered part of his backpack.

**Phone numbers.** Next to the phone, post a number where you can be reached (or you might want to get a pager if you're not always near a phone) and numbers of two neighbors who are likely to be home and who have agreed to look out for your child. Tell them what time he comes home from school.

### Safety rules. When your child is home alone, he should:

- not enter the house if he sees something suspicious (e.g. an open door, broken window, strange people). He should go to a neighbor's house, call 911, then you. Not let anyone in. Delivery people can be told to go to a neighbor's house and repair people can come back.
- not tell anyone he is home alone. If someone calls, your child can say, "My mother (father) can't come to the phone right now. Can I take a message?"
- not go to anyone's house without your permission.
- Schedule a time each day to check in with one another.

### Teach your child:

- When to call 911 and what to say.
- How to prevent fires and what to do if one breaks out (E.g. get out of the house fast and call 911 from a neighbor's house).
- Basic first aid (some towns offer courses for children). Some towns and employers offer a "home alone" class for children; ask your town recreation department, school or employer.

Try leaving your child home alone for an hour or two and see how he does before you do it long term. Each day, talk to your child about what he did during the day. Ask him often how he feels about staying home alone. Review safety rules.

If you, or your child have any doubts, it is best to make other arrangements. Maybe another parent, college student, or local after-school program can help out.

If you need to find care for your child, check with INFOLINE (211), your relatives, neighbors and friends, your child's school, your city or town parks and recreation department, or a local YMCA/YWCA.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
Division of Teaching, Learning and Assessment  
Bureau of Educator Preparation, Certification, Support & Assessment  
**Pat Scully, Investigator**

**Mandated Reporting**

Much of the information below relates to *basic* mandatory reporting requirements. However, it is intended to **highlight** specific reporting requirements **FOR school employees** regarding **suspected child abuse or neglect BY school employees**—with special emphasis on Superintendents' responsibilities.

Under Section 17a-101(b) of the C.G.S. the following **school personnel\*** are **required to report** suspected child abuse or neglect:

The **list** of Mandated Reporters **also includes** the following:

- School Teachers
- School Principals
- School Guidance Counselors
- Social Workers\*
- School Paraprofessionals
- School Coaches or Coaches of Intramural or Interscholastic Athletics
- Psychologists\*
- Registered Nurses\*
- Licensed Professional Counselors
- Police Officers\*

\* Or those persons who work in schools, e.g., police officers who are School Resource Officers or DARE instructors, school nurses, school psychologists, etc.

- |                             |  |
|-----------------------------|--|
| Optometrists                | Battered Women's Counselors                  |
| Chiropractors               | Parole Officers (Juvenile or Adult)          |
| Dental Hygienists           | Pharmacists                                  |
| Dentists                    | Physical Therapists                          |
| Licensed Physicians         | Physician Assistants                         |
| Licensed Practical Nurses   | Probation Officers                           |
| Licensed Surgeons           | Sexual Assault Counselors                    |
| Podiatrists                 | Licensed Marital and Family Therapists       |
| Medical Examiners           | Licensed or Unlicensed Resident Interns      |
| Members of the Clergy       | Licensed or Unlicensed Resident Physicians   |
| Mental Health Professionals | Licensed/Certified Alcohol & Drug Counselors |
| DCF Employees               | Licensed/Certified EMS Providers             |

- Any person paid to care for a child in any public or private facility, child day care center, group day care home or family day care home which is licensed by the State.
- Department of Public Health employees responsible for the licensing of child day care centers, group day care homes, family day care homes or youth camps.
- The Child Advocate and any employee of the Office of the Child Advocate.

- NOTES:**
- a) While not all categories of school employees are included in the statutory list of Mandated Reporters, all should be encouraged to adhere to the same reporting requirements. Surely, all those employed in our schools share a moral responsibility for the welfare of students; and those holding certificates, permits or authorizations issued by the State Board of Education have a professional responsibility as well—even though they may not all be obligated legally under the terms of C.G.S. Section 17a-101(b).
  - b) Under the provisions of Section 17a-101i(e) of the C.G.S., local and regional boards of education were required to adopt written policies regarding the reporting by school employees of suspected child abuse in accordance with Sections 17a-101a to 17a-101d, inclusive, and 17a-103 on or before 2/1/97.

**What Must Be Reported?**

**Child Abuse:** Any child or youth who has a non-accidental physical injury, or injury which is at variance with the history given of such injury, or who is in a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

**Child Neglect:** Any child or youth who has been abandoned or is being denied proper care and attention, physically, educationally, emotionally or morally or is being permitted to live under conditions, circumstances or associations injurious to his/her well-being or has been abused.

**Imminent Risk of Serious Harm to Child:** Any child or youth who has been placed at imminent risk of serious harm.

**Child Under Thirteen (13) with Venereal Disease:** A *physician or facility* must report to the DCF Hotline upon the consultation, examination or treatment for venereal disease of any child not more than 12 years old.

