



C.E.S. Policies

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1.001. Adoption and Revision of Personnel Policies and Procedures

The C.E.S. Representative Council has the final responsibility for establishing policies for C.E.S.

The Executive Director has the responsibility for recommending policies to the Council and for carrying out the policies established.

The administrative and supervisory staff members have the responsibility for recommending policies and procedures to the Executive Director and for carrying out the policies and procedures established.

The personnel policies set forth in this manual have been adopted by the C.E.S. Representative Council. They supersede any and all previously existing policies. They may be amended from time to time by the Council in accordance with its constitution and bylaws.

Personnel procedures are enacted by the C.E.S. Executive Director who may change them as needed. Should changes occur, new written policies and/or procedures will be forwarded to all appropriate personnel with instructions for inclusion in their copies of this manual.

C.E.S. reserves the right to amend its personnel policies and procedures in accord with the by-laws of the Representative Council at any time. Nothing in this Personnel Policy and Procedure Manual is intended as a guarantee of employment or of conditions of employment for any employee.

Nothing contained in this manual is intended to create, nor shall be construed as creating, an expressed or implied contract of employment or guarantee of employment for any term. Unless otherwise provided by a contract of employment or by specific statute, employment at C.E.S. is at will. As such,

C.E.S. employees shall retain the right to leave employment if they choose, while C.E.S. retains the right at all times as well to terminate any employee from employment at any time with or without notice, and to modify the terms of that employment.

C.E.S. policies, procedures, practices, and benefits may change with time. They may require clarifying, amending and/or supplementing. C.E.S. maintains the responsibility and the right to make changes at any time and will advise employees when changes occur. Any descriptions of various fringe benefits are summaries only and are provided solely for informational purposes. Nothing herein shall be construed as creating a contractual right to receive such benefits. Should the descriptions in this handbook differ with any plan or document, the formal plan or document shall govern.

Adopted: August 21, 1990

REVISED: June 1, 2000

1.002. Employee Handbooks

The Personnel Office shall develop, maintain and distribute handbooks to all C.E.S. personnel which describe C.E.S. rules and regulations and employee benefits. Such handbooks are subject to approval by the Executive Director whenever they are revised.

ADOPTED: August 21, 1990

REVISED: October 22, 1992

REVISED: June 1, 2000

1.003. Public Relations

Cooperative Educational Services' primary purpose is to provide cooperative educational programs which take into account the unique circumstances affecting school districts within the C.E.S. region.

Because full disclosure of information is a necessary part of the cooperative effort between C.E.S. and participating school districts and because communication between C.E.S. member school districts includes consideration of public attitudes and responses, the C.E.S. Representative Council shall implement the following public information policy:

C.E.S. will inform member school districts, including boards of education, school administration, staff, and C.E.S. parents, about the policies, programs, and planning of C.E.S. by using available channels of communication through a public information program carried out under the supervision of the Executive Director.

Every employee of C.E.S. has a role in the communication between C.E.S. and its public and, therefore, shall be made familiar with C.E.S. organization, goals, programs and public information policy.

Any employee contacted by the media concerning C.E.S. business must refer the matter to his Division Director or the Executive Director before commenting.

ADOPTED: August 21, 1990

REVISED: June 1, 2000

Policy 1.004 School Volunteers

Cooperative Educational Services (C.E.S.) recognizes that volunteers can make many valuable contributions to our schools/programs. The Representative Council endorses a program encouraging parents/guardians and community members to take an active role in improving our schools/programs and to become volunteers in the schools, subject to suitable regulations and safeguards.

The Council encourages the use of volunteers to:

- Increase the students' educational achievement,
- Provide enrichment experiences for students,
- Increase the effective utilization of staff time and skills,
- Give more individual attention to students, and
- Promote greater community involvement in the education of C.E.S. students.

The Executive Director shall establish procedures for securing and screening school and community volunteers. These procedures shall include the requirement that all approved volunteers shall be under the supervision of a certified staff member when volunteering in C.E.S. schools/programs. All volunteers shall be subject to and abide by Council policy while serving in that capacity. Volunteers shall not discipline or otherwise punish students; all student behavior issues shall be brought to the attention of a staff member for action. All school and community volunteers providing services directly to students are required to be fingerprinted and have a criminal background check. This includes parent chaperones on class trips. C.E.S. will assume the cost for parent and community volunteer fingerprinting and background checks.

Annually, Principals and/or Program Administrators shall submit to the Executive Director a list of all regular volunteers serving in their school/program.

Persons Prohibited from Serving as Volunteers

Any person, who is required to register as a "sex offender" under sections 54-251 through 54-254, inclusive, of the Connecticut General Statutes, or the statutes and laws of any other state or jurisdiction, shall not be allowed to serve as a volunteer in any C.E.S. school or program in any capacity. Additionally, any person who is a convicted felon shall not be allowed to volunteer in the schools/programs.

A person may be prohibited from service as a volunteer when the Principal or Program Administrator determines that such action would be in the best interest of the students and/or the school. Principals/Program Administrators shall inform the Executive Director when any person is prohibited from serving as a volunteer, including those situations in which a previously authorized volunteer is no longer allowed to serve.

Legal References:

Connecticut General Statutes:

10-4g. Parental and community involvement in schools; model program; school-based teams.

10-28b. School volunteers; information and assistance about; state-wide coordinator; state plan.

10-220. Duties of boards of education.

10-235. Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation.

Title 42, United States Code, Chapter 139 – *Volunteer Protection Act of 1997*

Title 42, United States Code, Section 14071 – *Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program*

Adopted by the C.E.S. Representative Council on November 7, 2013

Cooperative Educational Services
Administrative Regulations

Volunteer Information, Consent, and Waiver Form

Information Form:

School/Program: _____

Name: _____

Last

First

Middle

Telephone

Address: _____

Street

City

State

Zip Code

Employer: _____

Name

Address

Telephone

Emergency Contact: _____

Name

Telephone

Have you ever volunteered in a C.E.S. School or Program? _____

If yes, which school or program? _____

School/Program

Year

Have you ever been convicted of a felony? _____

If you answer yes, list all offenses:

Offense(s): _____

Date(s): _____

Place(s): _____

Please note, for the purpose of school and community volunteers, a plea of "no contest" or "nolo contendere" is considered a conviction.

Are any criminal charges currently pending against you either within or outside the State of Connecticut? _____

Nature of the charge(s): _____

Explanation: _____

Please note Fingerprinting and/or a criminal records background check are required of all school and community volunteers working directly with students. C.E.S. will pay this cost.

Consent

I understand that my volunteer activity requires the C.E.S. Representative Council to initiate state and national criminal background checks and that I will be required to submit to fingerprinting. The Representative Council will assume the cost of fingerprinting and background checks.

I have read and understand this form and attest to the truth and accuracy of the information I have provided. I understand that false or misleading statements on this form will disqualify me from volunteering in C.E.S. schools and programs.

I hereby authorize law enforcement agencies and other persons or entities to supply any information regarding my background to the Representative Council and to its agents and employees, and I hereby release all such law enforcement agencies and other persons or entities, and their agents and employees, from any liability arising from the supplying and use of such information.

In addition, I hereby discharge C.E.S. school personnel, and the C.E.S. School District, from any and all liability, claims, causes of action, costs and expenses which may attribute to my participation as a volunteer in the C.E.S. schools and/or programs.

(Volunteer Signature) (Date)

(School Administrator Signature) (Date)

2.001. Affirmative Action/Equal Employment Opportunity Policy

Cooperative Educational Services (C.E.S.) is committed to the promotion of affirmative action and equal employment opportunity. In furtherance of these objectives, C.E.S. is committed to the promotion of nondiscrimination and an environment free of harassment. Therefore, it is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program, including employment, because of race, color, religious creed, sex, 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. Such actions shall include, but not be limited to, the following: hiring, employment upgrading or promotion, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; selection for training, including apprenticeship and other terms, conditions or privileges of employment.

Cooperative Educational Services emphasizes this policy to assure compliance to the Civil Rights Act of 1964 as amended, Presidential Executive Orders #11246 and #11375, the Connecticut Fair Employment Practices Act, The Equal Pay Act of 1963; the Age Discrimination in Employment Act 1973, Veteran's Readjustment Act of 1974, the Americans with Disabilities Act of 1990 and all other laws which pertain to Equal Employment Opportunity.

The Executive Director will develop administrative regulations to insure that C.E.S. recruit, employ, promote, and implement the hiring of qualified staff of diversity at all levels. The Executive Director, or designee, will communicate the contents of this policy and its regulations to employees and applicants for employment.

Cooperative Educational Services will additionally assert its leadership within the community to achieve full employment and effective utilization of the capabilities and productivity of all persons without regard for race, color, religious creed, sex, 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.

All of C.E.S. programs shall demonstrate a commitment to non-discriminatory practices and affirmative action.

ADOPTED: November 18, 1987

REVISED: June 17, 1993

REVISED: June 1, 2000

REVISED: November 7, 2013

Affirmative Action Procedure

1. A copy of the Affirmative Action Procedure is available through the C.E.S. Personnel Office and should be on file at every program location.
2. C.E.S.' Affirmative Action Procedure is designed to recruit as fully and as completely as possible for each employee opening with the intent to meet hiring procedures. C.E.S. programs are offered without discrimination against any person because of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability, including, but not limited to blindness, or pregnancy. C.E.S.' Executive Director is responsible for establishing, maintaining and carrying out affirmative action efforts to promote equal opportunity for compliance with the Affirmative Action Procedure within their programs.
3. In the case of promotion or transfer, C.E.S. need not advertise or solicit applicants from outside of C.E.S. Position vacancies resulting from such actions shall be filled following C.E.S. Affirmative Action Procedures.
4. A pool of applicants will be established when filling any position other than through an internal program transfer or promotion. The pool is established at minimum through a vacancy announcement. This vacancy announcement shall minimally be posted electronically on the C.E.S. Website and ctreap.net. Additional suggestions are available from the C.E.S. Personnel Office.
5. The vacancy announcement is the primary resource for affirmative action recruitment, supplemented by: advertising within C.E.S., college interviewing/placement services, and soliciting assistance from interested citizens and groups.
6. A position should be posted through the vacancy announcement for thirty (30) days before it can be filled. Vacancy advertising should take place in a timely fashion during the thirty (30) days. Applicant pools created by such vacancy announcements may be used directly to fill other exactly comparable positions for a period of more than ninety (90) days after the position for which the pool was originally posted.
7. The Executive Director may waive requirements concerning the vacancy announcement and applicant pool in emergency situations.

Once a candidate has been selected, the following must accompany the hiring papers sent to the Associate Executive Director:

- Recommendation for Personnel Hiring Form or Substitute Temporary Personnel
- Original application
- Letter of Interest
- Resume
- Original interview rating form(s)
- Personal Inquiry Waiver
- Original references (All references must be indicate verbal conversation & anecdotal notes)
 - 3 letters of recommendation (1 must be current or last employer, or an academic supervisor if applicant is coming from school)
 - Or 3 Telephone Reference Checks using C.E.S. form
- DCF Background Search form
- Certification or license, if applicable
- Official undergraduate & graduate transcripts (Certified Teachers; Educational Instructors, Instructional Aides)
 - Transcripts may be copies “issued to student” at time of hire
 - Original transcripts must be forwarded to Associate Executive Director’s office immediately following hire
- Hiring report form
- I - 9 Form (w/proper I.D. documentation).
- W - 4’s.
- Direct Deposit Form with voided check

Responsibility for Implementing the Procedure

The C.E.S. Executive Director is responsible for establishing, maintaining and carrying out the affirmative action efforts to promote equal employment opportunity in every program and unit of the Representative Council. The Executive Director may delegate this responsibility to the Associate Executive Director’s Office.

The responsibilities of the Associate Executive Director’s Office will be:

1. To inform employees of Federal and State regulations and anti-discrimination laws.
2. To assist in the implementation and monitoring of the Affirmative Action Procedure.
3. To insure the continued identification and elimination of other possible sources of discrimination.
4. To assure the dissemination of information regarding EEO and Affirmative Action to the staff and community.

In addition, all administrators of certified and non-certified personnel bear responsibility for compliance with the Affirmative Action Procedure within their own programs.

Practices and Procedures

Recognizing the need to insure equitable administration of personnel policies, C.E.S. will maintain and monitor actions in the following areas:

A. Recruitment and Selection of Personnel

1. Procedures for recruiting personnel for C.E.S. (See Attachment A) should include all categories (e.g., administrative, instructional para-professional, clerical, custodial, health) for the purposes of meeting current job openings and of developing a pool of potential employees.

2. C.E.S. Administrative staff members involved in recruitment and hiring will create a pool of potential employees specific to each of the positions he/she must fill. As appropriate, such staff will exchange information regarding the specific pools.

3. The pool is a primary resource for recruitment to be supplemented by:

- advertising within C.E.S.
- college interviewing
- advertising in newspapers and periodicals (to include minority publications)
- soliciting assistance from interested citizen groups
- encouraging staff members to assist in recruiting
- mailing recruitment literature to employment agencies, college placement offices and appropriate minority agencies
- other appropriate activities

4. Efforts will be made to increase recruitment of racial-ethnic minorities (men and women) through the use of non-traditional sources. Recruitment will include, but not be limited to organizations listed in Attachment B. (Associate Executive Director's Office will maintain a current/appropriate list.)

5. Records of applicants will be maintained to provide a record of applicant flow.

- a. The C.E.S. Administrator recommending a person for hire will complete the "Hiring Report Form" to be filed with the C.E.S. Central Office (See Attachment D)

6. All C.E.S. personnel involved in the recruitment and hiring process shall by June 30, 1988 and at appropriate periods thereafter, be provided training to insure their understanding of the procedure.

Hiring Process

1. Selection of candidates will be from the available C.E.S. applicant pool plus any individuals who apply as a result of a job posting.

2. No applicant pool may be declared closed before thirty calendar days have elapsed from the first formal posting of the vacancy announcement.

3. Appropriate C.E.S. personnel and selected others should be involved in screening and interviewing candidates, and should submit written evaluations of the candidates interviewed.

4. The responsibility of recommending to the C.E.S. Executive Director the candidate to be hired will rest solely with the C.E.S. Administrator appropriately designated by the Executive Director.

- In accord with current Policy 2.002 the C.E.S. Representative Council authorizes the Executive Director to employ certified and non-certified personnel. The Representative Council hires the Executive Director. The Executive Director hires all other salaried administrators, teachers, professional and non-professional staff and notifies the Representative Council of such actions.

- The Associate Executive Director's Office will review the applications, referrals, handling of applications and hiring procedures.

5. Unsuccessful candidates will be notified of the decision in writing by the appropriate C.E.S. program office.

Promotion

1. C.E.S. employees should be encouraged to upgrade and expand their skills thereby enabling them to qualify for a greater variety of positions with the organization.

2. Encouragement may take, but not be limited to, the following forms:
 - in-service programs
 - internships
 - cross-fertilization between C.E.S. programs:
 - staff meetings
 - visits
 - staff exchanges
 - announcement of training opportunities
 - fiscal incentives
3. C.E.S. employees should be made fully aware of intra-organizational job openings through vacancy announcements and inclusion in the candidate pool.

Review and Monitoring

1. The Cooperative Educational Service's Affirmative Action Procedure will be monitored in an on-going manner. It will be the responsibility of those persons who are directly and indirectly responsible for hiring to be aware of specific Affirmative Action procedures as job openings occur or as programs expand.
2. The Associate Executive Director's Office will assure that complaints and grievances regarding discriminatory employment practices are investigated and processed according to policy.
3. The Associate Executive Director's Office will:
 - assure that adequate records are maintained which can be used to evaluate C.E.S.' Affirmative Action procedure.
 - review the Affirmative Action procedure yearly to up-date as needed.

ATTACHMENT A

COOPERATIVE EDUCATIONAL SERVICES

Summary of Recruiting Procedures

Documents to be Distributed

- A. Job Description
 - 1. C.E.S. Format
 - a. Job Title
 - b. Formal Organizational Relationships
 - c. Statement of Job Purpose
 - d. Statement of Job Responsibilities
 - e. Additional Responsibilities Required
 - f. Extent and limits of Decision-Making Authority
 - g. Qualifications for the Job
 - 2. Approved by Executive Director
- B. Vacancy Announcement (See Attachment C)
 - 1. Include
 - a. Job Title
 - b. Dates
 - (1) closing date for applications
 - c. Salary and Benefits
 - d. Require
 - (1) Resume
 - (2) References (3)
 - (3) Placement papers
 - e. Contact Person with Address
 - f. "Equal Opportunity Employer"
- C. Advertisement
 - 1. Include Sufficient Specifics from 1-B-1
 - 2. "Equal Opportunity Employer"
 - 3. Follow procedures in the C.E.S. Affirmative Action Policy.
- D. Distribution selected from the list below, supplemented as appropriate
 - 1. Majority and Minority Press
 - a. Bridgeport, Norwalk, Stamford or other, those in other cities
 - b. Local papers (may be online)
 - 2. Placement Agencies
 - a. Colleges and Universities of the Northeast
 - b. Recruit Women and minorities (see Attachment B)
 - c. Throughout C.E.S. programs
- E. News stories in press

Internal Documents

A. Recruitment/Selection Plan

1. Who receives applications? Date
2. Who screens? Dates
3. Who interviews? Dates
4. Who selects? Date (30 days after announcement)
5. Where announced?