### Mandated Reporters

- Mandated Reporters having reasonable cause to suspect or believe a child has been abused or neglected or placed in imminent risk of serious harm, shall report orally by telephone or in person to DCF or a law enforcement agency as soon as practicable, but not later than twelve hours after having had such reasonable cause. *Sec. 17a-101b(a)*
- Within 48 hours of the oral report, a Mandated Reporter shall submit a written report to DCF. *Sec. 17a-101c*
- When a Mandated Reporter has reasonable cause to suspect or believe any child has been abused or neglected by a staff member (this includes all staff, e.g., teachers, principals, maintenance workers, cafeteria employees, information technologists, etc.) of a public or private school or facility or institution that provides care for such child, the Mandated Reporter is required to report as above. *Sec. 17a-101b(d)*  
*(Note: When DCF notifies the head of the institution, facility or public or private school, that following an investigation there is reasonable cause to believe a child has been abused by a staff member (not including persons holding certificates, permits or authorizations issued by the SBE), the school/facility may suspend the staff person. See column to the right regarding mandatory suspension of certified staff in similar circumstances.)*
- When the Mandated Reporter is a staff member of a public or private facility that provides care for the child, or of a public or private school, the reporter shall also submit a copy of the written report to the person in charge of the facility or school (Superintendent). *Sec. 17a-101c*
- When a report concerns an employee of a child-care facility licensed by the state, a Mandated Reporter shall send a copy of the written report to the head of the state-licensing agency. *Sec. 17a-101c*

### Superintendents of Schools

- When a Mandated Reporter submits to the person in charge of the facility or school (supt.) a copy of the written report of suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the SBE, the person in charge of such facility/school SHALL send a copy of the report to the Commissioner of Education. *Sec. 17a-101c*
- DCF notifies the facility/school head if a report is made about a school employee, unless the person is the alleged perpetrator. The school or facility head shall notify the child's parent or responsible person immediately. *Sec. 17a-101b(d)*
- Investigations of suspected child abuse/neglect by school employees are conducted by DCF. If, after investigation, DCF has reasonable cause to believe a child has been abused or neglected by a person holding a certificate, permit or authorization issued by the SBE & DCF has recommended the employee be placed on the child abuse/neglect registry, w/in five working days, DCF must notify the Supt. of such finding—whether or not the child was a student in the employing district or school. *Sec. 17a-101i(a)*
- The Supt. SHALL suspend such (certified) school employee with pay. (Suspension shall remain in effect until the BOE acts pursuant to the provisions of Section 10-151 of the C.G.S.) *Sec. 17a-101i(a)*
- Within 72 hours of suspension, the Supt. shall notify the local or regional BOE and the Commissioner of Education (who shall maintain the information as confidential), of the reasons for, and conditions of, such suspension, and shall disclose the necessary records to the Commissioner. *Sec. 17a-101i(a)*
- If the employment contract is terminated, the Superintendent shall notify the Commissioner of Education w/in 72 hours and the Commissioner may commence revocation proceedings. *Sec. 17a-101i(a)*

### Failure to Report

- Pursuant to C.G.S. Sec. 17a-101a, a mandated reporter who fails to make the required report shall be fined not less than \$500 nor more than \$2,500, and shall be required to participate in an educational and training program pursuant to Sec. 17a-101(d).
- Under C.G.S. Sec. 17a-101(d), a mandated reporter who fails to report to DCF as required pursuant to Sec. 17a-101a "shall be required to participate in an educational and training program established by the [DCF] commissioner. The program may be provided by one or more private organizations approved by the commissioner, provided the entire costs of the program shall be paid from fees charged to the participants, the amount of which shall be subject to the approval of the commissioner."

**APPENDIX**

**SUBSTANCE ABUSE SANCTIONS**

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



## STUDENT DISCIPLINE PROCEDURES

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. Each program has established age and developmentally appropriate expectations for behavior that are conducive to the development and maintenance of a healthy, orderly and safe educational environment. C.E.S. has established administrative procedures that permit Program Administrators to take necessary disciplinary action consistent with Connecticut laws governing student conduct that threatens the welfare of people who study or work in its schools, 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. Listed below are important excerpts from C.E.S. Policy Concerning Student Discipline and Dismissal Actions from C.E.S. Programs:

### I. Definitions

- a) **"Exclusion"** shall be defined as any denial of public school privileges to a student for disciplinary purpose.
- b) **"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.
- c) **"In-School Suspension"** means an exclusion from regular classroom activity for no more than five (5) consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. An in-school suspension may include reassignment to a regular classroom program in a different school in the school district; such as reassignment shall not constitute a "suspension" or "expulsion" under this policy.
- d) **"Suspension"** means an exclusion from school privileges or from transportation services for no more than ten consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
- e) **"Expulsion"** means an exclusion from school privileges for more than ten 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 to the school year following the school year in which such exclusion was imposed.

- 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) "**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.
- h) "**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 or off school property.
- i) "**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 used by C.E.S. school programs for school-sponsored activities.
- j) "**Program Personnel**" means any person in the employment of Cooperative Educational Services (C.E.S.) who provides instruction or related services including transportation to students enrolled in C.E.S. schools/programs.
- k) "**Dismissal**" means a permanent exclusion of at least one year from a C.E.S. school, program or service.
- l) "**Possess**" means to have physical possession or otherwise to exercise dominion or control over tangible property.
- m) "**Deadly weapon**" means any weapon, whether is loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
- n) "**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 a dog that has been commanded to attack.
- o) "**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. Firearm does not include any antique firearm. 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.

- p) **“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.
- q) **“Martial arts weapon”** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- r) **“Bullying”** means any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds including school transportation vehicles or at a school-sponsored activity which acts are repeated against the same student over time.

## II. Administrative Actions

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 process

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 or 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, and whether any injuries occurred; and
- whether the conduct involved the use of alcohol/drugs.

## III. Levels of Disciplinary Action

A. Removal: C.E.S. program personnel are authorized to remove students from class 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" and brief classroom exclusions are 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. "Time out" approved under these guidelines does not constitute "removal".

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 would occur when a student:

- intentionally/repeatedly defies valid authority of staff;
- damages or attempts to damage school property;
- intentionally acts aggressively toward students or staff;
- uses profanity, vulgarity or makes obscene gestures;
- threatens safety of staff/others;
- engages in overt acts of bullying or sexual harassment;
- repeatedly defies classroom/program rules that interfere with other student's right to learn/staff's ability to teach.

\*(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. In-School Suspension: 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 repeatedly 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 five (5) 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 would occur when a student:

- steals or attempts to steal school property or personal property;
- fighting with another student;
- posses or consumes tobacco products in the school building, on school transportation vehicles or on school grounds except where designated by program personnel for students of high school age;
- copies the academic work of others and presents it as own;
- possession of drug paraphernalia;
- uses or is under the influence of alcohol or drugs;
- intentionally leaves school grounds without permission;
- intentionally ignites matches/lighters in school building or transportation vehicles;
- repeatedly defies valid authority of staff;
- intentionally violates school attendance policy;
- intentionally engages in behavior that jeopardizes or threatens safety of self/others;
- repeatedly engages in behaviors that require remove from class;
- engages in overt acts of bullying or harassment;
- possesses or uses a remote paging device, cellular phone or other electronic device without appropriate permission.

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

C. \*Suspension: C.E.S. Program Administrators are authorized to suspend from school any student whose conduct endangers 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 awaiting or receiving transportation to and from school endangers 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 suspension when situations warrant this disciplinary action.

Suspension 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, on or 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 would occur when a student:

- 1) intentionally causes or attempts to cause substantial damage to school or personal property;
- 2) steals or attempts to steal school or personal property;
- 3) physically assaults another person or staff;
- 4) knowingly possesses, uses or is under the influence of alcohol or drugs;
- 5) repeatedly defies valid authority staff;
- 6) intentionally engages in overt acts of bullying or sexual harassment;
- 7) demonstrates behavior such that safety can no longer be ensured for self or others;
- 8) repeatedly engages in fighting with students;
- 10) intentionally and knowingly sets-off false fire alarms, makes a false 911 phone call or false report to staff;
- 11) possesses facsimiles of weapons or dangerous instrument (e.g., knife) or possesses/transmits fireworks or other similar devices;
- 12) repeatedly violates rules leading to in-school suspension or removal;
- 13) repeatedly uses profanity, vulgarity, obscene bias or sexually explicit actions/statements;
- 14) consumes tobacco products, ignites matches or a lighter in school building/transportation vehicle;
- 15) intentionally throws objects out of school vehicle that would endanger others or violate law;
  
- 16) repeatedly/intentionally engages in behavior that jeopardizes/threatens safety of self/others;
- 17) engages in conduct or criminal activity that violates publicized policy of agency/nexus school district or is seriously disruptive of the educational process.

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

D. Dismissal from C.E.S. Programs: 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:

- 1) knowingly possesses, transmits and/or sells or attempts to sell a firearm, knife, deadly weapon, dangerous instrument, martial arts weapon or facsimile of a weapon;
- 2) off school grounds possess 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;
- 3) possesses, transmits and/or sells any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcohol beverage or intoxicant of any kind;
- 4) repeatedly assaultive behavior or acts of violence or threats of violence;
- 5) 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) violates any state or federal law on or off school grounds; or
- 8) repeated violations of 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).

IV. Suspension Procedures: Suspension is a significant disciplinary action which warrants careful consideration of all factors surrounding the misbehavior or incident 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.

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 student 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 exists, no student shall be suspended without an informal hearing by the program administrator, at which the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require.
3. The parent(s)/legal guardian of the student will be immediately notified of the misbehavior/incident leading to a consideration of 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.
4. Whenever the program administrator suspends a student, he/she shall notify C.E.S. Director of Special Education, and/or Director of Administrative Services (as is applicable to Suspension of C.E.S. Transportation Services) within 24 hours and the primary contact person for the placement from the nexus board of education. The C.E.S. Executive Director will be notified of any incident resulting in suspension that also involved police intervention and/or injury.
5. Any student who is suspended shall be given an opportunity to complete any classwork including, but not limited to, examinations which the student shall miss during the period of suspension. This work shall be prepared by the certified program personnel assigned to the student.
6. A formal letter notifying the parent/legal guardian of the suspension will be written and mailed by the program administrator within twenty-four (24)



hours of the start of the suspension. 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.