B. Personnel Hiring Form submitted with

- Recommendation for Personnel Hiring Form or Substitute Temporary Personnel
- Original application
- Letter of Interest
- Resume
- Original interview rating form(s)
- Personal Inquiry Waiver
- Original references (All references must be indicate verbal conversation & anecdotal notes)
 - 3 letters of recommendation (1 must be current or last employer, or an academic supervisor if applicant is coming from school)
 - Or 3 Telephone Reference Checks using C.E.S. form
- DCF Background Search form
- Certification or license, if applicable
- Official undergraduate & graduate transcripts (Certified Teachers; Educational Instructors, Instructional Aides)
 - Transcripts may be copies “issued to student” at time of hire
 - Original transcripts must be forwarded to Associate Executive Director’s office immediately following hire
- Hiring report form
- I - 9 Form (w/proper I.D. documentation).
- W - 4’s.
- Direct Deposit Form with voided check

AFFIRMATIVE ACTION POSTING
AGENCIES SERVING WOMEN, MINORITIES AND THE HANDICAPPED

| | |
|---|---|
| Spanish American Developmental Agency, Inc. 1362 State St. Bridgeport, CT 06605 (203) 333-5193 | Easter Seal Rehabilitation Center of Southwestern Connecticut, Inc. 26 Palmer's Hill Road Stamford, CT (203) 325- 1544 |
| Bridgeport Community Health Center 1211 East Main Street Bridgeport, CT 06608 (203) 333-6864 | South Norwalk Community Center 98 South Main Street South Norwalk, CT 06854 (203) 854-1890 |
| Helping Hand Center 488 Stratford Avenue Bridgeport, CT 06607 (203) 336-9293 | George Washington Carver Foundation P.O. Box 184 Norwalk, CT 06850 (203) 838-4305 |
| Kennedy Center Workshop 184 Garden Street Bridgeport, CT 06604 (203) 576-0211 | Norwalk Economic Opportunity Now, Inc. 2 Gregory Boulevard East Norwalk, CT 06855 |
| State Department of Education D.V Rehabilitation 1470 Barnum Avenue Bridgeport, CT 06610 (203) 579-6300 | Goodwill Industries 165 Ocean Terrace Bridgeport, CT 06605 (203) 368-6511 |

GENERAL RECRUITMENT SERVICES

| | |
|---|--|
| Connecticut State Labor Department Job Services 731 West Avenue Norwalk, CT 06850 (203) 838 4104- Norwalk (203) 579-6262- Bridgeport | Urban League Job Bank 1 Atlantic Street Stamford, CT 06901 (203) 327-5810 |
| ACCESS: Networking in the Public Interest 67 Winthrop Street Cambridge, MA 02138 | |

Internal
Announcement of Vacancy

Position:

Division:

Position Length:

Salary Range:

Start Date:

Closing date of applications:

Applications received after close of business on closing date are not required to be considered. Pool deadline remains open until 90 days after original posting date.

Qualifications: See attached job description

Responsibilities: See attached job description

Send letter of intent/interest to:

Office of Associate Executive Director
Cooperative Educational Services
40 Lindeman Drive
Trumbull, CT 06611

It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any 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.

An Equal Opportunity Affirmative Action Employer

Posting date:

External
Announcement of Vacancy

Position:

Division:

Position Length:

Salary Range:

Start Date:

Closing date of applications:

Applications received after close of business on closing date are not required to be considered. Pool deadline remains open until 90 days after original posting date.

Qualifications: See attached job description

Responsibilities: See attached job description

Where to Post:

Apply online at www.ces.k12.ct.us. Applicants must include a letter of intent, resume, and at least 3 references.

It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any 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.

An Equal Opportunity Affirmative Action Employer

Posting date:

COOPERATIVE EDUCATIONAL SERVICES
 40 Lindeman Drive. Trumbull, Connecticut 06611 (203) 365-8800

Hiring Report Form

Program _____ Position _____ Number of Positions
 Available _____

A. Applicants within C.E.S.

Total number of applicants _____ Male _____ Female _____

Total number interviewed _____

Male _____ Female _____

Minority _____ Experienced _____ Minority _____ Experienced _____

Non-Experienced _____ Non-Experienced _____

Experienced _____ Experienced _____

Non-Minority _____ Non-Experienced _____ Non-Minority _____ Non-Experienced _____

B. Applicants outside C.E.S.

Total number of applicants _____ Male _____ Female _____

Total number interviewed _____

Male _____ Female _____

Connecticut _____ Connecticut _____

Out of State _____ Out of State _____

Minority _____ Experienced _____ Minority _____ Experienced _____

Non-Experienced _____ Non-Experienced _____

Experienced _____ Experienced _____

Non-Minority _____ Non-Experienced _____ Non-Minority _____ Non-Experienced _____

C. Recommended to Hire

1. Date: _____

2. Person by:

(a) Sex: Male _____/Female _____

(b) Race/Ethnicity: Minority _____/Non-Minority _____

Forward the hire packet to the Office of the Associate Executive Director

An Equal Opportunity Affirmative Action Employer

2.002. Formalization of Hiring Authority

The C.E.S. Representative Council authorizes the Executive Director to employ certified and non-certified personnel. The Representative Council hires the Executive Director.

The Executive Director hires all other salaried administrators, teachers, professional and non-professional staff and notifies the Representative Council of such actions.

ADOPTED: November 18, 1987

REVISED: August 21, 1990

REVISED: October 22, 1992

REVISED: June 1, 2000

REVISED: October 1, 2009

2.003. Creation of New Positions

Only the C.E.S. Representative Council may create positions in any C.E.S. program upon the recommendation of the C.E.S. Executive Director after review by the Personnel Committee. For first time or significantly changed positions, said recommendation must include:

1. Position description.
2. Salary range.
3. Description of need for the position.

The Executive Director is authorized to create temporary positions of up to sixty (60) days when there is an emergency or unanticipated need for such positions.

ADOPTED: November 15, 1990

REVISED: June 1, 2000

2.004.

Position Descriptions

Each C.E.S. position authorized by the Representative Council shall have a job description. Job descriptions are prepared by the supervisor and are subject to the approval of the Executive Director.

Job descriptions shall contain the necessary description of the duties and responsibilities of the position and the qualifications required. Employees may be asked to perform duties within the general scope of the position, which are not stated specifically in the job description. A statement to this effect shall be included in the job descriptions.

Job descriptions shall be maintained on file in the Personnel Office and shall be updated from time to time as needed.

ADOPTED: August 21, 1990
REVISED: October 22, 1992
REVISED: June 1, 2000

2.004A.

Position Descriptions Procedures

It is the intent not to proliferate job descriptions for similar responsibilities. Therefore, an attempt will be made to create generic rather than unique job descriptions for a given title/classification. When special responsibilities exist they should be addressed as part of the addendum sheet rather than under separate job descriptions.

Job descriptions shall not be considered valid unless signed by the Executive Director.

REVIEWED & AUTHORIZED: June 1, 2000

2.005.

Certification and Minimum Requirements

All personnel appointed to fill C.E.S. vacancies shall meet the position requirements as established by the position description. With respect to certified employees, C.E.S. shall abide by the certification requirements and regulations established by the State Board of Education. No new teacher, administrator, or executive director shall be employed by C.E.S. unless and until he or she shall possess the required state certificate, except in those instances in which state regulations permit C.E.S. to employ others.

Nothing herein shall be construed to prevent C.E.S. from prescribing qualifications and requirements additional to those that have been prescribed by the rules and regulations of the State Board of Education.

ADOPTED: August 21, 1990
REVISED: October 22, 1992
REVISED: June 1, 2000

2.006.

Assignment of Personnel

The Executive Director is responsible for the assignment of employees to meet the needs of C.E.S. and its students/clients consistent with any applicable collective bargaining agreements. The Executive Director may delegate this responsibility to the appropriate administrators and supervisors.

ADOPTED: August 21, 1990

REVISED: June 1, 2000

2.007

Probationary Period – Non-Certified Personnel

All non-certified personnel shall serve a probationary period of four (4) months. Probationary employees shall be evaluated prior to the end of the third month of their employment. Such evaluations shall be the responsibility of the probationary employee's immediate supervisor and shall be submitted for review to the appropriate Division Director and the Executive Director prior to being placed on file.

The completion of the evaluation period should not be considered a guarantee of employment. C.E.S. evaluates employees on a continuing basis and reserves the right to terminate an employee at any time during or after the evaluation period, consistent with state and federal law.

ADOPTED: August 21, 1990
REVISED: October 22, 1992
REVISED: June 1, 2000
REVISED: March 4, 2004

2.008.

Employment Classifications Policy

Classifications are established for positions which are sufficiently similar with respect to duties, responsibilities and authority, which have similar requirements as to education, experience, capacity, knowledge, proficiency, ability and other qualifications, where similar tests of fitness may be used to choose qualified employees and where the same compensation schedule may apply. The following classifications are established:

1. Administrative
 - a. Cabinet Level Supervisor
 - Executive Director
 - Division Directors
 - b. Intermediate Level Supervisors
 - Assistant Division Director
 - Program Administrator
 - Manager

2. Professional
 - a. Clinical (e.g., Nurse, Social Worker, Psychologist)
 - b. Instructional (e.g., Teacher, Occupational Instructor, Liaison/Counselor)
 - c. Specialist

3. Support
 - a. Clerical
 - b. Paraprofessional (e.g., Educational Instructors and Aides)
 - c. Custodial
 - d. Cafeteria
 - e. Bus Driver

ADOPTED: August 21, 1990
REVISED: October 22, 1992
REVISED: June 1, 2000

2.008A. Employment Categories and Definitions Procedures

Categories of employment shall be as follows:

- School Year – Certified – Exempt
- Twelve Month - Certified – Exempt
- School Year – Non-Certified – Exempt
- Twelve Month - Non-Certified – Exempt
- School Year – Non-Certified – Non - Exempt
- Twelve Month– Non-Certified – Non – Exempt

Employee means any individual employed by C.E.S.

School Year Employee means any employee who is scheduled to work the days designated on the school calendar.

Twelve Month Employee means any employee who is scheduled to work the full year pursuant to the Central Office calendar.

Certified Employee means any employee employed in a position requiring a certificate issued by the State Board of Education.
(Connecticut General Statute §10-145d & §10-145d-400 et. seq.)

Non-Certified Employee means any employee employed in a position which does not require a certificate issued by the State Board of Education. (Connecticut General Statute §10-145d & §10-145d-400 et. seq.)

Exempt Employee means any employee who is exempt from the state and federal wage and hour laws. (Connecticut General Statute §31-58 et. seq. & 29 U.S.C. §201 et seq.)

Non-Exempt Employee means any employee who is subject to the federal and state wage and hour laws. (Connecticut General Statute §31-58 et. seq. & 29 U.S.C. §201 et. seq.)

Full-Time Employee means any employee who works at least thirty-seven and one-half (37- ½) hours per week.

Part-Time Employee means any employee who works less than thirty-seven and one-half (37-1/2) hours per week.

Per Diem Employee means any employee who is hired to work by the day.

Temporary Employee means any employee who is employed for a specific period of up to sixty (60) work days in a temporary position authorized by the Executive Director.

Substitute Employee means any employee who is hired to replace a regular employee in a position authorized by the Representative Council. The substitute employee is entitled to no benefits.

- Short-term - one (1) through twenty (20) days
- Long-term - twenty-one (21) or more days in the same school year

Interim Substitute Employee means an employee who is hired to replace a regular employee on a long-term substitute basis for a fixed period and is entitled to benefits in accord with applicable policies and procedures.

Consultant is an independent professional who is paid a fee for services rendered and is not an employee of C.E.S.

REVIEWED & AUTHORIZED: June 1, 2000

2.009. Substitutes

Substitutes are hired for short periods of time to replace regular employees who are unavailable for work. Substitutes replacing certified personnel shall be authorized pursuant to the Rules and Regulations of the State Board of Education. Substitutes replacing non-certified personnel who have student responsibilities must be supervised by certified personnel.

Suitable programs for training, assigning, orienting, and evaluating the work of substitutes shall be provided by the certified staff under the direction of the Division Director and under the ultimate supervision of the Executive Director.

Substitutes are not eligible to participate in any fringe benefit plan offered by C.E.S.

Interim substitutes are formal long-term appointments for fixed periods of time and shall be eligible for benefits in accord with applicable policies and procedures.

Reference: Regulations of Connecticut State Agencies §10-45d-420.

ADOPTED: November 15, 1990

REVISED: June 1, 2000

2.009A.

Procedure for Hiring Substitutes

Substitutes will be hired in accordance with the Rules and Regulations of the State Board of Education.

C.E.S. will first attempt to hire only certified substitutes, the only classification eligible for unlimited duty.

Substitutes are required to have a valid bachelor's degree, except that a request may be made to the Commissioner for a waiver for employing a substitute teacher without a bachelor's degree. Upon determination of good cause, the Commissioner may grant such waiver.

Substitutes hired for less than 40 days in the same assignment in the same year are not required to hold a teaching certification. However, for assignments or more than 40 days in the same assignment in the same school year, efforts should first be made to find a certified person for the position. However, non-certified substitutes may be employed for 40 days or more in the same assignment in the same school year, if the employer first obtains a substitute authorization from the State Department of Education. The State Department shall issue the authorization provided the substitute meets all applicable qualifications and it is attested that an appropriately certified person is not available, listing all of the steps taken to secure a certified person for the position. Such a substitute teacher extension shall not be valid for more than one school year.

A substitute employed for 40 days or more shall have a minimum of 12 semester hours of credit in the subject area or elementary grade levels to be taught.

A non-degreed substitute may be hired for a period of up to 40 days in a school year for subject areas for which a bachelor's degree is not required. If a non-degreed substitute is to work for 40 days or more in the same assignment in the same school year, a request for approval from the Department must be made prior to employment beyond 40 days.

A substitute may not be employed in administrative, supervisory or special service positions.

Reference: Reg. of Conn. State Agencies §§ 10-45d-400, 10-45d-420.

REVIEWED & AUTHORIZED: June 1, 2000

2.010. Employment of Relatives

C.E.S. does not permit the hiring or promotion of a member of an employee's immediate family into any position which would be directly supervised by said employee. Hiring a member of an employee's immediate family into positions other than those supervised by said employee is permitted. "Immediate family" shall mean persons related by blood or marriage including but not limited to spouse, minor child or dependent.

No member of the Council or member of his/her immediate family shall have an interest in any contract with the agency, unless such interest is specifically permitted by statute.

"Interest" shall mean pecuniary or material benefit accruing to a Council member or his/her relatives resulting from a contractual relationship with the agency.

No member of the Council may be employed for compensation by the agency. If a Council member is employed by the agency, the office to which he or she was appointed shall become vacant.

ADOPTED: November 15, 1990

REVISED: June 1, 2000

Policy 2.011.

Conflict of Interest

No member of the Council or member of his or her immediate family shall have an interest in any contract with the agency, unless such interest is specifically permitted by statute.

“Interest” shall mean pecuniary or material benefit accruing to a Council member or his of her relatives resulting from a contractual relationship with the agency.

No member of the Council may be employed for compensation by the agency. If a Council member is employed by the agency, the office to which he or she was appointed shall become vacant.

ADOPTED: June 1, 2000

2.012. Pre-employment Physical Examinations

GENERAL POLICY STATEMENT

The Executive Director is authorized to require a physical examination of any finalist under consideration for hire into a specific class of employment at C.E.S. When the Executive Director has established that a pre-employment physical examination is required for a specific class of employment, no applicant may be hired into that class without successfully completing the physical examination. The Administrative Services Director shall coordinate such examination as part of the employment screening process. The physical examination shall be conducted by a medical doctor selected and paid by C.E.S.

The results of such physical examination shall be confidential and shall not be disclosed by C.E.S. or its employees to any person other than any C.E.S. employee to whom such disclosure is necessary.

ADOPTED: March 21, 1991
REVISED: October 22, 1992
REVISED: June 1, 2000

2.012A. Pre-employment Physical Examinations – Procedures

A. School Bus Driver/Student Transportation Vehicle Operators

Pre-employment physical examinations are required for finalists under consideration for hire as school bus drivers or as operators of C.E.S. student transportation vehicles, including any finalist for a position requiring the applicant to have a public transportation permit. The pre-employment physical examination shall include a urinalysis drug test administered in accordance with the following requirements:

1. The applicant shall be informed in writing at the time of application of C.E.S.' intention to conduct a urinalysis drug test.
2. The applicant shall complete a signed consent form prior to drug testing. Refusal to sign the consent form shall eliminate the applicant from consideration.
3. No C.E.S. employee, representative, agent or designee may observe the applicant in the process of producing the urine specimen.
4. The drug testing shall be conducted by a competent medical laboratory experienced in and capable of demonstrating quality assurance, chain of custody documentation, detailed reporting procedures, technical expertise and proficiency in urinalysis. Laboratory procedures must utilize a reliable methodology, including procedures to confirm any positive test result which procedures must meet the requirements of subdivisions (2) and (3) of Section 31-51u of the Connecticut General Statutes.
5. The applicant shall be given a copy of any positive urinalysis drug test result.
6. The result of any urinalysis drug test shall be confidential and shall not be disclosed by C.E.S. or its employee to any person other than any C.E.S. employee to whom such disclosure is necessary.

7. Urinalysis drug test results, if maintained on C.E.S. premises, shall be maintained with the other employee medical records and shall be subject to the privacy protections afforded by applicable federal and state laws.
8. Applicants will be informed that if at any future time in their employment they are requested to drive a C.E.S. vehicle, they will not be permitted to do so unless they have completed appropriate drug testing at the time of hire or voluntarily thereafter.

B. Custodians

Pre-employment physical examinations, not including urinalysis drug testing, are required for finalists under consideration for hire as custodians.

REVIEWED & AUTHORIZED: June 1, 2000

2.013. Personnel Reduction

C.E.S. may find it necessary to reduce the number of personnel which it employs because of reduced enrollment, lack of funds, program elimination, program reduction, or any other reason.