7. 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/seizures.

8. 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.

9. If an emergency situation exists, the program administrator may suspend a student immediately and shall schedule a hearing as soon after the suspension as possible.

10. When warranted (i.e., physical assaults, theft) police intervention may be sought, particularly in instances where program personnel involved in the incident choose to file formal charges.

V. Dismissal Procedures: 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 PPT meeting 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 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.

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. Director of Special Education and/or Executive Director 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 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 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 aim of attendance will also be to assist the local school district in determining an IEP and an alternative placement.
8. The responsible school district PPT 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.

VI. Expulsion: 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; and

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.

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.

## **Policy Nos. 5.018 & 6.033 Acceptable Technology Use Policy & Regulations**

### **Acceptable Technology Use Policy**

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 students and staff need to be proficient users of information, media, and technology to succeed in a digital world.

Therefore, C.E.S. students and staff will use electronic resources as a powerful and compelling means to learn core subjects and applied skills in relevant and rigorous ways. It is the Agency's goal to provide students and staff with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings. The Agency's technology will enable students and staff to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work and to take ownership of their lives.

The Council directs the Executive Director or his/her designees to create strong electronic educational systems that support innovative teaching and learning, to provide appropriate staff development opportunities and to develop procedures to support this policy.

C.E.S. provides computers, computer systems, software and other electronic resources as well as network access privileges for students and staff to carry out the mission of the Council in an environment which ensures up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

**To reinforce these measures, the Executive Director or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services.**

**The Executive Director or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.**

**The Executive Director or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.**

The computers, computer systems, software and other electronic resources as well as the network are the property of C.E.S. and are to be used only for those activities directly related to teaching, learning and/or management by students and staff. The equipment, infrastructure, and software and other electronic resources as well as the network are not to be used for personal gain or illicit/illegal activity by any student or staff member.

All users are hereby made aware that all information on C.E.S. computers, computer systems and networks are in the public domain, unless specifically protected by the Connecticut Freedom of Information Act. Therefore, C.E.S. reserves the right to bypass any or all individual or group passwords to determine the activity on any or all computers, computer systems, software and other electronic resources as well as network access privileges.

Legal References:

Connecticut General Statutes

1-19 (b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations. (46b-56 (e) Access to Records of Minors.

53a-182b Harassment in the first degree: Class D felony. (as amended by PA 95-143)

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

18 USC § 25 10-2522 Electronic Communication Privacy Act

20 U.S.C. Section 6777, No Child Left Behind Act

20 U.S.C. 254 Children's Internet Protection Act of 2000

47 U.S.C. Children's Online Protection Act of 1998

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Adopted by the C.E.S. Representative Council on  
June 4, 2009

Revised 10/4/12 by the C.E.S. Representative Council

## REGULATIONS

### Policy Nos. 5.018 & 6.033 Acceptable Technology Use Policy

#### Instruction & Personnel

#### Acceptable Technology Use Regulations/Internet Safety Requirements

These procedures are written to support the Acceptable Technology Use Policy of the C.E.S. Representative Council and to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically fluent digital citizens live safely, ethically and with civility in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different than face-to-face interactions. **In compliance with the Children's Internet Protection Act (CIPA), C.E.S. has implemented technology protection measures that are designed to restrict minors' access to harmful materials, such as educating minors about appropriate online behavior, including interacting with others on social networking sites and in chat rooms, and about cyber-bullying response and awareness. Students and staff must not alter, interfere with, dismantle, or disengage these devices at any time. Additionally, Internet Safety Guidelines will be published in each division handbook annually.**

#### Network

The District network includes wired and wireless computers and peripheral equipment, files and storage, e-mail and Internet content (blogs, web sites, web mail, groups, wikis, etc.). The District reserves the right to prioritize the use of, and access to, the network.

All use of the network must support student instruction, research and staff development and be consistent with the mission of the Agency.

Acceptable network use by Agency students and staff includes:

- Creation of files, projects, videos, web pages and podcasts using network resources in support of educational research;

- Participation in agency approved blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, e-mail and web pages that support student instruction and staff development;
- With parental permission, the online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all district policies and regulations;
- Connection of staff personal laptops to the Agency network after checking with the Manager of Technology Services to confirm that the laptop is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all regulations in this document.

Unacceptable network use by the Agency's students and staff includes but is not limited to:

- Personal gain, unauthorized fundraising, commercial solicitation and compensation of any kind;
- Liability or cost incurred by the Agency;
- Downloading, installation and use of games, audio files, video files or other applications (including shareware or freeware) without permission or approval from the Manager of Technology Services;
- Support or opposition for ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Unauthorized access to other Agency computers, networks and information systems;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and/or distribution of obscene, pornographic or sexually explicit material; and
- Attaching unauthorized equipment to the Agency network. Any such equipment will be confiscated.
- Participating in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, email and web pages that do not support student instruction, research and staff development.



- **Video-recording or audio-recording that does not support student instruction, research and staff development.**

The Agency will not be responsible for unauthorized financial obligations resulting from the use of, or access to, C.E.S.' computer network or the Internet.

## **Internet Safety**

### **Personal Information and Inappropriate Content:**

- Students and staff should not reveal personal information, including a home address and phone number, on web sites, blogs, podcasts, videos, wikis, e-mail or as content on any other electronic medium.
- Students and staff should not reveal personal information about another individual on any electronic medium.

### **Personal Information and Inappropriate Content:**

- No student pictures or names can be published on any class, school or district web site unless the appropriate permission has been verified according to Agency regulations.
- If students or staff encounter dangerous or inappropriate information or messages, they must notify the appropriate school authority.

## **Filtering and Monitoring**

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA) and other objectionable material. The determination of what constitutes "other objectionable" material is an Agency decision and will be consistent with the policies and regulations of C.E.S.

- Filtering software is not 100% effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the Agency's Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to Agency browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content;
- E-mail inconsistent with the educational and research mission of the Agency will be considered SPAM and blocked from entering district e-mail boxes;
- The Agency will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to Agency computers;
- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a

concerted effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the district; and

- Staff must make a concerted effort to become familiar with the Internet and to monitor, instruct and assist effectively.

## **Copyright**

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

Permission to publish any student work requires permission from the parent or guardian.

## **Network Security**

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to Agency need;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock the screen, or log off, if leaving the computer.

## **Student Data is Confidential**

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

## **No Expectation of Privacy**

The Agency provides the network system, e-mail and Internet access as a tool for education, research and staff development in support of the Agency's mission. The Agency reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail use.

No student or staff user should have any expectation of privacy when using the Agency's network. The Agency reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of Connecticut.

## **Disciplinary Action**

All users of the Agency's electronic resources are required to comply with the Agency's policy and procedures [and agree to abide by the provisions set forth in the Agency's user agreement].

Violation of any of the conditions of use explained in the (Agency's user agreement), Acceptable Technology Use Policy or in these procedures could be cause for disciplinary action, including suspension or revocation of network and computer access privileges or termination in the case of employees.

## SUGGESTED ADMINISTRATIVE GUIDELINES FOR AGENCY/SCHOOL POLICY ON INTERNET SAFETY, COMPUTER EQUIPMENT AND RELATED SYSTEMS, SOFTWARE, AND NETWORKS

1. Agency/schools will publish policies related to the acceptable use of computer equipment, related systems, software, networks, the Internet, e-mail, and Web site development.
2. The use of software and electronic resources must comply with agency/school rules, local, state, and federal laws, including copyright regulations.
3. Students and staff must comply with e-mail guidelines.
4. Staff who use the network to post instructional Web sites must follow the district guidelines for Web postings.
5. Students who use the network to post Web sites must follow the district guidelines for Web posting.
6. Students and staff may not modify program files or documents on hard drives or network resources without authorization.
7. While staff is encouraged to purchase their own computer equipment, staff who take agency/school laptop equipment home for work-related purposes (e.g., over summer/vacation periods) must sign a form accepting responsibility in the event of damage or loss due to fire, theft, or negligence. Forms will include make, model, serial number. Forms will be collected by building administrator/designee and sent to the office of Administrative Services for inventory purposes.
8. Neither students nor staff may use agency/school computers for game playing not associated with a planned program, purchasing items or services for personal use, or operating a private business.
9. No software may be installed on agency/school equipment for personal use.
10. No agency/school software may be installed on home computers without authorization from the Director of Administrative Services or designee as per agency/school site licensing agreements.
11. C.E.S. reserves the right to bypass any or all individual or group passwords to determine the activity on any or all computers, computer systems, software, and electronic access privileges including e-mail and networks.
12. Staff should use caution when subscribing to listservs. Listservs must be related to the staff member's area of responsibility.
13. Core software will be identified for each level of instruction (elementary school, middle school, high school), job responsibility, and administration. This software will be supported by the agency/school technicians and help desk facility. The installation of any

other software on the hard disk or fileserver must be approved by the office of the Director of Administrative services/ designee. (See Software Purchase and Installation Request form.)

14. Stand-alone packages (CD-ROM/diskettes) must comply with agency/school standards on content, be appropriate to the level of instruction or administration, and be installed by authorized building or agency staff.

15. In compliance with the Children's Internet Protection Act (CIPA), C.E.S. has implemented technology protection measures that are designed to restrict minors' access to harmful materials as specified in the CIPA. Students and staff must not alter, interfere with, dismantle, or disengage these devices at any time.

16. Students and staff must comply with security procedures.

Failure to adhere to the guidelines and conditions set forth in this document may result in suspension of network access and/or appropriate disciplinary/legal action, including criminal prosecution.