When necessary, positions are eliminated by the Representative Council upon the recommendation of the Executive Director.

Non-certified Employees: The Executive Director has the authority to lay off or terminate employees affected by position eliminations. In selecting personnel for layoff or termination, the Executive Director shall consider ability, qualifications, performance, conduct, attendance and length of service.

Certified Employees, Members of the C.E.S.E.A.: The Executive Director will recommend staff reductions following the provisions of the negotiated contract.

Administrators: The Executive Director recommends staff layoffs or terminations to the Representative Council who shall take action in accordance with state statutory procedures. Guided by the Representative Council's goals to maintain a dynamic and effective staff and the requirements of state statutes, the Executive Director shall consider certification, general competence, instructional skills, skills considered vital to the needs of C.E.S., performance, conduct, attendance, and length of service in recommending personnel to be affected by layoff or termination.

ADOPTED: August 21, 1990

REVISED: June 18, 1992

REVISED: June 1, 2000

2.014. Promotion

C.E.S. encourages its employees to seek promotional opportunities. C.E.S. is committed to promote from within its work force wherever possible. Ordinarily, promotional vacancies are advertised and posted on bulletin boards at C.E.S. Candidates shall be selected for promotion on the basis of ability, qualifications, conduct, education, training and history of work performance. Qualifications shall be judged on the basis of the description for the position to be filled. Where a C.E.S. candidate and an outside candidate for a position are equal, determined by the Executive Director, the C.E.S. candidate shall be selected.

ADOPTED: August 21, 1990

REVISED: June 1, 2000

2.015. Professional Development (Eliminate Policy 2.016)

The C.E.S. Representative Council the critical component professional development plays in an employee's professional growth and development. The Representative Council believes that it should provide direction and support for professional development to C.E.S. staff; that the central administration should offer guidance as to areas where it would like to see staff improve their skills; that with these inputs the programs should ultimately be planned and organized by teachers and administrators who pool their ideas and resources.

Consistent with Connecticut General Statutes Section 12-116, the C.E.S. Representative Council shall make available annually at no cost to its certificated employees not fewer than eighteen (18) hours of professional development activities. Such activities shall be made available at a time and location to be determined by the Council or its designee and with the advice and assistance of the certificated staff members employed by the Representative Council.

Since a large portion of C.E.S. staff are comprised of non-certified personnel, the C.E.S. Representative Council also encourages and supports that professional level activities be planned and organized that address their specific areas of responsibilities.

CES shall further conform to the following for certificated staff:

CES shall attest to the State Department of Education in such form and at such time as the commissioner shall prescribe that professional development activities:

- a. focus on individual needs, as informed by evaluation results, with the majority of the 18 hours delivered in small groups or individually, through mentors and coaching, in a job-embedded approach;
- b. improve integration of (a) reading instruction, (b) literacy and numeracy enhancement, and (c) cultural awareness, and include strategies to improve English Language Learner instruction into teacher practice;

- c. be used to improve teacher and administrator practice based on general results and findings from teacher and administrator evaluations;
- d. foster collective responsibility for improved student performance;
- e. be comprehensive, sustained, and intensive enough to improve teacher and administrator effectiveness in raising student achievement;
- f. focus on refining and improving effective teaching methods shared among educators and fostering collective responsibility for improving student achievement;
- g. be aligned with state academic achievement standards, conducted among educators at the school, and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers;
- h. occur frequently for teachers individually or in groups, within their jobs, and as part of a continuous improvement process; and
- i. include a repository of teaching best practices developed by each school's educators which is continuously available to them for comments and updates;
- j. at least 15 hours of professional development for the Executive Director and administrators every 5 years in teacher evaluation and support.

Legal Reference: Connecticut General Statutes Section 12-116
Connecticut General Statutes Section 10-151b
Connecticut General Statutes Section 10-220a(b)
P.A. 13-245, Section 2

ADOPTED: February 26, 1986

REVIEWED: May 15, 1990

REVISED: June 1, 2000

REVISED: November 7, 2013

2.018. Teacher Education And Mentoring Program – Certified Employees

Cooperative Educational Services (C.E.S.) endorses the implementation of the Teacher Education And Mentoring Program (TEAM) as a critical components of Connecticut’s educational reform effort. Consistent with Connecticut General Statutes Section 10-145o, the C.E.S. Executive Director is authorized to establish a TEAM Coordinating Committee (TCC) responsible for overseeing, implementing, and monitoring the TEAM Program. The TCC will develop, monitor, and revise a 3-Year District Support Plan that outlines TEAM Program district requirements and implementation.

ADOPTED: November 15, 1990
REVISED: December 17, 1992
REVISED: June 1, 2000
REVISED: May 1, 2014

2.019. Evaluation for Certified Personnel

Staff evaluation is essential to personnel management with far reaching ramifications including but not limited to: personal and professional growth, program direction, adherence to policy and procedure, promotion, discipline and morale. Therefore, C.E.S. maintains a strongly held belief/philosophy, that staff evaluation is of the utmost importance to the employee, supervisor and Agency.

It shall be the policy of the Cooperative Educational Services that each employee shall be evaluated through an accurate, formal, consistent, and no less than annual process.

The Division Directors shall review annually the evaluation process with all supervisors. Supervisors shall be trained in the principles and methods of employee performance evaluation.

After review by appropriate division director the documents are then forwarded to the personnel office for inclusion in the employee's personnel file.

The Division Directors shall bring any unacceptable evaluations to the attention of the Executive Director.

The Executive Director is authorized to established procedures for the evaluation of employee performance which procedures shall be published in suitable manuals and updated as needed.

APPROVED: February 21, 1991

REVISED: June 1, 2000

2.020. Evaluation for Non-Certified Personnel

Employees shall be evaluated by their designated supervisor at least once a year. Evaluation forms shall be initiated by the Personnel Office, which forwards them to the appropriate Division Director.

The Division Director designates the supervisor who is responsible for completion of the evaluation. The supervisor completes the evaluation, and gives it to the Division Director for his review and signing. The supervisor then meets with the employee to review the evaluation. The employee shall be given an opportunity to add a written statement to the evaluation. The documents are then forwarded to the Personnel Office for inclusion in the employee's personnel file.

The Division Director shall bring any unacceptable evaluations to the attention of the Executive Director.

ADOPTED: August 21, 1990

REVISED: June 1, 2000

2.021. Personnel Records

Personnel records shall be maintained in individual employee personnel files and shall include information required for good personnel administration. Personnel files shall be considered confidential and shall not be made available to persons other than the employee, members of C.E.S. management staff and others as required by law. Individually identifiable information contained in the personnel file or medical records of any employee shall not be disclosed by any member of C.E.S. without the written authorization of the employee except where the information is limited to a verification of dates of employment, the employee's title or position and the employee's wage or salary.

An employee may inspect his personnel file when the employee is off duty and at a time convenient to the Personnel Office. Personnel file inspections must be conducted in the presence of a designated employee of the Personnel Office. Upon written request, the employee shall be provided with copies of documents contained in the personnel file, provided the employee pays the established per page copying charge.

Personnel records retention shall be in accord with the Connecticut State Library guidelines, where applicable.

ADOPTED: August 21, 1990

REVISED: June 1, 2000

Cooperative Educational Services (C.E.S.) is committed to the promotion of nondiscrimination and an environment free of harassment. Therefore, it is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups.

The Executive Director shall appoint and make known the individuals to contact on issues concerning the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX, and other civil rights or discrimination issues.

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

ADOPTED: January 17, 1991
REVISED: March 1, 2012
REVISED: November 7, 2013

Policy 3.001(a) Workplace Problem Resolution Policy

It is the policy of C.E.S. that all employees be assured of fair and equitable behavioral treatment in the workplace. To ensure a positive and productive environment, it is expected that all C.E.S. employees will resolve problems related to their job responsibilities at the level at which they occur with positive communication and focus on the issues not the individuals. Employees not able to resolve problems at this level may employ the grievance procedures of Policy 3.003A.

ADOPTED: October 5, 2006 by the Representative Council

Policy 3.002.

Sexual Harassment

It is the policy of the Representative Council to maintain a learning and working environment that is free from sexual harassment. The Representative Council prohibits any form of sexual harassment. All complaints of sexual harassment will be investigated promptly in accordance with Administrative Procedures.

It shall be a violation of this policy for any student, employee, individual under contract, or volunteer subject to the control of the Representative Council to harass a student, employee, individual under contract, or a volunteer, through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal, non-verbal, or physical, including but not limited to, insulting or degrading sexual remarks or conduct, threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that person's employment or education or that it will interfere in any way with a person's employment or education or create an intimidating, hostile, or offensive work or educational environment. Sexual harassment is prohibited regardless of the sex of the victim or that of the harasser.

Sexual harassment by a student, employee, individual under contract, or volunteer will result in disciplinary action up to and including dismissal or expulsion.

Legal References:

- 42 U.C.C. §2000(e) (Title VII)
- 29 C.F.R. §1604.11 (EEOC Guidelines on Sexual Harassment)
- 20 U.S.C. §1681-1688 (Title IX)
- Connecticut General Statutes §46a-60(a)(8)

ADOPTED: June 1, 2000

3.002A. Sexual Harassment Regulations

SEXUAL HARASSMENT

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, non-verbal, written or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting the individual;
- The conduct has the purpose or effect of having a negative impact upon the individual's work performance, or of creating an intimidating, hostile or offensive work environment;
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding job benefits and/or working conditions.

Such conduct constitutes unlawful sexual harassment and a violation of Representative Council Policy whether or not a threat of adverse job consequences is carried out and whether or not the employee actually suffers any tangible adverse job consequences.

Examples of Sexual Harassment

While an exhaustive list is not possible, the following are examples of specific behaviors that, if unwelcome and of a sexual nature, could constitute sexual harassment:

- Suggestive or obscene letters, notes, e-mail messages, voice mail messages, invitations, derogatory comments, slurs, jokes, epithets, touching, impeding or blocking movement, leering, gestures, noises, pulling at clothes, display of sexually suggestive objects, pictures or cartoons, sexual assault, attempted sexual assault.
- Continuing to express sexual interest after learning of or being informed that the interest is unwelcome;
- Coercive sexual behavior used to control, influence, or affect the career, salary and/or work environment of another employee, such as threats of reprisal, implying or withholding support for an appointment, promotion, transfer, or change of assignment;

- Suggesting a poor performance evaluation will be prepared or that a probationary period of employment will not be completed successfully;
- The creation of an atmosphere of sexual harassment or intimidation, or a hostile or offensive working environment;
- Inappropriate attention of a sexual nature.

Such conduct constitutes sexual harassment regardless of the sex of the victim or the harasser.

Sexual or romantic relationships between C.E.S. employees and students are unacceptable whether or not they constitute sexual harassment as defined in this regulation. Further, any conduct of an employee toward a student which could constitute sexual harassment of the student by the employee will constitute a violation of Representative Council policy and this regulation.

REVISED: June 1, 2000

Date Received in Central Office: _____

_____ **DEPARTMENT**
SEXUAL HARASSMENT COMPLAINT FORM

Please complete:

Complainant's
Name: _____ Date: _____

Name/s of Alleged
Harasser/s: _____

Date(s) of Alleged Harassment: _____

Statement of the circumstances on which the alleged harassment occurred:

Complainant's Signature: _____

Complainant's Home Phone Number: _____

Complainant's Home Address: _____

Date Signed: _____

Complaint Procedure

An employee who feels he or she has been the victim of sexual harassment may process a complaint in accordance with the following complaint procedure:

STEP I- INFORMAL LEVEL

The complainant may request a meeting to discuss the complaint with the program administrator of his or her school or program in an effort to resolve the matter informally. In the event the employee is uncomfortable, for any reason, with discussing the matter with the program administrator, he/she may discuss the complaint with the Executive Director. The Executive Director shall meet with the complainant to discuss the complaint, but in no event shall the meeting be held later than fourteen (14) days from the date the request for the meeting is received.

STEP II – FORMAL LEVEL

If the complainant is not satisfied with the disposition of his or her complaint at the informal level, he or she may file a formal complaint with the Executive Director. An employee need not have brought an informal complaint before filing a formal written complaint. Complaint forms may be obtained from the Personnel Office. The written complaint shall state the name of the complainant and the date of the complaint, the date(s) of the alleged harassment, the name or names of the alleged harasser or harassers, the name or names of any witnesses, and a statement of the circumstances in which the alleged harassment occurred. All formal complaints must be filed within sixty (60) days from the alleged violation. Upon the filing of a written complaint, the complainant shall be provided with a copy of this regulation.

The Executive Director shall schedule a meeting promptly with the complainant to discuss the complaint but in no event shall the meeting be held later than fourteen (14) days from receipt of the formal complaint. Upon completion of an investigation but in no event later than fourteen (14) days after meeting with the complainant, the investigator shall render a written decision to the complainant as to the disposition of the complaint. The time for rendering a written decision may be extended if the official investigating the complaint determines that such extension is necessary for a thorough investigation and fair resolution of the complaint.

If the report results in a determination that sexual harassment has occurred, appropriate action shall be taken to ensure that the harassment ceases and will not reoccur. Appropriate action may include re-assignment, transfer, and/or disciplinary action up to and including termination of the employment of the harasser.

No adverse action will be taken against an employee for filing a complaint of sexual harassment or who cooperates in investigating allegations of sexual harassment.

A copy of the sexual harassment policy, administrative regulation and complaint procedure will be distributed to all new employees at the start of their employment and to all employees on an annual basis. New and existing employees shall acknowledge in writing, on a form developed by the administration, the receipt of the policy, regulation and complaint procedure. In addition, a copy of the policy, regulation and complaint procedure will be posted in each building. A copy of the signed form acknowledging receipt of the policy, regulation, and complaint procedure shall be maintained as part of each employee's personnel file.

Policy 3.003. Grievance

POLICY

The C.E.S. Grievance Policy is established to secure, at the lowest possible administration level, equitable solutions to employee grievances and complaints. However, any employee has the right to appeal to be heard by the Representative Council if his or her grievance has not been satisfactorily resolved at a lower level. The confidentiality of these proceedings shall be maintained wherever possible in accordance with State Freedom of Information laws. The Executive Director is authorized to develop appropriate procedures for implementation of this policy.

Definitions.

1. A “grievance” is an employee complaint alleging a violation of C.E.S. policies and procedures.
2. A “grievant” is the aggrieved employee or employees.
3. “Days” shall mean scheduled work days.
4. “Supervisor” shall mean the grievant’s immediate supervisor or the person whose decision or action gave rise to the grievance.

ADOPTED: February 21, 1991

REVISED: June 1, 2000

Definitions.

1. A “grievance” is an employee complaint alleging a violation of C.E.S. policies and procedures.
2. A “grievant” is the aggrieved employee or employees.
3. “Days” shall mean scheduled work days.
4. “Supervisor” shall mean the grievant’s immediate supervisor or the person whose decision or action gave rise to the grievance.

Step 1 – Supervisor

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

Step 2 – Division Director

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

1. A statement of the nature of the dispute.
2. A citation of the specific policy or procedure alleged to have been violated.
3. A concise statement of what action has given rise to the grievance.
4. A statement of what remedy the grievant is seeking.

The Division Director shall respond in writing to the grievant within ten (10) days of receipt of the grievance.

Step 3 – Executive Director

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

Step 4 – Representative Council

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

Alternate Procedure for Division Directors.

When the grievant is a Division Director, the grievance shall be initiated at step 3. The respondent at step 2 shall be the Executive Director, and the respondent at step 3 shall be the Executive Committee of the Representative Council.

Time Limits.

Time limits applicable to the processing of grievances may be waived or extended by mutual agreement of the parties.

Non-Retaliation

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

REVIEWED & AUTHORIZED: June 1, 2000

3.004. Substance Abuse Prevention/Drug Testing Policy

General Policy Statement

Employees are C.E.S.' most valuable resource and for that reason, their health and safety is of paramount concern. Whenever possible, C.E.S. will assist employees in overcoming drug, alcohol and other problems which may adversely affect employee job performance.

The illegal manufacture, use, sale, or possession of narcotics, drugs or controlled substances is strictly prohibited. Alcohol is prohibited from C.E.S. property and operations. Use of alcohol off duty is not acceptable when it affects an employee's job performance.

The legal use of controlled substances prescribed by a licensed physician is not prohibited, but employees in selected positions are required to make such use known to an appropriate C.E.S. representative.

An employee in violation of this policy is subject to disciplinary action up to and including termination.

The Executive Director is authorized to require an employee to submit to drug testing in certain specific circumstances.

This policy will be distributed to all employees of C.E.S. Every employee will be required to acknowledge his or her receipt of the policy in writing. A copy of that acknowledgement shall be kept in the employee's personnel file. Division Directors and supervisors shall be responsible for ensuring that all employees under their direction are familiar with this policy.

ADOPTED: March 21, 1991
REVISED: October 22, 1992
REVISED: June 1, 2000

3.004A. Substance Abuse Prevention/Drug Testing Procedures

A. Disciplinary Consequences

1. Discharge will result when an employee has engaged in the following conduct:
 - a. Illegal manufacture, use, sale or possession of narcotics, drugs or controlled substances while on the job or on C.E.S. premises.
 - b. Illegal manufacture or sale of narcotics, drugs, or controlled substances off duty and off C.E.S. premises.
2. Discipline up to and including discharge will result when an employee has engaged in the following conduct:
 - a. Illegal use or possession of narcotics, drugs or controlled substances while off duty and off C.E.S. premises.
 - b. Use or possession of alcohol while on duty and/or on C.E.S. premises.
 - c. Reporting for work under the influence of drugs or alcohol.
 - d. Failure to successfully meet the requirements of a rehabilitation program required or authorized by C.E.S.
 - e. Refusal to submit to urinalysis drug testing as required by this policy.

B. Rehabilitation Program

1. The Executive Director may require or authorize an employee rehabilitation program to assist the employee in overcoming a drug or alcohol abuse problem in the following circumstances:
 - a. when an employee voluntarily discloses that he has a problem with drug or alcohol dependency. A disclosure of such a problem by an employee upon notice from C.E.S. that he is scheduled for urinalysis drug testing shall not be deemed to be a voluntary disclosure.
 - b. when C.E.S. determines that an employee has a drug or alcohol dependency problem which is adversely affecting or could adversely affect the employee's job performance. C.E.S. may require that an employee participate in a rehabilitation program as a condition of employment.
 - c. when an employee submits to drug testing and a positive result is confirmed.
 - d. in any other circumstances when C.E.S. determines that a rehabilitation program is appropriate.

3.004A. Substance Abuse Prevention/Drug Testing Procedures (Cont'd.) Pg. 2

2. An employee rehabilitation program shall be designed by medical professionals, acceptable to C.E.S., to meet the employee's needs. In the event a residential program is required, the employee shall request a leave of absence. The employee may elect to receive non-job-related disability benefits, if such benefits are available.
3. Reinstatement to employment shall be contingent upon the employee's satisfactory completion of the rehabilitation program and the employee's continuing participation in a follow-up program, if recommended. Upon reinstatement, an employee with previous drug dependency shall submit to drug testing at least bi-monthly for the first twelve (12) months and at least quarterly for the next thirty-six (36) months. An employee who refuses to submit to follow-up drug testing as required or who fails to continue in the prescribed follow-up program or who experiences a positive drug test result after reinstatement shall be discharged.

C. NOTIFICATION BY EMPLOYEE OF USE OF PRESCRIBED CONTROLLED SUBSTANCES

Employees in the following classes of employment shall notify the personnel office who will in turn notify the appropriate program manager when they are using controlled substances prescribed by a licensed physician:

1. School bus drivers
2. Other employees who hold a public passenger transportation permit and are required to transport students in C.E.S. vehicles.

D. Drug Testing

1. Urinalysis drug testing of employees will be required in the following circumstances:
 - a. Upon reasonable suspicion that the employee is under the influence of drugs or alcohol which adversely affects or could adversely affect such employee's job performance.
 - b. On a random basis, as part of an employee assistance or rehabilitation program sponsored or authorized by C.E.S. in which the employee voluntarily participates.
 - c. On a random basis, if a urinalysis drug test is authorized under federal or state law or if the employee serves in an occupation designated as a high-risk or safety-sensitive occupation pursuant to regulations adopted by the state commissioner of labor.

2. Drug testing shall be administered in accordance with the following requirements:
 - a. The employee shall be asked to sign a consent form prior to drug testing. An employee who refuses to sign the consent form may be required to submit to drug testing. Any employee refusing to submit to drug testing as required may risk being terminated.
 - b. No C.E.S. employee, representative, agent or designee may observe the employee in the process of producing the urine specimen.
 - c. The drug testing shall be conducted by a competent medical laboratory experienced in and capable of demonstrating quality assurance, chain of custody documentation, detailed reporting procedures, technical expertise and proficiency in urinalysis. Laboratory procedures must utilize a reliable methodology, including procedures to confirm any positive test result which procedures must meet the requirements of subdivisions (2) and (3) of Section 31-51u of the Connecticut General Statutes.
 - d. The employee shall be given a copy of any positive urinalysis drug test result.
 - e. The results of any urinalysis drug test shall be confidential and shall not be disclosed by C.E.S. or its employees to any person other than any C.E.S. employee to whom such disclosure is necessary.
 - f. Urinalysis drug test results, if maintained on C.E.S. premises, shall be maintained with other employee medical records and shall be subject to the privacy protections afforded by applicable federal and state laws.

E. Discovery of Controlled Drugs and Alcohol

1. Any employee who discovers controlled drugs or alcohol on C.E.S. premises shall notify the Executive Director and, where possible, shall deliver the material.
2. The Executive Director shall investigate the matter.
3. If the material is found to be or is suspected of being a controlled drug, the Executive Director shall notify law enforcement officials and turn over the material to them.

REVIEWED & AUTHORIZED: June 1, 2000

Policy 3.005. Disciplinary Action – Certified Personnel

The Executive Director is responsible for the administration of disciplinary action. He may take any disciplinary or other corrective action up to discharge or termination. He may recommend discharge or termination to the Representative Council. Prior to the completion of forty (40) school months of full-time continuous employment, a certified employee may be non-renewed provided that the employee is notified in writing prior to April 1st of the preceding school year. Beginning with and subsequent to the forty-first (41st) school month of full-time continuous employment, no certified employee may be terminated except for the reasons given in the applicable provisions of the Connecticut General Statutes. Procedures for termination shall be in accordance with the Connecticut General Statutes.

Disciplinary action may take the following forms: Verbal reprimand, written reprimand, docking of pay for time not worked, suspension with or without pay, discharge. Other corrective action may take the following forms: Reassignment, temporary relief from duty with or without pay, demotion, resignation by agreement of C.E.S. and the employee, other termination.

Any program administrator or division director may issue reprimands, relieve employees from duty where warranted, and dock employees' pay for time not worked. Any employee who is relieved from duty shall return to work only after approval by the Executive Director or, in his absence, the employee's Division Director or Six-to-Six Magnet School Director. Written documentation of disciplinary action, including verbal reprimands, shall be maintained in the employee's personnel file. The employee shall have an opportunity to read the documentation and initial or sign it before it is placed in the personnel file. When an employee refuses to initial or sign the documentation, such fact should be noted on the written document. The employee may write a rebuttal to the documentation which rebuttal shall also be maintained in his personnel file. The Executive Director may suspend a certified employee with or without pay pending completion of discharge or termination proceedings.

ADOPTED: January 17, 1991
REVISED: October 22, 1992
REVISED: June 1, 2000

Policy 3.006. Disciplinary Action – Non-Certified Personnel

The Executive Director is responsible for the administration of disciplinary action. He may take any disciplinary or other corrective action up to and including discharge or termination.

Disciplinary action may take the following forms: Verbal reprimand, written reprimand, docking of pay for time not worked, suspension with or without pay, discharge. Other corrective action may take the following forms: Reassignment, temporary relief from duty with or without pay, demotion, resignation by agreement of C.E.S. and the employee, other termination.

Any program manager, program administrator or division director may issue reprimands, relieve employees from duty where warranted, and dock employees' pay for time not worked. The Division Director or the equivalent may take any disciplinary or other corrective action up to discharge or termination. Any employee who is relieved from duty shall return to work only after approval by the Executive Director or, in his absence the employee's Division Director or Six-to-Six Magnet School Director. Written documentation of disciplinary action, including verbal reprimands, shall be maintained in the employee's personnel file. The employee shall have an opportunity to read the documentation and initial or sign it before it is placed in the personnel file. When an employee refuses to initial or sign the documentation, such fact should be noted on the written document. The employee may write a rebuttal to the documentation which rebuttal shall also be maintained in his personnel file. The Executive Director may suspend a non-certified employee with or without pay pending completion of discharge or termination proceedings.

An employee who is subject to dismissal or termination shall be advised in writing by the Executive Director that dismissal is being considered and that the employee has a right to an informal pre-termination hearing with the Executive Director by requesting such hearing within three (3) business days of being so advised. At the hearing, the employee will have the opportunity to hear the charges against him, to receive an explanation of the events leading to the charges and to explain his view of those events. Such hearing shall not prevent the Executive Director from proceeding with the discharge or termination as deemed necessary. The notification to the employee shall be hand delivered or sent by registered mail, return receipt requested. If at the completion of the pre-termination hearing, the Executive Director decides that the appropriate disciplinary action is other than discharge or termination, the employee shall be so notified by the Executive Director in writing. If, following the pre-termination hearing, the Executive Director determines that the employee shall be discharged or terminated, a letter of notification signed by the Executive Director shall be sent by registered mail, return receipt requested, to the employee. Said letter shall clearly state the nature of the offense, the effective date of the dismissal and the reasons for such action.

ADOPTED: January 17, 1991
REVISED: October 22, 1992
REVISED: June 1, 2000

Policy 3.007. Voluntary Termination of Employment

Employees who voluntarily terminate their employment with C.E.S. by resignation, retirement, or otherwise must notify C.E.S. by letter to the Executive Director stating the last day of work and the reasons for terminating employment. A copy of said letter should be delivered to his/her Division Director.

Administrative and professional personnel must provide notice at least four (4) weeks prior to the termination date. Support personnel must provide notice at least two (2) weeks prior to the termination date.

The Division Director or his/her designee shall conduct an exit interview with each employee who voluntarily terminates employment with C.E.S.

ADOPTED: December 13, 1990

REVISED: June 18, 1992

REVISED: June 1, 2000

Policy 3.008. Employee Attendance

Each employee is expected to appear on time and ready for work on each scheduled work day and to remain at work for the full day. Employees must report all absences, no later than the start of the work day, to their immediate supervisor. If the supervisor is not available, the report should be made to the secretary or director of the division in which the employee works. The Executive Director shall establish and maintain a procedure for employees to report absences.

Any employee who fails to report an absence from work or who is absent without approval shall be deemed to be absent without leave and shall be subject to discipline up to and including termination of employment.

Supervisory personnel have a right as well as a responsibility to monitor, investigate and appropriately handle any instances of excessive absenteeism or tardiness.

ADOPTED: December 13, 1990
REVIEWED: June 1, 2000

Policy 3.009. Closing of C.E.S. Due to Inclement Weather or
Other Emergencies

When inclement weather or other emergencies necessitate the closing of school, such closings shall be announced over the radio. School Year employees are not expected to report to work if school is closed and shall make up the work day at a later time. Twelve Month employees are expected to report for work unless C.E.S. announces that its Central Offices are closed.

C.E.S. expects that every reasonable effort will be made by employees to report for work. It is understood that, at times, hazardous road conditions may make it difficult to report on time. Reasonable effort should be evident.

Employees who feel that they are unable to report for work may elect to take a vacation or personal day. In that event, employees must report by telephone and advise their supervisor of the election.

ADOPTED: December 13, 1990
REVIEWED: June 1, 2000

Policy 3.010. Reporting Injuries

In the event an employee receives an injury on the job, no matter how slight, the employee should report the injury and the incident precipitating the injury to the Personnel Office and complete a Workers' Compensation form (Report of Injury) within twenty-four (24) hours. Accidents with or without personal injury to employees or which involve others, including students/clients, or cause property damage, must be reported to the Personnel Office within twenty-four (24) hours.

If the employee's injury prevents him from reporting the injury within twenty-four (24) hours, the employee's supervisor should report the injury.

ADOPTED: December 13, 1990

REVISED: October 22, 1992

REVIEWED: June 1, 2000

Policy 3.011. Confidentiality of Information

C.E.S. requires that employees who have access to confidential information be aware at all times of the need to protect confidential data. Employees should never discuss such confidential information with other employees or any other person, unless there is a specific professional purpose related to the program of a C.E.S. student or client.

ADOPTED: December 13, 1990
REVIEWED: June 1, 2000

Policy 3.012. Use of the C.E.S. Mailing List

The C.E.S. mailing list shall be used and maintained according to the strictest standards of confidentiality. No mailing list or any part of a mailing list or any part of a bulk mailing will be made available for use or examination by any person or organization, commercial or non-commercial, other than officials and employees of C.E.S., nor will any mailing list or any part of a mailing list be copied, sold or given to any person or organization, profit or non-profit, except where required by the laws of the State of Connecticut and/or under direct order of a court of competent jurisdiction.

“Mailing list” shall mean a list of names and addresses of students and employees, parents of students and Council members.

Use of all or any part of the mailing list of C.E.S. will be limited to officially sanctioned projects and activities of the C.E.S. organization which shall include such cooperative activities with other organizations as are deemed valuable to the goals and objectives of C.E.S. Cooperative activities with other organizations will require that all C.E.S. mailing list handling and subsequent mailing will be done by C.E.S. staff and appropriate charges made to the cooperating organization.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

NOTE: This policy does not apply to resource lists.

Policy 3.013. Use of C.E.S. Equipment, Supplies and Services

C.E.S. vehicles and stationary may be used for C.E.S. business only and should not be used for personal matters. Use of office telephones and equipment is limited to C.E.S. business. However, employees may make personal calls while on duty in cases of emergencies. Employees are expected to call collect or use a credit card.

C.E.S. vehicles are operated by the Transportation Department. Only properly licensed C.E.S. employees may drive a C.E.S. vehicle and must comply with all C.E.S. Transportation Department Rules and Regulations including but not limited to state and federal laws.

As a public school agency, C.E.S. is the recipient of a tax-exempt number. This tax-exempt number is to be used only by authorized personnel for purchasing supplies and materials for C.E.S. Use of the tax-exempt number for personal reasons is illegal.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

Policy 3.014. Use of Personnel Vehicles to Transport Students

CES employees are forbidden to utilize employee-owned vehicles for the purpose of transporting students. In case of an emergency, the Director of Transportation or his designee should be contacted. A CES vehicle will be dispatched to the appropriate location.

If CES employees choose to ignore this policy and transport students in their own vehicle, in the event of an accident, their personal motor vehicle insurance will be considered the primary coverage.

Under unusual circumstances when the procedures above cannot be implemented, the Executive Director may grant permission for transporting students in an employee owned vehicle.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

Policy 3.015A. Personal Visitors/Mail Procedure

Employees shall not receive personal visitors during working hours. Employees shall not receive personal mail, including individual magazine subscriptions, at C.E.S. Such mail should be addressed to the employee's home. C.E.S. is not responsible for any personal mail delivered to employees at the C.E.S. address.

The C.E.S. mail handler is authorized to open and distribute all mail not marked confidential.

REVIEWED: June 1, 2000

Policy 3.016. Dress

All employees shall dress in professional attire which is appropriate to their responsibilities and which will best allow them to carry out their specific job duties. The Executive Director shall determine what constitutes appropriate, professional dress. Exceptions to this dress policy shall be made on an individual basis by the Executive Director.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

Policy 3.017.

Smoking

C.E.S. prohibits smoking in all areas under its control, including motor vehicles. No smoking is allowed in any building under C.E.S. control. C.E.S. may designate outside areas for smoking.

Employees will not smoke at any time in the presence of students while engaged in activities where participation has been sanctioned by or is under the jurisdiction of C.E.S. such as trips and other staff/student activities.

The Executive Director shall have the authority and responsibility to establish administrative regulations including areas designated for smoking.

ADOPTED: August 20, 1987

REVIEWED: December 13, 1990

REVISED: June 1, 2000

REVISED: October 4, 2012

Policy 3.018. Professional Responsibilities – Certified Personnel

Staff members shall be responsible for following the approved Individual Education Program (IEP) or similar program and for encouraging each student to progress in terms of his ability. This implies initiative by the teacher. Staff members shall acquaint themselves with available instructional materials and shall use them effectively. Staff members shall maintain such records as are required. They shall observe the intent of the procedures used in reporting to parents.

Good discipline is an important responsibility of staff members and they should seek help whenever they feel that such help is needed in the discipline of an individual student or group of students. Appropriate standards for classroom order and neatness, attention to the health and safety of pupils, participation in school activities outside of regular school hours, pursuit of additional professional knowledge and skill and an awareness of the staff member's important role in public relations may reasonably be expected from the teacher.

Each staff member is directly responsible to his/her program administrator and through him/her to the Division Director and through him/her to the Executive Director. Each teacher shall discharge his/her duties in accordance with the policies of the Representative Council, and the rules and instructions of the Council, Executive Director, Division Director, and program administrator.

ADOPTED: December 13, 1990
REVISED: October 22, 1992
REVIEWED: June 1, 2000

Policy 3.019. Academic Freedom – Certified Personnel

Within the confines of the curriculum and within the program and school supported activities, each staff member shall be free to think, to express ideas, and to select and employ materials. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of thought and pupil learning.

Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:

1. The welfare, growth, maturity and development of students.
2. The standards of scholarship.
3. The application of good taste and judgment in selecting and employing materials and methods of instruction.

ADOPTED: December 13, 1990

REVIEWED: June 1, 2000

Policy 3.020. Outside Employment

Employees shall not conduct any private business or undertaking during their C.E.S. working hours. Any outside business endeavor must not affect the time or quality of the employee's work for C.E.S., must not discredit or create embarrassment for C.E.S. and must not create a conflict of interest.

Employees shall not sell or promote the sale of instructional supplies, equipment or reference books at C.E.S.

Employees who engage in outside employment involving the promotion or sale of personal and household products do so entirely on their own initiative and without implied approval or endorsement by C.E.S. All such activity, including sampling, soliciting orders, and deliveries must be conducted outside of working hours and away from C.E.S. premises.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

Policy 3.021. Consulting

C.E.S. staff members may, on occasion, be requested by other school systems, other school districts, governmental agencies and other organizations to serve as paid consultants. These activities may not be in areas that C.E.S. would offer to its constituent districts or to other districts as a normal function of C.E.S. operations. Accordingly, staff members should be free to accept such assignments within those limits established by the Executive Director.

When such assignments can be fulfilled by the staff members outside of C.E.S. regular working hours, such assignments may be undertaken provided advance notice is given to the Executive Director to avoid any conflict of interest. When such assignments require the staff member to act as a paid consultant during C.E.S. regular working hours, the staff member must meet with the Executive Director prior to accepting such assignment. The assignment may not be undertaken without the approval of the Executive Director who shall, in conjunction with the staff member, establish a suitable adjustment to the staff member's compensation and/or work schedule.