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

**INTERNET SAFETY GUIDELINES**

The Internet is one of the most valuable tools which staff and students can use to share resources, communicate ideas, and explore new information. The following guidelines and conditions have been developed to ensure appropriate use of the Internet by students and staff:

1. Keep personal information (name, address, personal phone number, password) private and off line.
2. Refrain from participating in "chat" rooms or subscribing to listservs without permission.
3. Be polite in language and demeanor and refrain from publishing libelous statements about any group or individual.
4. Refrain from using profanity, obscene or defamatory language, and accessing messages or pictures deemed inappropriate, obscene, or pornographic.
5. Observe all agency/school rules with regard to proper written and oral communication and appropriate behavior.
6. Respect the electronic property of others.
7. Refrain from damaging and/or altering computer hardware and software, computer systems, files, and networks, including the introduction of viruses.
8. Observe all agency/school rules and local, state, and federal laws and guidelines (including copyright) while using agency/school resources.
9. Refrain from using the network for commercial purposes, including the purchase or sale of personal goods and services.
10. Be aware that network storage areas, like other agency/school storage areas (e.g., file cabinets, lockers), and files or communications (e.g., e-mail messages) stored in these areas, may be reviewed by network administrators to ensure system integrity and responsible use.

Failure to adhere to the guidelines and conditions set forth in this document may result in suspension of network access and/or appropriate disciplinary/legal action, including criminal prosecution.

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

**WEB SITE GUIDELINES**

1. Web pages must comply with agency/school rules, local, state, and federal laws and regulations.
2. Content of Web pages should be consistent with the mission statement of C.E.S. and/or the school and support the work of the agency and/or school (e.g., for schools—enhance the curriculum, and support student learning and ancillary student activities). Staff who use the network to post instructional Web sites should follow agency/school guidelines for size, scope, and content.
3. No individual may post profane, libelous or defamatory statements about any group or individual.
4. Staff members must inform their agency or building supervisor of posted Web sites.
5. Students may only post Web sites under the guidance and supervision of a teacher and should conform to agency/school guidelines for size, scope, and content. Student Web sites must be related to the curriculum and must be reviewed by the classroom teacher prior to posting. Posting of student Web sites in the Internet will be allowed only with prior permission of the building principal or designee.
6. Personal information about staff and/or students, including personal telephone numbers and addresses, may not be posted on Web sites. Individual photographs with student names may not be included without express written parental consent.
7. Any information posted on Web sites must be the original material of the C.E.S./school staff or students or be in the public domain. All materials will be held to the same publishing standards and criteria as print publications. Copyrighted material, text, or graphics may only be used with the written permission of the author or publisher.
8. C.E.S./schools reserve the right to publish student work on its Web site. Unless prior permission is granted by parents or guardians, such work will be identified only by first name and last initial. Official school newspapers and newsletters are exempt from this guideline.
9. While teachers and staff are encouraged to publish their work voluntarily, the C.E.S./schools will obtain permission from staff members prior to posting their individual work or creations on the district's Web site, Internet, or on-line databases. Collaborative work done for the agency/school may be published without permission.
10. All curriculum is the property of C.E.S./schools and may be published on the agency/school Web site and/or network.
11. Commercial use of Web pages for endorsements (i.e., fundraising) will be subject to agency/school policy and review.
12. Links to support groups or organizations officially recognized by the agency/school (e.g., PTA, BEST) will be allowed with the approval of the office of Administrative Services.



Failure to adhere to the guidelines and conditions set forth in this document may result in suspension of network access and/or appropriate disciplinary/legal action, including criminal prosecution.

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

**E-MAIL GUIDELINES**

1. E-mail use must comply with agency/school rules, local, state, and federal laws and regulations.
2. Users should consider all e-mail to be in the public domain. Therefore, C.E.S./the school reserves the right to bypass any or all passwords to determine e-mail activity.
3. E-mail is to be used primarily for those activities directly related to teaching, learning, and/or management by students and staff.
4. The equipment, infrastructure and software are not to be used for personal gain or illicit/illegal activity by any student or staff member.
5. Be polite in language and demeanor and refrain from making libelous statements about any group or individual.
6. Spamming (sending unsolicited junk mail) and chain letters is prohibited.
7. Confidential or personal matters should remain private and off-line.
8. Password sharing, accounting sharing, thwarting security, anonymous communication, and concealing one's identity are prohibited.
9. Users will be liable for any unauthorized costs incurred by the agency/school.
10. Users should delete e-mail files as soon as possible. Files will be purged at least every 30 days to ensure efficient network functioning.
11. Users should not open attachments from unknown sources. If sources are known, attachments should be saved to disk before opening. This allows for better virus detection by the anti-virus software.

Failure to adhere to the guidelines and conditions set forth in this document may result in suspension of network access and/or appropriate disciplinary/legal action, including criminal prosecution.