ADOPTED: December 13, 1990

REVISED: June 1, 2000

Policy 3.022. Infectious Disease Exposure Control

It is the obligation of C.E.S. to promote safe work practices and to maintain a safe work environment in an effort to minimize the incidence of illness and injury experienced by its employees. Thus, C.E.S. recognizes its responsibility to limit occupational exposure for its employees to blood and other potentially infectious materials.

The C.E.S. Governing Board herewith establishes as policy the protection of its employees from bloodborne pathogens and other potentially infectious materials and authorizes the Executive Director to establish and review annually procedures to ensure such protection.

Reference: OSHA Bloodborne Pathogens Standard (29 CFR 1910, 1030)
 (Federal Register 12/6/91)

ADOPTED: October 7, 1993
REVISED: June 1, 2000

Policy # 3.023 – Use of Email and Electronic Communication

Policy Statement: Use of electronic communications must conform to the same standards of confidentiality, judgment, propriety and ethics as other forms of school business-related communications. Consequently, school officials employees and support personnel of Cooperative Educational Services (hereafter referred to as agency), must use discretion when using computers and other electronic technology to send, record or retain electronic communication and information.

Consistent with these expectations, the agency will comply with all state and federal regulations regarding the retention, storage and destruction of electronic information and records. The Executive Director or his/her designee shall be responsible for developing and implementing administrative regulations concerning the retention, storage and destruction of electronic information and the dissemination of such regulations to all employees. This will include the responsibilities for implementing administrative regulations concerning the placing of a “hold” on electronic and paper records that may reasonably be anticipated to be subject to discovery in the course of litigation.

Use of Email and Electronic Communications:

Electronic communication is a transmittal of a communication between two or more computers or electronic devices whether or not the message is converted to hard copy format, whether or not the message is viewed upon receipt or stored for later retrieval and whether or not the transmittal is through a local, district or global computer network. Such communications sent by school officials and employees as part of their work and by using the district’s computer network are not private communications and may be subject to public disclosure and inspection as public records under the Connecticut Freedom of Information Act and discovery in litigation as evidence in support of a claim. School officials, employees and support personnel must understand that the agency reserves the right to monitor these computer/electronic systems and may do so despite the assignment to individual school officials, employees or support personnel of passwords for system security. These assigned passwords do not guarantee privacy to the individual system user and are solely assigned to provide system security from unauthorized users. Consequently, the system’s security aspects, message delete functions and personal passwords may be bypassed for monitoring purposes. Therefore, school officials, employees and support personnel must be aware that they should not have any expectations of personal privacy in their use of agency computer/electronic devices.

Retained messages may be retrieved as part of routine monitoring by the agency, including a school officials, employees or support personnel investigation or a formal discovery process as part of litigation. School officials, employees and support personnel must bear in mind that email messages or

other forms of electronic communications may be retained at different locations within the agency computer network and that these messages are subject to retrieval. Consequently, school officials, employees and support personnel must use discretion when using computer or other electronic technology to send, record or retain communication and information in accordance with agency email guidelines. (See Email Communication Guidelines – C.E.S.)

Retention of Electronic Communications:

Electronic communications on agency computers or electronic communication systems shall be retained only as long as necessary. The same record retention policy that applies to paper records applies to all electronically stored information, including email communication. Therefore, the content and function of an electronic record determines the retention period for the document and will be done consistent with all of the minimum standards set forth in the Municipal Records Retention Schedules of the Connecticut State Library, as issued by the Office of the Public Records Administrator. (Note: This document is available for review at <http://www.cslib.org/publicrecords/retschedules.htm>.)

In addition to these retention guidelines, all school officials, employees and support personnel have a duty to preserve all records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relates to any matters that are currently in litigation and may be anticipated to involve future litigation. In such circumstances, the Executive Director or his/her designee shall take steps to place a “hold” on electronic and paper records that may reasonably be anticipated to be the subject of discovery in the course of litigation.

Adopted by C.E.S. Representative Council on: 11/5/09

Legal References:

General Letters 98-1, 96-2 and 2001-1 of the Public Records Administrator
Record Retention Schedules, Towns, Municipalities and Boards of Education
Rules 34 and 45 of the Federal Rules of Civil Procedure
Silvestri v. General Motors Corp., 271 F.3d 583 (4th Cir. 2001)
CGS Section 1-200(5); 1-211; 1-213(b)(3)
CGS Section 7-109
CGS Section 11-8 et seq.
6.001 C.E.S. Confidentiality and Maintenance of Student Records and Student Information
Federal Law: Family Education Rights and Privacy Act (FERPA), 20 U.S.C. Sections 1232g et seq.

Use of Email and Electronic Communication Administrative Regulations/Procedures

Definitions:

Agency – refers to Cooperative Educational Services (C.E.S.) or the C.E.S. Representative Council, the governing board of Cooperative Educational Services.

Custodian of Records – refers to the administrator designated by the Executive Director to maintain records for C.E.S. educational programs and for ensuring the confidentiality of student records within the agency.

Electronic Communication – refers to a transmittal of a communication between two or more computers or elective devices.

Email – is a means of sending messages between computer networks or over a modem connected to a telephone line. This information includes the primary message and attachments.

Employee – refers to administrative, instructional and support staff employed by the agency.

Litigation Hold – refers to the duty to preserve material evidence that may be needed for a pending litigation.

Parent – includes either natural parent, a guardian or any individual acting as a parent of a student in the absence of a parent or guardian.

Record – refers to any information or data directly related to a student which is recorded in any medium, including, but not limited to handwritten, print, audio and video tapes, film, microfilm, microfiche or computer file/media.

School Official – includes administrators, directors, supervisors, managers or a member of the agency's Representative Council.

Student – means an individual who is or has been in attendance at the agency's educational programs.

Support Personnel – refers to interns, student teachers and agency volunteers who may be given access to email.

Student Records – refers to those on loan to the agency from an LEA and/or those generated or received by an agency program, which are maintained by the agency and are directly related to a student. **Student records** do not include:

1. Personal notes or information generated by the agency’s education personnel which are in the sole possession of the maker thereof and are not accessible to any other individual except the education personnel’s temporary substitute.

2. Records related to a student as an employee of agency which:
- a. are made and maintained in the normal course of business, and
 - b. relate exclusively to the individual in his/her capacity as an employee, and
 - c. are not available for any other purpose

3. Records maintained by a law enforcement unit of the school district that were created by that unit for the purpose of law enforcement.

4. Records on an eligible student (i.e., over 18 or attending a postsecondary educational institution) that are considered “treatment records” as they meet the following criteria: 1) the records are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) the records are made in connection with the treatment of the student and 3) the records are disclosed only to individuals providing such treatment (treatment does not include remedial educational activities or activities that are part of the program or instruction of the school district); however, the school district must, upon request, permit an eligible student to have a physician or other appropriate professional of the student’s choice review his/her treatment records.

5. Records created or received by the school district after an individual is no longer a student in attendance and that are not directly related to the individual’s attendance as a student.

6. Grades on peer-graded papers before they are collected and recorded by a teacher.

General Provisions:

- These regulations are designed to assist the agency regarding the retention of electronic communications, records and information.
- These regulations supplement but do not replace agency policies/procedures related to the confidentiality of student records.
- Consistent with the confidentiality of students records policy/procedures, the Executive Director of said agency shall designate a Custodian of Records.

- The Custodian of Records will be responsible for implementation of policies/procedures for the retention of records, including emails and other electronically stored information.
- Consistent with agency policy/procedures related to security of agency or student information developed, transmitted or maintained in electronic forms employees shall take appropriate security measures such as use of personal identification passwords and/or encryption codes.
- School officials, employees and support personnel must safeguard the confidentiality of passwords and codes and shall take reasonable steps to ensure that computers do not become available for unauthorized use.
- School officials, employees and support personnel are responsible for appropriate access to and use of electronic mail systems. Illegal or improper use of the electronic mail systems, including but not limited to pornography, obscenity, harassment, solicitation, gambling and violating copyright or intellectual property rights are prohibited.
- Use of electronic email systems for which the agency will incur an expense without written permission of an administrator is prohibited.
- Violation of this policy will constitute just cause for appropriate disciplinary action, up to and including termination.

Email Classification:

The same record retention policy that applies to paper records applies to electronically shared information including email communications. Therefore like paper records, the content and function of electronic records, including email communications, determines the retention period for the documentation. The agency will comply with all minimum standards set forth in the Municipal Records Retention Schedule, as issued by the Office of Public Records Administrator for the State of Connecticut.

NOTE: Consistent with the agency Confidentiality and Maintenance of Student Records and Student Information Policy/Procedures, student records maintained by the agency when no longer needed to provide educational services, will be returned to the LEA of the student for appropriate retention and destruction. This will include any pertinent hard copies of email or electronic communications considered to be student records and that require retention and maintenance or have the potential for a litigation hold.

Further guidance on the retention of email messages sent and received by school officials, employees or support personnel is provided by classifying emails into one of three categories. Retention guidelines for each of these categories will follow in highlighted print:

Transitory Messages including copies posted to several persons, include junk mail or publications, notices, announcements and casual and routine communications similar to telephone or voice mail messages*. Such messages

may also include routine administrative, curricular or co-curricular matters, announcements of meetings, schedules of events; messages that take the place of informal discussion and without print would not be retained in school records; messages that address personal matters unrelated to the agency and messages that address generic information and are not specific to a student's educational program. **Such messages may be deleted at will without obtaining prior approval of the Custodian of Records.**

***Note:** There are times when voice mail messages may require longer retention periods such as is the case where messages may be potentially used as evidence in a trial such as a bomb threat or in some other illegal activity. Voice mail may also be subject to the discovery process in litigation.

Less than Permanent Messages are those that are other than transitory and may include messages that address significant aspects of a specific student's educational program (e.g., health, discipline, special education, interactions with state agencies such as DCF, communications with parents regarding specific aspects of their child's education) or messages that address or provide information used in making policy decisions, concerning curricular or co-curricular activities, personnel activities or business transactions. These may also include messages that address activities of significant interest in the communities represented by the agency. **These types of messages are subject to the record retention schedules and may be deleted only after making and retaining a hard copy or after obtaining signed approval from the Office of the Public Records Administrator.**

Permanent Messages are generally those subject to archival retention and may include policy and procedural manuals, physician's standing orders or nursing protocols. **Such messages must be retained permanently and the electronic record may be deleted only after a hard copy is made or is stored on microfilm. The retained copy must be readable without further decoding.**

If a record is permanent or "less than permanent" it is subject to destruction only as it may be permitted under the applicable provisions of the Records Retention Schedule. Additionally, transitory and "less than permanent" emails may still be subject to Freedom of Information Act (FOIA) requests and must not be deleted in order to avoid the agency's duty to comply with an FOIA request. The school officials, employees and support personnel must not delete transitory and "less than permanent email messages after an FOIA request has been made for them", even if such messages would otherwise be subject to destruction under the records retention guidelines.

Maintenance/Retention of Electronic Records:

Records created using an email system and electronically stored information will be archived/saved by the agency for their required retention period by one of the following methods approved by the Custodian of Records:

1. Print message or record and stored in appropriate hard copy file.
2. Placed in computer folder and saved on hard drive.
3. Saved to a removable disk which is then stored in an appropriate location.
4. Transferred to an automated records management software application.
5. Managed at the server by an automated classification system.
6. Provide easy and secure access to retained electronically stored information.

A review will take place periodically but at least annually for the purpose of reviewing electronically stored information. The agency Custodian of Records and the Manager of Information Technology are responsible for this review.

No system-wide process for automatic deletion of electronic information will be implemented without notice to any individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained.

Following this review, all emails and/or electronically stored information that have not been archived according to agency policies/procedures will be designated for deletion or archiving and the affected agency school officials, employees or support personnel will be notified about the procedures to be followed to implement this process. The Custodian of Records or his/her designee will follow up with notified employees to ensure compliance.

Additionally, the Custodian of Records working with the Manager of Information Technology will ensure that any process for automatic deletion of electronically stored information from the system will not delete information stored in folders and/or systems locations that have been designated as appropriate for archiving electronically stored information.

Holds on Destruction of Electronic Information and Paper Records:

Upon receipt of a notice that the agency is involved in litigation as a party to a lawsuit, or the agency is issued a subpoena by a party to a lawsuit in which it is not a party, or the agency receives information that would lead a reasonable person to anticipate the possibility of litigation, the Custodian of Records will immediately take steps to ensure that paper records and electronically stored information related to the litigation or potential litigation are preserved from deletion or destruction. Action to preserve records and electronically stored

information related to the litigation or potential litigation are preserved from deletion or destruction. Action to preserve records and electronically stored information will include but are not limited to:

- postponing or cancelling any automatic deletion of electronically stored information until relevant information and documents can be identified and stored;**
- notification to applicable employees or support personnel of a “litigation hold” to prevent the deletion and destruction of documents that might be related to the litigation or potential litigation;**
- identification of the documents and information that are subject to preservation.**

This “litigation hold” triggers the duty to preserve documents such as transitory messages, that otherwise could be deleted under the agency’s record retention procedures.

Upon notification of actual or potential litigation, the Custodian of Records will issue a “litigation hold” memorandum (see sample agency memorandum) that specifically describes the types of documents and information that must be preserved and describes how these materials are to be identified, maintained and stored. The memorandum will specifically state that the duty of preservation is ongoing and that it is the responsibility of employees and support personnel to continue to identify and preserve relevant documents until notified via a subsequent memorandum that the “litigation hold” is no longer in effect.

All school officials, employees and support personnel who receive a “litigation hold” memorandum must acknowledge receipt and understanding of the memorandum in writing.

A copy of the “litigation hold” memorandum shall be simultaneously sent to the agency Manager of Information Technology.

The agency Custodian of Records shall be responsible for the collection and coordination of the retention of documents that are subject to the “litigation hold” including electronically stored information. He/she will work with the agency Manager of Information Technology to ensure compliance with the “litigation hold”. No system-wide process for automatic deletion of electronic information will be implemented while a “litigation hold” is in effect without prior notice to the agency Custodian of Records and verification by the Custodian of Records that the deletion process will not destroy documents or information that is subject to a “litigation hold”.

Sample Memorandum

Cooperative Educational Services

**NOTICE REGARDING A LITIGATION HOLD
CONCERNING PAPER AND ELECTRONIC DOCUMENTS**

This memorandum places a "litigation hold" on all documents, both paper and electronically stored information, concerning **[identify the matter that is subject to the litigation hold]**. Materials that fall under this litigation hold include, but are not limited to, email, word processing documents, spreadsheets, databases, calendars, voice mail, internet usage files and network access information **[the agency can be more specific in the identification of documents if that information is available]**. All agency employees are to immediately suspend any and all document destruction, including any scheduled document destruction or electronic information deletion programs, for any materials that might fall within the parameters of this memorandum. If you have questions as to what materials are subject to the litigation hold, you are to contact the Custodian of Records **[insert name and contact information]**.

If you are in possession of materials subject to this litigation hold take steps to preserve and store these materials. Paper documents are to be copied and segregated in a separate hard copy file. Electronic information is to be stored in computer folders and saved on the network drive and/or saved to a removable disk which is to be clearly marked and stored in a safe and appropriate location **[the agency can develop its own set of storage guidelines for identified materials]**. Under no circumstances are you to destroy or delete materials, documents or electronic information that might be subject to this litigation hold without the written permission of the Custodian of Records.

You must give prompt attention to the issues addressed in this memorandum, specifically the responsibility to identify and preserve documents and electronic information concerning **[the matter that is subject to the litigation hold]**. Serious consequences may result from the failure of agency employees to take immediate and reasonable precautions to properly preserve information. Therefore, you must acknowledge your receipt and understanding of this memorandum by signing below and returning to the Custodian of Records.

The restrictions put into place by this memorandum are ongoing until you receive notice in a memorandum from the Custodian of Records that the litigation hold is no longer in effect. You are encouraged to direct any questions concerning this memorandum to the Custodian of Records.

Person Receiving Memorandum: _____

Signature Reflects Receipt of Memorandum: _____ Date: _____

Return original copy to Custodian of Records: _____

Email Communication Guidelines – C.E.S.

In support of the Representative Council's ongoing goal of improving relationships through communication, that is, responsive, clear, timely and inclusive, the following district email guidelines have been established. Email is used within C.E.S. to enhance teaching and learning, to support organizational productivity, and to facilitate the delivery of services to our students.

These guidelines are not all-inclusive and are intended to clarify the expectations regarding email use. Staff members should reference the C.E.S. Policy No. 3.023 and the C.E.S. Acceptable Technology Use Policy Nos. 5.018/6.033. Email falls under C.E.S. Policy 3.023 and the C.E.S. Acceptable Technology Use Policy Nos. 5.018/6.033 and C.E.S. Policy 6.001 Confidentiality and Maintenance of Student Records and Student Information. All email messages are subject to be relevant to C.E.S. and not to be used for personal email communications.

Email, like other written forms of communication, relating to the conduct of the public business are generally subject to the Freedom of Information Act and subject to disclosure. If the content of a communication should remain confidential, do not use email unless you are certain it is not subject to disclosure under the Freedom of Information Act.

1. Keep email correspondence professional and brief.
2. Some topics due to their private and sensitive nature, are better discussed via telephone or in person, rather than in email. Examples include:
 - a) Discipline
 - b) Grades
 - c) Specific student academic/social issues/health issues
 - d) Professional disagreements
 - e) SPED program discussions
3. Student names should be abbreviated to initials.
4. Replies to voice mail messages and email messages should be timely, within 24 hours. If you expect to be out of email communication for more than a day, it is recommended that staff activate an "out of office" reply.
5. Email from parents should not be accepted in lieu of written permission where written permission is required by district policy or school practice, except under exigent circumstances.
6. If you have received an email that may be problematic, it is best to seek counsel from an administrator before replying.
7. The following professional expectations exist for all communications:
 - a) Always include a subject; this should be a keyword that can be used in a search or file function.
 - b) Use proper spelling and grammar.
 - c) Use conventional sentence case. "All caps" is usually perceived as "shouting" and/or intended to convey anger.
 - d) Avoid emotional language.

- e) Graphics and background images affect readability and efficiency of the network. Use only when necessary.
- f) Nuance, humor or tone do not always transfer in email accurately. Re-read messages before sending to ensure you have conveyed your message clearly and as intended. (When in doubt have a colleague or administrator read).
- g) Be aware of your audience (colleagues, parents, administrators, students, etc.) as content, language and context may need to be adjusted accordingly.
- h) Double check the recipients of your email before clicking "send". be aware of "Reply" or "Reply to All."
- i) If you do not wish your email to be forwarded or the message is not appropriate to be forwarded, use "Confidential" or "Private" indicators. This is only a suggestion, not a legal statement.

3.024 Code of Ethics

Policy:

It is the policy of Cooperative Educational Services that private employment of any C.E.S. staff member with any school district, municipality, organization, or agency with which C.E.S. or any other regional educational service center may legitimately contract for services is expressly prohibited. Furthermore, the following practices must be followed by all C.E.S. employees. C.E.S. employees:

- May not sell products or services as private practitioners to any Connecticut school district, municipality, organization, or agency with whom C.E.S. or any other regional educational service center may legitimately contract;
- May not market or distribute products or expertise developed at C.E.S. for personal gain and will recognize that any such products are the property of C.E.S.
- Use his/her position at C.E.S. to develop or promote private work situations that would represent a conflict of interest;
- May not use time at C.E.S., or C.E.S. resources, to prepare, market, or deliver programs for personal gain;
- Will follow established C.E.S. practices to respond to a request for services.

Rationale:

C.E.S. employees are selected for employment based on the value that their backgrounds and expertise can bring to Cooperative Educational Services and the districts it serves. Being on the staff of a regional educational service center gives professionals who perform a service exposure to a wide market. This exposure may present opportunities for additional business for Cooperative Educational Services related to the staff member's area of expertise, including referrals to other organizations that may need a similar service. Therefore, employees who accept private consultation work are detracting from the services available through the agency and can detract from business expansion efforts. A C.E.S. employee is defined as an individual hired by C.E.S. for salary, full or part-time.

Adopted October 3, 2002

C.E.S. Representative Council

(Note: Policy moved from Section 6 to Section 3 per E. Pitkoff on 6/8/11)

Policy 4.001. Compensation Policy

The C.E.S. Representative Council seeks to maintain a compensation program which will keep C.E.S. in a favorable, competitive position as an employer and will encourage professional growth and personal improvement among the staff. The Executive Director shall develop and recommend wage and salary schedules for administrative and non-certified personnel and for certified and non-certified substitute employees and shall present such schedules to the Representative Council for approval consistent with any applicable collective bargaining agreements. All wage and salary schedules approved by the Council cover July 1st through June 30th of the appropriate fiscal year.

ADOPTED: February 21, 1991
REVISED: June 18, 1992
REVISED: June 1, 2000

4.001A. Procedures for Application of Wage and Salary Schedules

1. Definitions:
The term “wage” means compensation for non-exempt employees.
The term “salary” means compensation for exempt employees.
2. An employee’s wage or salary schedule is determined by the employee’s job title and job description. Each Division Director shall receive a complete set of wage and salary schedules prior to July 1st of each year. Copies are available through the C.E.S. Personnel Office.
3. Once a successful candidate for a position has been selected, the Program Director determines a recommendation for placement on the appropriate wage or salary schedule in accordance with this procedure. Any experience which is less than six months cannot be credited for placement on the salary schedule. Any experience which is more than six months may be credited at the discretion of the Division Director, subject to administrative review. The Division Director recommends a wage or salary to the Executive Director. No wage or salary may be finalized until the Executive Director’s approval has been obtained.
4. Any Division Director who is unsure at the time of hiring of the appropriate wage or salary schedule or placement on the schedule should contact the C.E.S. Personnel Office for assistance.
5. Certified personnel are placed on the salary schedule on the basis of relevant full-time paid experience and degree status as determined by and in the discretion of the Division Director, as set forth in Paragraph 3, above. Where stipends are applicable, the stipend amount is determined by the scope of the program responsibility.
6. Non-certified personnel are placed on the appropriate wage or salary schedule based upon relevant full-time paid experience, training and/or education within the most recent past ten years.
7. To establish a daily rate, the formula is:
 - Twelve-Month Positions – Annual Base Salary Divided by 260 Days.
 - School Year Positions – Annual Base Salary Divided by 187 Days.
8. To establish an hourly rate, the formula is:
 - Twelve-Month Positions – Daily Rate Divided by 7.5 Hours.
 - School Year Positions – Daily Rate Divided by 7.5 Hours.

9. To pro-rate a School Year (187 Day) Base Salary to a Twelve Month Base Salary, the formula is:
- School Year Daily Rate Multiplied by 226* Days equals Twelve Month Annual Base Salary.
 - *226 is derived as follows: 260 days less 20 vacation days and 14 holidays equals 226. Note: Number of vacation days may vary depending on classification but the formula will not be affected.

REVIEWED: June 1, 2000

Initial contracts are issued at the time of hire. Annual Salary Notices for returning employees are issued prior to July 1st of each new fiscal year. Initial Contracts and Annual Salary Notices are issued by the C.E.S. Executive Director. Annual increases may be awarded at this time.

An employee whose employment year is less than the standard twelve month or school year will receive an individualized contract which states working days and prorated compensation and benefits.

ADOPTED: February 21, 1991

REVISED: June 1, 2000

Policy 4.003. Annual Wage or Salary Increase

The Executive Director and the Division Directors review employee salaries annually, before the beginning of the next fiscal year on July 1. All annual increases are subject to satisfactory performance by the employee during the year preceding the effective date of the annual increase.

Employees who are paid at the top step of the wage or salary schedule shall be paid at the rates established by the new wage or salary schedule adopted by the C.E.S. Representative Council.

Recommendations to withhold annual increases must be substantiated by the employee's written performance evaluation. Such recommendations shall be made to the Executive Director by the Division Director no later than June 1st prior to the new fiscal year. Annual increases shall not be withheld without the approval of the Executive Director.

Such placement shall be consistent with any applicable collective bargaining agreements.

ADOPTED: February 21, 1991

REVISED: June 3, 1999

REVISED: June 1, 2000

Policy 4.004. Salary Increases Awarding of Advanced Degree –Certified Staff

C.E.S. recognizes employees may be awarded advanced degrees during the school year. Any certified employee who is (1) governed by a C.E.S. Representative Council approved salary schedule (which recognizes advanced degrees), and (2) receives a recognized advanced degree is eligible to be advanced on the authorized salary schedule.

A transcript, including the award of the advanced degree and related credits, must be sent to the Personnel Office. The C.E.S. Executive Director will make a determination as to whether the degree is qualifying. Employees are urged to review their planned program of studies with the Executive Director prior to inception in order to ensure relevancy.

The work day on which the transcript evidencing the advanced degree is received and recorded in the Personnel Office is the reference day which will be used to determine the date the employee's salary may be adjusted. Salary adjustments will be made only two times per year, that is, effective the first pay period following September 1st or effective the first pay period following February 1st.

Employees who anticipate receiving advanced degrees must notify their Division Director no later than April 1st preceding the year in which the degree is expected to be received. If the employee fails to notify his or her Division Director as required, no salary adjustments will be made during the following fiscal year. In such cases, where salary adjustments are approved, the adjustment will be made in the first pay period of the next fiscal year.

ADOPTED: March 15, 1988
REVISED: February 21, 1991
REVISED: June 18, 1992
REVISED: June 1, 2000

Policy 4.006.

Overtime Pay

Exempt employees are not eligible to receive overtime pay. Exempt employees are those employees who are not subject to the federal and state wage and hour laws. All certified and some non-certified staff members are exempt employees.

Non-exempt employees are those employees who are subject to federal and state wage and hour laws. Non-exempt employees are eligible to receive overtime pay as follows:

- a. Hours worked up to forty hours in the workweek, at the straight time base hourly wage.
- b. Hours worked in excess of forty hours in the work week, at one and one-half times the straight time base hourly wage.

Compensatory time in lieu of overtime pay may be granted to non-exempt employees provided such compensatory time is taken within the same week that the overtime is worked and is taken consistent with state and federal law.

Non-exempt employees who are required by their supervisors to work on a holiday shall be paid at two (2) times the straight time base hourly rate for each holiday hour worked.

ADOPTED: February 21, 1991

REVISED: June 1, 2000

Policy 4.006A.

Procedure for Approval of Overtime

Overtime worked is approved in advance by the employee's immediate supervisor. The Division Director's signature must appear on the time sheet reporting the overtime worked. Payment of properly approved overtime will be made in the pay period following receipt of the employee's time sheet by the payroll office.

REVIEWED: June 1, 2000

Policy 4.007. Work Days and Hours

The Representative Council establishes the school calendar annually. School Year employees work the days designated on the school calendar.

The Executive Director establishes the Central Office calendar annually. Twelve Month employees work the days designated on the Central Office calendar.

The Executive Director establishes the hours of work for both School Year and Twelve Month personnel. All full-time personnel work thirty-seven and one-half (37-1/2) hours per week, seven and one-half (7-1/2) hours per day, exclusive of lunch.

Certified employees may be required to attend staff meetings beyond the regularly scheduled work day.

ADOPTED: February 21, 1991
REVIEWED: June 1, 2000

Policy 4.007A. Procedures for Reporting Work Time and Payroll

Time Sheets

Time sheets must be completed by all C.E.S. employees. They provide a record of time during which the employees perform their work duties as assigned by C.E.S. Time sheets are available through the C.E.S. Administrative offices. Incorrect time sheets will not be accepted by the Finance Office.

In addition, the time sheets provide a record of the employee's use of benefit days:

- Personal Business Days
- Vacation Days
- Legal Holidays
- Bereavement Days
- Sick Days
- Leave With Pay Days
- Excused Absence

Completing the Time Sheets

1. Each block which represents a normal working day on the time sheet must be filled in.
2. On a day when assigned work duties have been performed by the employee, the block is to be filled:
 - by exempt employees with "Yes";
 - by non-exempt employees, with the time of day work began, the time the lunch period began, the time the lunch period ended, the time work ended and the total hours worked.
3. On a day when the employee is using one of the benefit days options, the block is to be filled in with the nature of the benefit day in keeping with the C.E.S. personnel policies, practices and procedures.
4. If the employee is absent without pay or without leave, the employee's supervisor shall so note on the time sheet.
5. All time sheets must be signed by the employee and the supervisor.

Payroll

Paydays are bi-weekly on Friday.

All time sheets must be received at the C.E.S. Finance Office by Monday noon for the previous two (2) weeks, before the Friday payday. It is the responsibility of the Program Director to insure that time sheets are submitted to the Finance Office at the proper time.

C.E.S. endeavors to insure that employees will receive their payroll checks on a timely basis. If any employee is not available for the normal distribution of payroll checks, that employee may make alternative arrangements with his immediate supervisor to have the payroll check held or picked up by another individual to whom the employee has given written authorization. Said authorization shall authorize the supervisor to release the payroll check to the named person. The supervisor may require that person to show identification prior to releasing the payroll check. An employee wishing to have his payroll check mailed must submit a Request to Mail Payroll Check form to the Payroll Office no later than the Monday morning before the applicable Friday payday.

REVIEWED: June 1, 2000

Policy 5.001. Holidays

Twelve month employees shall observe holidays as designated on the Central Office Calendar for Twelve Month Employees which calendar is issued annually.

School year employees shall observe the holidays designated on the School Year Calendar which calendar is issued annually.

Both the Central Office Calendar and the School Year Calendar are established by the C.E.S. Representative Council upon the recommendation of the Executive Director.

There are no floating holidays.

ADOPTED: December 17, 1986

REVISED: February 21, 1991

REVISED: June 1, 2000

Policy 5.002

Vacations

1. Twelve Month Exempt Employees

- 1.1. Full-time twelve month exempt employees who work at least thirty-seven and one-half (37 ½) hours per week will be eligible for fifteen (15) days of vacation per year during the first five (5) full fiscal years of employment and, after completion of five (5) fiscal years of employment will be eligible for twenty (20) days of vacation.
- 1.2. During the first year of employment vacation time will be earned at the rate of 1.25 days per month. Vacation time earned in the first fiscal year of employment must be used in that fiscal year prior to June 30, subject to the carry-over provisions provided in section 6 of this policy.
- 1.3. Provisions of this section shall affect employees hired after November 1, 1992. Employees hired prior to that date shall retain accumulated rights acquired under previous policy.

2. Twelve Month Non-exempt Employees

- 2.1. Full-time twelve month non-exempt employees who work at least thirty-seven and one-half (37 ½) hours per week will be eligible for ten (10) days of vacation during the first five (5) full years of employment. After completion of five (5) fiscal years of employment, employees will be eligible for fifteen (15) days of vacation accrued monthly. At the completion of each successive fiscal year, employees will accrue one (1) additional vacation day each year to a maximum of twenty (20) vacation days at the end of ten (10) fiscal years of employment.
- 2.2. During the first year of employment vacation time will be earned at the rate of .833 days per month. Vacation time earned in the first fiscal year of employment must be used in that fiscal year prior to June 30, subject to the carry-over provisions provided in section 6 of this policy.
- 2.3. Provisions of this section shall affect employees hired after November 1, 1992. Employees hired prior to that date shall retain accumulated rights acquired under previous policy.

3. Twelve Month Part-time Employees

- 3.1. Twelve month part-time employees, both exempt and non-exempt, **whose regularly scheduled work hours** are at least twenty (20)

hours per week but less than thirty-seven and one-half (37 ½) hours per week **and equal a minimum of 1040 hours per fiscal year** are eligible for vacation on a pro-rated basis in accordance with the applicable provisions of this policy.

4. Administrators

- 4.1. Full-time twelve-month administrators will be eligible for twenty (20) days of vacation per fiscal year of employment for the first three years of employment. After the first three years of employment, the administrator will be eligible for twenty-five days of vacation per fiscal year.
- 4.2. In the first year of employment vacation time will be earned at the rate of 1.667 days per month of service. Vacation time earned in the first fiscal year of employment must be used in that fiscal year prior to June 30, subject to the carry-over provisions provided in section 6 of this policy.

5. Grant Employees

- 5.1. Employees whose positions are funded by grant funds must use the vacation time for which they are eligible within the fiscal year it is earned or granted. Carry-over of vacation time is specifically prohibited for grant employees.

6. Carry-over

- 6.1. Vacation should be used by June 30 of the fiscal year in which it is earned or granted. Where circumstances intervene to prevent the use of vacation time, then the employee may request that up to fifty (50) percent of earned vacation time be carried forward to the succeeding fiscal year except as provided in paragraph 5.1 above. Such request must be made in writing to the Executive Director prior to the end of the fiscal year in question.
- 6.2. Vacation time which has been authorized by carry-over must be used by January 1st of the following fiscal year or be lost.

7. Scheduling Vacations

- 7.1. All requests for use of vacation time should be submitted to the employee's immediate supervisor four (4) weeks in advance of the date requested.

7.2. Supervisors will be expected to schedule vacation time in a manner which preserves the operating ability of programs and services.

8. General Provisions

8.1. An employee must have been in service more than six (6) months in the first fiscal year in order to count the year towards one of the five years in service required to move to the next level of vacation eligibility.

8.2. Vacation eligibility will be calculated on a fiscal year basis rather than on an anniversary of employment basis.

8.3. After the first fiscal year of service the days of vacation provided herein for each category shall be an ongoing condition of employment without monthly service to earn same.

8.4. In the event that an employee resigns his/her position during the course of a fiscal year and has used more vacation time in that fiscal year than would be appropriate on a monthly service calculation basis, then the final paycheck of the employee shall be adjusted accordingly to deduct the pre-paid vacation time.

9. School Year Employees

9.1. School year employees **including part-time drivers and driver aides** are not eligible for vacation. Their work schedule is established by the school year calendar.

10. Exceptions

10.1 Circumstances that are so unusual that they are not covered by sections 1 – 9, may be requested to be reviewed by the Executive Director. All such requests shall be in writing.

10.2 The decision regarding such requests made by the Executive Director shall be binding and not subject to review.

APPROVED: 10/22/92

REVISED: 6/1/00

REVISED: 6/5/03

REVISED: 11/6/03

REVISED: 11/6/08

UPDATED: 5/11/10 (Section 2.1 language incorporated from existing memo)

Policy 5.003. Personal Business Days (Administrators & Non-certified Staff)

Full-time employees working thirty-seven and one-half (37 ½) hours or more per week may be granted two (2) personal business days each fiscal year. An employee desiring to take a personal day shall file a request at least two (2) full working days in advance of the designated day to his/her immediate supervisor. The request shall include the reasons for the personal day. Personal business days are intended to provide employees with time for matters which cannot be addressed outside of normal working hours, for example, religious services, court appearances, etc. A personal day is not to be used to extend vacation or holiday periods.

Personal days may not be taken during periods of absence from work for other reasons. Except in the case of an emergency, personal days may not be taken without the prior approval of the employee's immediate supervisor.

Part-time employees are entitled to personal business days on a pro-rated basis.

Personal days to be accumulated for the first year of employment are as follows:

- a. Date of hire between 7/1 and 12/31 – up to two (2) days.
- b. Date of hire between 1/1 and 3/31 – up to one (1) day.
- c. Date of hire between 4/1 and 6/30 – up to one-half (1/2) day.