August 2012

**COOPERATIVE  
EDUCATIONAL  
SERVICES**

**Evan Pitkoff, Ed.D.**  
*Executive Director*

**Christopher La Belle**  
*Associate Executive Director  
Director/Principal  
Six to Six Magnet School*

**James R. Carroll**  
*Chief Financial and  
Operations Officer*

**Esther Bobowick**  
*Director of Professional  
Development Services*

**Zita McMahon**  
*Manager  
Human Resources*

**Mark Ribbens, Ed.D.**  
*Principal  
Regional Center  
for the Arts/Open  
Choice Coordinator*

**Linda Page**  
*Director  
School Readiness*

**Michael Regan, Ph.D.**  
*Director of  
Special Education*

Dear Parents/Guardians:

Please find attached a Technology Appropriate Usage Student Contract that was signed by your son/daughter indicating that they have read or the attached was read to them, and that they understand and agree to all of the guidelines listed for computer/technology use. Although these guidelines have been thoroughly reviewed with students at school, we would encourage you to also reinforce these requirements with your son/daughter. More detailed information can also be found in our Parent Handbook about acceptable/computer technology use. Obviously, it is our hope that all students will abide by these regulations. However, those who violate them could be subject to disciplinary procedures including the possible loss of computer privileges up to suspension from school depending on the severity of the offense.

We see technology as a means to enrich our instruction for students and are fortunate to have the opportunity to have students make regular use of computer devices/equipment, software and age-appropriate network systems to support academic and other areas of instruction. Please join us in encouraging our students to make use of these opportunities in an appropriate and safe manner. Feel free to contact me or your child's teacher if you have any concerns or questions about your son/daughter's use of technology at his/her C.E.S. program.

Sincerely,

Program Administrator

Att.



## **TECHNOLOGY APPROPRIATE USAGE Student Contract**

The computers and internet belonging to the Cooperative Educational Services (C.E.S.) are to be used for educational purposes only to enhance and enrich academic material and to develop the students' computer technology skills. The complete policy is outlined in the parent handbook. Students are expected to read this policy and abide by all requirements of C.E.S. related to e-mail, internet and general computer use. Student use of the computers and internet is a privilege, not a right. Students are expected to take personal responsibility for their behavior while on the computers and online. Unacceptable use of the computers and/or the internet will result in the suspension or cancellation of the student's computer and/or network privileges. All students must sign the Technology Appropriate Use Student Contract before gaining access to a computer and the network.

- ❖ **Students will only use the computers/technology with an adult's direction and supervision at all times.**
- ❖ **Students will treat the computers and other technology equipment with care and respect.**
- ❖ **Students will only do work and save work under their personal log in number. Students should not save any work to a computer's desktop. Students may save data to a data traveler ONLY with an adult's permission.**
- ❖ **Students will save only school related material on the school's network and/or in their network folder.**
- ❖ **Students will not share their personal login and password information with another student.**
- ❖ **Students will not use another student's login and password.**
- ❖ **Each student will use the internet for appropriate educational purposes and research and only visit appropriate websites that are approved by staff.**
- ❖ **Each student will report obscene or offensive material that they may encounter.**
- ❖ **Students will observe all copyright laws.**
- ❖ **Students will properly cite (give credit to the author) the information taken and used from the internet.**
- ❖ **Students will not be allowed to adjust or change computer screens or any other part of the computer. They must remain as set by CES technology staff. This may include, but is not limited to, saving work to the desktop as a shortcut icon or rearranging any pre-existing icons.**
- ❖ **Students should only print material when approved by an adult.**
- ❖ **Students will not attempt to defeat or bypass the C.E.S. Internet filter, or hide any online activity from staff.**
- ❖ **Students will not use personal handheld devices (cell phones, portable game systems, mp3 players, and/or any other handheld mobile technology) to access the C.E.S. network/internet.**

I, \_\_\_\_\_, have read, understand and agree to all of the above guidelines for computer/technology use.

\_\_\_\_\_  
*Student signature*

\_\_\_\_\_  
*date*

## **Strategies for Internet Safety**

Given the potential dangers of children's Internet usage, the following suggestions for addressing Internet safety in the home are offered for parents:

1. Establish a parent-child Internet use contract.
2. Explain to older children and adolescents the potential hazards of online sexual solicitation and the risks associated with Internet communication with strangers. Younger children may not need as detailed a discussion, but should be cautioned about the dangers of talking to people they don't know.
3. Discuss the dangers of face-to-face contact with someone met online.
4. Teach your child to avoid sending personally identifying information (e.g., real name, address, school, telephone number, photos, and family member names) via the Internet.
5. Install a firewall (e.g., Norton Personal Firewall), privacy filtration software, anti-adware/spyware and antivirus program.
6. Encrypt your wireless home network.
7. Discourage your child from downloading games and other media which could contain Trojan and worm programs that enable remote access to computers by unauthorized users.
8. Supervise/monitor Internet friends in a fashion similar to how neighborhood and school friends are monitored.
9. Monitor the amount of time your child spends online and frequently check the computer's Web browsers, which provide information on the websites that have been accessed.
10. Set the Internet browser security feature to "high".
11. Understand and approve child's screen names – predators target sexually suggestive screen names.
12. Place computer in a public location such as a den as opposed to a child's bedroom.
13. Contact the Cyber Tip Line at 800-843-5678 or [www.cybertipline.com](http://www.cybertipline.com) if you suspect an online predator has contacted your child.

Because there is great potential for sexual predators to solicit youth via the Internet, there is a need for greater awareness regarding how to protect your child from this crime. This can be achieved through increased education about the potential risks of Internet use and by emphasizing the need to monitor children's online activities.