ADOPTED: December 17, 1986

REVISED: April 25, 1991

REVISED: June 18, 1992

REVIEWED: June 1, 2000

5.004 Bereavement Leave

In the event of death in the immediate family* or any other than the immediate family with whom the employee resides an employee may be granted one to three days of paid leave with the permission of the Division Director. If additional leave is required due to unusual circumstances, the Executive Director, upon application by the employee, may grant additional days.

Staff shall also be granted one (1) paid leave day per annum to attend the funeral of someone not included in the definition of immediate family.

*Immediate family typically includes parent, spouse, child, sibling, in-law, grandparent or grandchild.

ADOPTED: April 25, 1991
REVISED: June 18, 1992
REVIEWED: June 1, 2002
REVISED: November 7, 2002

Leave without Pay Days

C.E.S. expects all employees to honor the commitment of days to be worked as agreed to in an individual's Annual Notice of Assignment

However, in the event of an emergency Leave without Pay requests should be filed as soon as the need is known and no plans should be finalized until approval is given. All requests for Leave without Pay (LWOP) days must be submitted to the employee's immediate supervisor and also receive approval from the Division Director and Executive Director.

Approval of requests for Leave without Pay days will be at the discretion of the agency administration who will determine if there is sufficient cause to grant such leave and whether the employee's workload can be appropriately covered.

The Program Administrator will have the option to limit/deny LWOP days to ensure program continuity.

When appropriate or possible, staff may be required to utilize other benefit days in lieu of LWOP.

Leave without pay will be granted for medical reasons to eligible recipients as provided by law (Family Medical Leave Act (FMLA)).

Leave Without Pay Days should not be used as an extension of holiday or vacation periods; however, if a special circumstance occurs, approval of LWOP days will be at the discretion of the Executive Director.

Approved by Leaders 04/05/06

ADOPTED: April 25, 1991

REVIEWED: June 1, 2000

REVISED: June 1, 2006

An employee who wishes to take a leave of absence may file a written request for leave with the Executive Director. Such requests should, under normal circumstances, be filed at least three months before the requested starting date for the leave. At its sole discretion, the Representative Council, after receiving the recommendations of the Executive Director, shall vote to grant or deny the request and shall identify the date for return from leave. Unless there are extraordinary circumstances, a leave of absence shall not be granted for period longer than one year.

Unless otherwise required by law, leaves of absence shall not be granted to employees with less than three years of service.

Unless provided for by law, an employee's leave of absence shall not commence until the employee has exhausted all paid vacation leave to which he or she is entitled. If the leave of absence requested is associated with an illness or injury, all sick leave to which the employee is entitled must be exhausted before the leave of absence begins.

Employees on leave shall not be eligible for fringe benefits during the leave, except that C.E.S. will allow the employee to remain enrolled in medical and dental plans, provided the employee pays the applicable premiums for the period of the leave.

No Notice of Return Serves as Resignation

No earlier than one hundred twenty (120) days and no later than sixty (60) days before the end of the leave, an employee on leave must give the Executive Director written notice of his or her intent to return to employment. C.E.S. shall have no duty to inquire about the intention or plans of the employee. A failure to provide this notice constitutes a resignation.

Status upon Return from Leave

Employees returning from leave will be assigned at the discretion of the Executive Director in consultation with the Division Director and will not necessarily have the same assignment as that held at the inception of the leave.

ADOPTED: June 1, 2000

5.006.1. Family Leave

Original Policy: All employees shall be entitled to receive Family Leave as allowed under state and federal law. (Application forms following this policy.)

5.006.1 Family Leave – Revisions:

Family and Medical Leave Procedure

Policy Statement:

The Representative Council will provide leave to eligible employees consistent with the Family and Medical Leave Act of 1993 (“FMLA”).

Purpose

The purpose of this procedure is to establish guidelines for leaves taken by employees of Cooperative Educational Services pursuant to the Federal Family and Medical Leave Act of 1993 (“FMLA”).

Eligibility

Employees who have worked for Cooperative Educational Services for at least twelve (12) months, and who have worked at least 1,250 actual work hours during the previous twelve (12) months, may take up to twelve (12) weeks of unpaid leave per year for the reasons allowed by the FMLA. For the purpose of this procedure, a year is the twelve month period prior to the date requested leave begins.

Reasons for Leave

Leave under the FMLA may be taken for the following reasons:

- a) the birth and/or care of the employee’s newborn child;
- b) the placement of a child into the employee’s family by adoption or by foster care arrangement;
- c) to care for the employee’s spouse, child or parent who has a serious health condition;
or
- d) to care for the employee’s own serious health condition that renders the employee unable to perform the functions of his or her position.

Types of Leave and Conditions

FMLA leave may be taken on a full-time, intermittent or reduced schedule basis, subject to the conditions set forth below. An eligible employee is entitled to a total of 12 weeks of FMLA leave in a 12-month period. If the employee has to use some of that leave for another reason, including a difficult pregnancy, it may be counted as part of the 12-week FMLA leave entitlement so long as C.E.S. properly notifies the employee in writing of the designation.

Full-time Leave

Full-time leave may be taken for any of the reasons permitted by the FMLA. Full-time leave excuses the employee from work for a continuous period of time. If the leave is for the birth or placement of a child and both spouses are employed by Cooperative Educational Services, the combined leave for both spouses shall not exceed twelve (12) weeks.

Intermittent and Reduced Schedule Leave

Intermittent leave means leave taken in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a

period of a few months; or leave taken on an occasional/as needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

An employee may take intermittent leave or reduced schedule leave whenever it is medically necessary to care for a seriously ill family member, or because the employee is seriously ill and unable to work. If intermittent or reduced schedule leave is medically required, the Executive Director may, in his/her sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates that type of leave.

Intermittent leave or reduced schedule leave for the birth, adoption or foster care placement of a child will be permitted only if the employee and the Executive Director mutually agree.

Requests for Leave

Requests for family and medical leaves of absence must be submitted in writing to the Executive Director, at least thirty (30) days' before the leave is to commence, or as soon as practicable if thirty (30) days' notice is not possible due to unforeseen circumstances. For leaves taken because of the employee's or a family member's serious health condition, the employee must submit a completed "Physician or Practitioner Certification" form. This form may be obtained from the personnel department. Medical certification must be provided by the employee within fifteen (15) days of the request for leave, or as soon as is reasonably possible.

If an employee takes leave for the birth of child and/or to care for the employee's own serious health condition, upon return to work the employee must provide medical certification that the health condition which created the need for the leave no longer renders the employee unable to perform the function of the job. This certification must be submitted to the office of the Associate Executive Director.

Use of Paid Leave

Employees are required to use accrued vacation and personal leave as part of any family or medical leave. Accrued sick leave shall be used whenever the leave is taken because of the employee's serious health condition. The portion of the family and medical leave chargeable to sick leave will be in accordance with the applicable policy or contract.

Medical Insurance and Other Benefits

During approved family and medical leaves of absence Cooperative Educational Services will continue to pay its portion of medical insurance premiums for up to twelve (12) weeks. The employee must continue to pay his/her share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse Cooperative Educational Services for payment of medical insurance premiums during the family and medical leave, unless the employee does not return because of a serious health condition that prevent the employee from performing the job or due to other circumstances beyond the employee's control.

During a leave, an employee shall not accrue seniority or other benefits. However, employment benefits accrued by the employee up to the day on which the leave begins will not be lost.

Reinstatement

Except for changed circumstances unrelated to such leave, and employee who returns to work following the expiration of a family and medical leave is entitled to return to the job held prior to the leave or to an equivalent position with the same pay and benefits.

Additional Information

Questions regarding family and medical leave may be directed to the office of the Associate Executive Director.

Definitions

Immediate Family Member – For the purposes of FMLA, an employee’s spouse, children (son or daughter), and parents are immediate family members. The term “parent” does not include a parent “in-law”. The terms son or daughter do not include individuals age 18 or over unless they are “incapable of self-care” because of a mental or physical disability that limits one or more of the “major life activities” as those terms are defined in regulations issued by the Equal Employment Opportunity Commission (EEOC) under the Americans With Disabilities Act (ADA).

Approved by the Representative Council on April 4, 2013

Policy 5.007. Jury Duty

C.E.S. recognizes that employees may be called for jury duty. When called for jury duty, the employee must notify his Division Director, immediate supervisor and the Personnel Office immediately.

Any employee called to jury duty shall be paid the difference between the employee's regular wages he or she would have received that day and the fee received for serving as a juror. This differential pay shall be paid for up to twenty (20) jury duty days served. An employee called for jury duty shall furnish C.E.S. with a notice to serve and evidence of compensation and attendance.

Employees released from jury duty before the end of their regular work day shall report to C.E.S. to work the remainder of the day.

Reference: Connecticut General Statutes §51-247

ADOPTED: April 25, 1991

REVISED: June 1, 2000

Policy 5.008. Military Leave

Any C.E.S. employee who is called for military training or who enlists in the U.S. Armed Forces shall be reinstated to employment with C.E.S. in accordance with the terms of the Veterans Re-Employment Act 38 U.S.C. §4301, et seq. In addition, professional employees will also be entitled to reinstatement in accordance with the terms of Connecticut General Statutes §10-156d.

Employees who serve in the military reserve are urged to elect their annual active-duty-for-training outside of the school year. Where this is not possible and the employee is called to duty when the employee is scheduled to work for C.E.S., leave shall be granted and the employee shall be paid the difference between his C.E.S. salary and the salary earned as a reservist for up to two (2) weeks provided that professional employees shall be entitled to such differential pay for up to 30 days in any calendar year consistent with Connecticut General Statutes §10-156c.

Employees who are in the military reserve and who are called to active duty shall be eligible to be paid the difference between their C.E.S. salary and the salary they earn when on active duty for up to six (6) months. In addition, if the employee and/or eligible dependents have no opportunity to obtain medical coverage provided by the United States or by another employer, C.E.S. medical insurance benefits shall be continued for up to six (6) months for the employee and eligible dependents. Thereafter, continuation of medical benefits shall be in accordance with federal and state law.

ADOPTED: April 25, 1991

REVISED: June 1, 2000

5.009. Conference Leave and Travel Expense

Attendance by employees at any conference or training session on C.E.S. time requires prior approval from the employee's immediate supervisor, Division Director, and the Executive Director.

Employees who have received prior approval from their immediate supervisor and Division Director are eligible to be reimbursed for expenses related to attendance at conferences and approved travel on C.E.S. business. Requests for travel and /or conference reimbursement must be submitted on the approved C.E.S. voucher and authorized by the immediate supervisor and Division Director. Employees will be reimbursed for mileage at the rate determined by the C.E.S. Representative Council. Expenses are reimbursable only with receipts. Travel for less than five (5) miles is not a reimbursable expense.

Employees will not be reimbursed for any motor vehicle fines incurred when operating personal, C.E.S. or rented vehicles on C.E.S. business.

ADOPTED: April 25, 1991

REVISED: June 1, 2000

Policy 5.010

Sick Leave

Administrators

Each full-time Administrator shall be entitled to sick leave with full pay of fifteen (15) days in each year. Unused sick leave may be accumulated from year to year to a maximum of one hundred and eighty (180) days.

Non-certified Employees

Each non-certified employee shall earn sick leave at the rate of one and a quarter (1.25) days per month. Sick leave days may be accumulated to maximum of one hundred and fifty (150) days.

Sick Leave Generally

The employee's immediate supervisor and/or Division Director may require medical certifications from a physician or health care provider in the same types and under the same procedures as those applicable to FMLA leave.

Part-time employees working 20 or more hours per week are eligible for sick leave on a prorated basis.

Part-time employees who are not twelve month employees accrue one (1) hour of sick leave for every forty (40) hours of work (up to an accumulation of forty (40) hours per calendar year*.)

Employees may use a maximum of one (1) sick day in each fiscal year to attend to routine periodic medical and dental examinations.

Employees may use five (5) of his/her annually awarded sick days for family illness. The family is defined as parents, spouse and children who **reside** with the employee.

In extenuating circumstances the employee may file a written appeal to the Executive Director if more time is needed. If approved, the amount of time which will be deducted from the employee's yearly allocated (not accumulated) sick time will be at the sole discretion of the Executive Director.

ADOPTED: October 22, 1986

REVISED: April 25, 1991

REVISED: June 18, 1992

REVISED: June 1, 2000

REVISED: February 1, 2007

REVISED: May 6, 2010

REVISED: January 12, 2012

***Reference: PA 11-52 (effective January 1, 2012)**

Policy 5.011. Short-Term and Long-term Disability Insurance

Disability insurance benefits are provided for full-time employees absent for an extended period of time as the result of non-job-related illness or injury. Short-term disability commences after an employee has exhausted all accumulated sick leave or after thirty calendar days of absence from work, whichever is later. Long-term disability commences after six months of absence from work.

Short-term disability benefits are provided as follows:

- Weekly benefit - 66 2/3% of basic salary (maximum \$1,500 per week)
- Benefit begins on 31st day of disability
- Maximum payment period – 26 weeks

Long-term disability benefits are provided in accordance with the terms of the insurance policy. C.E.S. may require medical certifications from a health care provider in the same types and under the same procedures as those applicable to FMLA leave, as well as any medical examinations required by the terms of the insurance policy.

After nine months of absence resulting from a disability, C.E.S. will typically assess the ability of the employee to return to work. If the employee is unable to return to work and perform the essential functions of his or her job, with or without reasonable accommodation, then C.E.S., at its discretion, may terminate the employee. For the purpose of calculating the nine months of absence resulting from a disability, successive periods of disability separated by less than one calendar month are considered as the same disability when the cause or nature of the disability remains the same.

An employee who is terminated under this policy may be able to remain in the C.E.S. medical and dental plans, at the employee's expense. Any employee who has a question about continuation coverage should contact the Personnel Office.

ADOPTED: June 1, 2000

Employees who are absent from work as a result of a job related injury or illness shall receive the benefits to which they are entitled under Connecticut's Workers' Compensation Act. All work related injuries must be reported in writing to the Personnel Office by the employee's immediate supervisor or Division Director within twenty-four (24) hours of their occurrence.

Employees have the option of using a portion of their sick leave to supplement their workers' compensation benefits. This allows an employee to earn normal straight time earnings and not to experience a loss in earnings while recovering from a work-related injury. An injured employee will be charged a percentage of a sick day for each day for which the employee receives supplemental pay. The amount of supplemental pay will be the difference between the workers' compensation benefits and the employee's normal straight time earnings. If an employee exhausts or has no available sick leave, he or she will not receive supplemental payments.

An employee who is unable to work and is receiving workers' compensation will be considered to be on inactive status. He or she will retain insurance benefits in accordance with state law. Employees returning to work from such an absence will be assigned at the discretion of the Executive Director in consultation with the Division Director and consistent with state law.

After nine months of absence resulting from a work-related injury, C.E.S. will typically assess the ability of the employee to return to work. If the employee is unable to return to work and perform the essential functions of his or her job, with or without reasonable accommodation, then C.E.S., at its discretion, may terminate the employee. For the purpose of calculating the nine months of absence resulting from a work-related injury, successive periods of injury separated by less than one calendar month are considered as the same injury when the cause of the injury remains the same.

An employee terminated under this section may still be entitled to receive from the State his or her Workers' Compensation payments.

ADOPTED: April 25, 1991
REVISED: October 22, 1992
REVISED: June 1, 2000

1. Group plan

- 1.1 C.E.S. will make available to its employees a Group Medical, Dental, Life, and Accidental Death and Dismemberment Insurance program.
- 1.2 Insurance benefits will be administered by the Personnel Office, which will assist employees with claim inquiries. Booklets provided by the insurance carriers, which describe the various insurance benefits, will be available in the Personnel Office.

2. Eligibility

- 2.1 To be eligible for participation in the insurance program, an employee must work a minimum of seventeen and one half (17.5) hours per week. If an employee declines participation in the insurance program at anytime and subsequently requests to participate in the insurance program, such participation will be subject to any restrictions and regulations including waiting periods which may be prescribed by the appropriate insurance carriers.

3. Effective Dates

- 3.1 Medical and Dental insurance coverage will be effective the first of the month following the employee's date of hire (first day of employment).

Life and Accidental Death insurance coverage will be effective within the first sixty (60) calendar days of employment, upon notification from the insurance carrier.

4. Termination of Coverage

- 4.1 The group insurance coverage will end on the last day of the month in which a person's employment with C.E.S. terminates.

5. Continuation of Coverage Following Termination

- 5.1 Terminated employees may elect to continue coverage in the C.E.S. medical and dental insurance plans at their own expense, consistent with state and federal law. In the absence of any legal requirement to the contrary, the employee must pay the appropriate premium to C.E.S. in advance on a monthly basis. Failure to pay the monthly premium as required will result in C.E.S. canceling the coverage, which will not be subject to renewal.

- 5.2 Life and Accidental Death and Dismemberment insurances will expire on termination of an employee's service with C.E.S. This shall not bar an employee from privately exercising any conversion option that may be offered by the insurance carrier.

6. Insurance Premium Cost-sharing

6.1 Teachers

The premium payment for insurance coverage shall be defined in the contract between C.E.S. and the C.E.S.E.A.

6.2 Non-contract Personnel

For all non-contract, full-time employees of C.E.S., the Council will offer the same insurance package that is negotiated for union teachers.

If a non-contract employee elects to secure dependent medical and dental coverage, then he/she may do so by paying the appropriate premium difference through a payroll deduction plan.

6.3 Division Directors and Program Administrators

The insurance provisions available to Division Directors and Program Administrators will be determined annually by the Representative Council.

6.4 Executive Director

The insurance provisions available to the Executive Director shall be established by his/her employment contract.