## COOPERATIVE EDUCATIONAL SERVICES

### \*\*\*ANNUAL NOTICE\*\*\*

*"It is the policy of Cooperative Educational Services that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program on account of their 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."*

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: Esther Bobowick 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: Zita McMahon Title: Manager of Human Resources

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: Six-to-Six Interdistrict Magnet School, 601 Pearl Harbor St.,  
Bridgeport, CT 06610 Phone: 203-365-8202  
TDD #: 365-8813

**Complaint Forms are available from the C.E.S. Human Resources 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](mailto: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.



## 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 REINSTATEMENT

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 Zita McMahon, 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](mailto: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.



**Cooperative Educational Services'  
Preschool-Primary Learning Center**

**Memo of Understanding Regarding Behavior Management 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 effect 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.

Another component of our program is our more restrictive interventions. Students, at times, 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. Subsequently students can exhibit disruptive and aggressive behaviors. In these instances, the program staff attempt to help the student regain control by using a variety of the proactive strategies stated above. Despite these interventions, however, there are times when more restrictive

interventions become necessary in order to maintain a safe/productive school environment and to prevent injury to self or others. In these instances, the program utilizes physical holding/restraint. Physical holding/restraint 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 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. 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.

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.

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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 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 effect 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 unacceptable behavior. The type of strategies used are designed to set appropriate limits for student's 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.

Another component of our program is our more restrictive 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. Despite these interventions, however, there are times when more restrictive interventions

become necessary in order to maintain a safe/productive school environment or to prevent injury to self or others. In these instances, the program utilizes seclusion time-out and physical restraint.

Seclusion timeout and physical restraint may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. In addition, seclusion timeout may be incorporated into a student's IEP as an intervention for use in response to disruptive/aggressive behaviors. Seclusion timeout procedures are typically short in duration (5 to 15 minutes) and students are continually supervised while in timeout. The door may or may not be closed, depending on the student's ability/willingness to demonstrate some degree of self-control. 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.

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 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.

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

Signature of Parent or Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

Cooperative Educational Services  
25 Oakview Drive  
Trumbull, CT 06611

### THERAPEUTIC DAY PROGRAM

#### Memo of Understanding Regarding Treatment and Behavior Management

2012-2013

To: Parent of Students in the Therapeutic Day Program

From: Daniel French, Ph. D., Unit Director

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 Therapeutic Day Program (TDP) 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 also emphasizes the need for a well-structured environment in which the student is rewarded for positive behaviors and is not reinforced or receives appropriate consequences for undesired behaviors. Toward this end, the Program uses a point system (level system) through which students earn privileges and increased responsibility for engaging in pro-social behaviors and completing school assignments. The students move up the level system as their behavior and ability to accept age-appropriate responsibility improves. As part of this system, younger students also receive "tickets" to buy small food and toy items from the school store. Students are also "fined" tickets (i.e., response-cost) for engaging in inappropriate behaviors. Through consistent and repetitive exposure to this structured environment, students learn to adopt those behaviors that are reinforced and to abandon those behaviors that are not followed by reinforcement.

Another integral component of our program is our reactive behavior management system. Students in our Program, at times, have difficulty controlling their emotional responses and subsequently can exhibit disruptive and aggressive behaviors. In these instances, the Program staff attempts 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, e.g., taking space, engaging in a supportive discussion with the student, granting any reasonable request from the student, implementing an in-class timeout procedure, and

warning the student of the impending consequences of his/her behavior should it continue. Despite these interventions, however, there are times when a student's behavior is unresponsive and more restrictive interventions become necessary in order to maintain a safe/productive school environment or to prevent injury to self or others. In these instances, the program utilizes seclusion timeout and physical restraint.

Seclusion timeout and physical restraint may be used as emergency interventions to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. In addition, seclusion timeout may be incorporated into a student's IEP as an intervention for use in response to disruptive/aggressive behaviors. Seclusion timeout procedures are typically short in duration (5 to 15 minutes) and students are continually supervised while in timeout. The door may or may not be closed, depending upon the student's ability/willingness to demonstrate some degree of self-control. 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.

The Program's educational approach includes numerous strategies aimed at meeting the academic needs of every student. Classroom size is typically four to eight students with one teacher and one or two assistants in each room, thus allowing for individual and small group instruction. Student's strengths and weaknesses are identified through educational testing which sets the stage for the teachers to offer remedial assistance in the specific areas of need. IEP's are developed in conjunction with the student's home school district that determines each child's individual program. The educational curriculum is specifically designed to maintain student interest and create an enjoyable learning atmosphere.

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 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 or social worker/psychologist will also make frequent attempts to contact you over the phone to discuss your child's progress.

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.

COOPERATIVE EDUCATIONAL SERVICES  
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Treatment and Behavior  
Management

I, \_\_\_\_\_, acknowledge receiving a copy of:

*Cooperative Education Services' Division of Special Education 2012-13  
Memo of Understanding regarding Treatment and Behavior Management.*

\_\_\_\_\_  
STUDENT'S NAME

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

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