7. Premium Recapture

- 7.1 Insurance coverage is provided on a 12-month basis. Employees who leave service during the summer and do not return in September but who wish to continue their insurance coverage will be required to pay monthly premiums retroactive to July 1st with payment thereafter to be consistent with the continuation coverage provisions above.

8. Pro-rations for Part-time Employment

- 8.1 Employees who work less than full time and who elect to secure the insurance coverage provided herein shall pay a pro-rated share of the premiums required.
- 8.2 The percent of premium paid by part-time employees shall be determined by dividing the number of the annual hours actually worked by annual control hours established for the position that the employee holds.

8.3 Part-time employees shall pay the required premium percentage through a payroll deduction plan.

ADOPTED: June 1, 2000
Revised: March 7, 2002
Revised: June 5, 2003
Revised: June 3, 2004
Revised: May 7, 2009

Policy 5.014

Death Benefit

In the event a full-time salaried employee dies while actively employed by C.E.S., C.E.S. will continue to pay the employee's salary to his estate for twenty-eight (28) calendar days following the date of death. Accrued vacation will be paid in addition to the 28 days.

ADOPTED: March 18, 1981

REVISED: April 25, 1991

REVISED: June 1, 2000

Each employee shall be given the opportunity to participate in a supplemental retirement annuity (SRA) plan offered through C.E.S. The SRA plan is designed to provide a method for employees to make tax deferred income contributions.

The Personnel Office advises employees of their opportunity to participate in the SRA plan. Employees wishing to participate must complete a payroll deduction, whereupon C.E.S. shall deduct amounts as directed by the employee.

ADOPTED: January 21, 1981

AFFIRMED: April 25, 1991

REVISED: October 22, 1992

REVISED: June 1, 2000

5.016. POLICY FOR TUITION REIMBURSEMENT PLAN CERTIFIED PERSONNEL

ELIGIBLE EMPLOYEES

Any certified employee may apply for tuition reimbursement payment who meets the following criteria:

- Two years of continuous employment at C.E.S.;
- Scheduled to work 20 hours or more per week;
- Attendance over prior two years of employment 95% or better (e.g., average of 177 days or better for full-year academic year employees).
- Recommendation of Program Administrator.

ELIGIBLE COURSES (one or more of the following)

Eligible courses for tuition reimbursement must be from accredited schools and/or organizations. This may include on-line courses that meet one or more of the eligibility criteria below and lead to either academic credit or a professional certificate. All course work eligible for reimbursement must be outside of regular work hours.

- A course designed to improve skills for current position at C.E.S., or
- A course that is part of a planned program leading to an academic degree or professional certificate related to a professional career at C.E.S.

REIMBURSEMENT CRITERIA

Reimbursement will be for the cost of the course only.

Reimbursement for course work will be at the maximum rate of 70% of the total cost of the course but may not exceed \$750. Total reimbursement for the year for all eligible applicants will be limited to the set-aside amount designated for the year.

Reimbursement is limited to one course per employee per semester.

Reimbursement will be made to the employee only if they have successfully completed all necessary requirements of the course and achieved either:

- A grade of B or better (for course offering a grade), or
- A passing grade (for courses solely offering Pass/Fail criteria)

A staff member must continue as a C.E.S. employee **through the end of the fiscal year in which the course is taken** in order to remain eligible for actual reimbursement.

Effective: July 01, 2007

APPLICATION PROCESS

The agency application must be completed and submitted in accordance with the following date for each application period:

- Fall Semester Course – July 1st
- Spring Semester Course – December 1st
- Summer Session Course – May 1st

The application for reimbursement must be in writing on the designated agency form (see attached).

The written application must be completed in its entirety and must be printed/typed legibly.

APPROVAL PROCESS

Each application must have the written endorsement of the employee's immediate supervisor (e.g., Program Administrator) after consultation with the employee.

Applications will be reviewed by the Executive Director and Leadership Team within 30 business days of the application deadline. The Executive Director and Leadership Team will decide the following:

- Whether the application for reimbursement is approved/denied;
- The amount of the reimbursement, if approved.

The Executive Director will convey all decisions to applicants in writing within one week (or 5 business days) of the review meeting. Applicants who are not approved for reimbursement will receive a written explanation of why the application was denied. All decisions on applications for reimbursement are final.

POLICY 5.016 REIMBURSEMENT PROCEDURES

An employee will receive the tuition reimbursement authorized at the time of approval upon:

- Successful **completion of the course and continued employment at C.E.S. through the end of the fiscal year in which the course is taken;**
- Providing a copy of the tuition receipt for the course;
- Providing an official grade report or transcript reflecting a B or better or a Passing Grade.

Reimbursement /s will be issued to employees by June 15th of each fiscal year.

FUNDING

Annually the Executive Director will recommend to the C.E.S. Representative Council the set aside amount for tuition reimbursement. This amount or maximum pool will be designated from the preceding years fund balance. These funds will be placed in the Executive Director's budget and designated exclusively for tuition reimbursement.

The cycle of applications will begin for fall courses for the designated fiscal year, followed by applications for winter/spring courses and then summer course offering.

The recommended reimbursement pool is: **\$30,000 to be distributed as follows:**

- Fall Courses = **\$11,000**
- Winter/Spring Courses = **\$11,000**
- Summer Courses = **\$8,000**

These target percentages may be modified at the discretion of the Executive Director.

Any unexpended reimbursement funds from the previous application period may be extended to the next application period for a given year. Any unexpended funds for a given fiscal year will be returned to the agency fund balance.

If the cost of the approved offerings for an application period exceeds the monies available for an application period, the reimbursement amounts for approved applications may be prorated below the maximum allowable reimbursement (70%). Employees will be notified of this decision prior to the beginning of the course.

Cooperative Educational Services
Application for Tuition Reimbursement - Certified

Application Deadlines:

Fall Semester: July 1st
Spring Semester: December 1st
Summer Session: May 1st

Employee's Name: _____ **Date Hired:** _____
Assigned Program/Division: _____
Position: _____

Course Name (# if applicable): _____
Institution: _____
Date Course Begins: _____ **Anticipated Ending Date:** _____
Cost of Course: \$ _____

Document one or more of the following:

Anticipated benefits of course to your current job skills; how the course will advance your career; and/or how the course will lead to position advancement:

I have met the criteria for tuition reimbursement as stated in the C.E.S. Tuition Reimbursement Plan and I understand that the approval of this tuition reimbursement request is at the discretion of C.E.S. I further understand that reimbursement is contingent upon my remaining a C.E.S. employee **through the end of the fiscal year in which the course is taken** and my obtaining a grade of B or better or a passing grade.

Signature of Employee: _____ Date Submitted: _____

Immediate Supervisor's Endorsement: _____
(Signature) (Date)

Submit completed application to HUMAN RESOURCES

Date Received: _____ **Date Reviewed:** _____

Disposition to be completed by Executive Director

Request Approved: _____ **Request Denied:** _____

If Approved: Reimbursement Amount \$ _____

If Denied: Reason for Denial: _____

Executive Director's Signature: _____ Date: _____

Effective: July 01, 2007

Policy # 5.017 Tuberculosis Screening for C.E.S. Personnel

It is the intent of Cooperative Educational Services to maintain a healthy work environment for its employees. Due to the current low rates of transmission of tuberculosis in all parts of Connecticut, routine screening for tuberculosis for all staff is not warranted. However, all newly hired personnel shall have baseline tuberculin skin testing within 30 days of initial employment. If initial screening is negative, employees are not required to have repeat skin testing. Any personnel hired to work at a C.E.S. accredited preschool and kindergarten program shall be tested for tuberculosis at the time of hire and every two years following the initial screening. However, if an employee is exposed to a potentially infectious tuberculosis case or should develop symptoms of tuberculosis, repeat skin testing is required.

Adopted by C.E.S. Representative Council on: September 7, 2006

Reference: May 2005 Department of Public Health Guidelines for
 Tuberculosis Control Screening

Procedures

All new employees must have documentation of results of a tuberculin test within thirty (30) days from the date of hire. Documentation may be provided in any one of the following manners:

- New employees who have previously tested positive will submit documentation from a licensed health care provider of the previously positive test and the follow-up treatment being provided.
- New employees may be tested by the C.E.S. school nurses under the order of the C.E.S. school medical advisor. Results of testing will be documented by the C.E.S. school nurse and filed in the employee's personnel file.
- New employees may submit clear documentation of results of a tuberculin skin test from their own licensed health provider. Documentation of prior testing for tuberculosis must be less than one (1) year old. The test must have been administered within the last year and conform to the requirements listed below.
- Any employee hired to work at the Six to Six preschool and kindergarten program must be screened for tuberculosis prior to employment and every two years after initial hire.

Type of Test and Recording Results

The intradermal injection test (Mantoux test) is to be used.

Negative Test Results

In general, an induration of 0-9 mm obtained by screening by the Mantoux test should be considered negative. **If testing is being done as part of a contact investigation following discovery of a potentially infectious case, induration of 0-4 mm should be considered negative.** No further evaluation is indicated unless the employee has a chronic unexplained cough or is a result of contact to a known infectious case of tuberculosis. In such instances, the employee will be referred further medical evaluation.

Positive Test Results

In general, induration of greater than or equal to 10 mm by the Mantoux should be considered positive. **If testing is conducted as part of a contact investigation, induration greater than or equal to 5 mm should be considered positive.** Employees with positive test results will be referred for further medical assessment and treatment. A symptom screen and chest x-ray should be performed to rule out active TB disease on all employees with a positive skin test. Treatment for employees with positive test results will be determined by the treating physician. Employees with positive test results will be allowed to work based upon the recommendation of the treating physician.

For those employees who have increased risk of tuberculosis according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease.

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 SAFTEY, 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.

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.

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.

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.

Employee Guidelines for the Use of Social Networking Websites

The rapid growth of social networking and electronic communications has emerged as an opportunity for outreach, information sharing, new product development, enhanced service delivery, marketing and advocacy. For purposes of these guidelines, social networking includes but is not limited to online social networking sites like Twitter, Facebook, LinkedIn, YouTube, WikiSpaces, Live Journal, and MySpace.

Many employees at C.E.S. are currently using social networking sites and many more will do so in the future. C.E.S. trusts – and expects – that all of its employees will behave professionally and exercise personal responsibility whenever they use social networking sites. We encourage our employees to be advocates for C.E.S., our member districts and the communities we serve, and social networking provides a powerful tool for doing so.

Even when employee use of social networking and electronic communication takes place outside of work, as personal activities should, what is communicated may cause a disruption to C.E.S. activities and may have an impact on an employee's ability to perform his/her job, a colleague's abilities to do his/her job and on the best interests of C.E.S.

C.E.S. acknowledges that employees have the right, in certain circumstances, to speak out on matters of public concern. However, C.E.S. will investigate any reports on the inappropriate use of social networking by employees, including employees' personal use of such media, when that use:

- Disrupts and/or interferes with the work or activities of C.E.S.
- Is used to harass coworkers or other members of the C.E.S. community
- Creates a hostile work environment
- Breaches confidentiality obligations of C.E.S. employees and/or students
- Harms the goodwill and reputation of C.E.S. in the community
- Includes improper fraternization with students

If C.E.S. discovers a staff member's inappropriate use of social networking sites, or other inappropriate conduct online or discovers that an employee has violated any provision contained in these guidelines, C.E.S. may consider disciplinary action against the staff member leading up to and including termination of employment.

Nothing in these guidelines gives any C.E.S. employee permission to represent C.E.S. online. No employee has the authority to represent or speak on behalf of C.E.S. unless they have been officially designated to do so.

Official online communications on behalf of C.E.S., including the creation and management of wikis, blogs, social networking pages, and other online sites representing C.E.S. or any C.E.S. affiliated school or program must first be approved by the employee's supervisor and the executive director or his/her designee prior to publishing online. All work-related online sites must be coordinated with and approved by the employee's supervisor and all content must be reviewed before it is published unless a different arrangement has been approved.

Administrative rights to all work related pages and sites must also be given to the supervisor or his/her designee before publishing.

Remember, as an employee of C.E.S., you are an advocate for and a representative of the agency regardless if your online communication is on a personal or C.E.S. sponsored/affiliated site.

Guidelines Concerning PROFESSIONAL AND C.E.S. SPONSORED/AFFILIATED social networking sites

These guidelines apply to the use of any social networking sites like Twitter, Facebook, LinkedIn, YouTube, WikiSpaces, Live Journal, and MySpace sites for C.E.S. communication purposes.

Permission is required. If you would like to use any online sites as a tool to enhance or expand the delivery of information regarding C.E.S. events, programs and/or services, you must first obtain permission by your supervisor prior to publishing the page.

Administrative rights must be shared. Before any C.E.S. affiliated social networking site is published, administrative rights must be shared with a supervisor or administrator within the agency for the purpose of monitoring content and collaboration with publishing the site.

Use of logos and photos. No employee is permitted to use any C.E.S. school or program logo without first obtaining permission. No C.E.S. photos of students, staff, families or facilities may be used without the written permission of the individuals pictured in the photos or the C.E.S. facilities manager (when a photo of a C.E.S. building is being published). Do not post copyrighted materials (e.g. photographs, logos) from the internet without permission from the owner.

Be professional at all times. As a C.E.S. employee you are required to maintain appropriate professional boundaries in any C.E.S. sponsored/related social networking sites. This includes appropriate speech, refraining from the use of harassing, defamatory, abusive, discriminatory or threatening language.

Your communication can be monitored. You should have no expectation of personal privacy when using C.E.S. computers and electronic data devices. Any C.E.S. sponsored/affiliated social networking sites should be conducted at work on C.E.S. computers. Personal social networking and electronic communications should be conducted outside of work on personal computers and/or electronic data devices.

Confidentiality policies extend to the internet. All posts on C.E.S. sponsored/affiliated social sites must abide by confidentiality policies already in existence. This includes the confidentiality of student information, client information, staff relationships, etc. If you are unsure of the nature of the information you'd like to publish, please consult your supervisor first.

Misrepresentation of C.E.S. is forbidden. Using C.E.S. sponsored/affiliated social networking

sites or electronic communications to misrepresent personal or professional views of the agency or individual C.E.S. schools, programs, departments or staff is forbidden.

Guidelines Concerning PERSONAL social networking

When using personal social-networking sites, employees should conduct themselves properly in accordance with state law, C.E.S. policies, and other applicable standards of conduct.

Moreover, C.E.S. staff shall not post any data, documents, photos or inappropriate information on any websites that might result in or cause a disruption of the C.E.S. school and working environment.

C.E.S. staff members should be aware that their inappropriate conduct online may negatively impact or disrupt the educational and working environment at C.E.S and may subject the employee to discipline actions leading up to and including termination of employment.

If a C.E.S. staff member is uncertain whether such content or statements would violate these guidelines, the staff member should contact their Director before publishing content online that may disrupt the educational and working environment of C.E.S.

Rev. 4/4/11(final)

6.001. Confidentiality and Maintenance of Student Records and Student Information

Cooperative Educational Services (C.E.S.) recognizes the need for and usefulness of keeping educational records for each student, which will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process. Accurate and complete records are maintained and used so as to contribute to the student's welfare. Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Such safeguards are designed to meet the requirements of state and federal law.

The C.E.S. Special Education Division provides education services on a contractual basis as an agent of the Local Education Agency (LEA). The LEA maintains ownership of and holds ultimate responsibility for the official records of any student placed in a C.E.S. Special Education Division 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. Special Education Division 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. Once a student is dismissed from a C.E.S. Special Education Division program, all records for that student, including educational progress reports generated by C.E.S., will be returned to the LEA.

In accordance with federal and state regulations parents of students currently in attendance, as well as eligible students currently in attendance will be annually notified of their rights with respect to access, disclosure and requests to amend, inspect and review student records. All C.E.S. education personnel who collect or use personally identifiable information regarding students will be annually informed of the confidential nature of such information, and of C.E.S. procedures with respect to the rights of students and parents as they relate to the confidentiality of records and information.

Legal References:

Connecticut General Statutes

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

7-109 Destruction of documents

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

10-94i Rights and liabilities of surrogate parents

10-154a Professional communications between teacher or nurse and student.

10-209. Records not to be public

10-221b Boards of education to establish written uniform policy re treatment of recruiters

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

Connecticut Regulations

10-4-10 Maintenance of personal data

10-76d-18 Education records and reports.

Federal Family Educational Rights and Privacy Act of 1974 (FERPA), 20 USC § 1232g, as amended by the No Child Left Behind Act of 2001

Connecticut Public Records Administration, Records Retention Schedule M8 - Disposition of Education Records (revised 2000)

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REVISED: June 1, 2000
REVISED: October 10, 2003
REVISED: October 6, 2004
REVISED: November 7, 2013

6.001A. ADMINISTRATIVE REGULATIONS - Confidentiality and Maintenance of Student Records and Student Information

Definitions

Student record means any item of information directly related to an identifiable student, other than directory information, which is maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. Student records include information related to an individual student gathered within or without the school system and maintained within the school system regardless of the physical form in which it is maintained.

Student record does not include:

Informal notes or information generated by C.E.S. education personnel which are in the sole possession of the maker thereof and are not accessible to any other individual except the education personnel's temporary substitute.

Records relating to a student as an employee of C.E.S. which:

- are made and maintained in the normal course of business,
- relate exclusively to the individual in his or her capacity as an employee; and
- are not available for any other purpose.

Student means an individual who is or has been in attendance at a C.E.S. program.

Parent means a natural parent, an adopted parent, or a legal guardian. If parents are divorced or separated, both parents may challenge the content of a record, offer a written response to a record, or consent to release records to others, unless the parental rights of one (1) parent have been terminated or modified in any material way. Whenever a student has attained the age of eighteen (18) years, the permission consent required of, and the right accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student, unless the district is provided with evidence of a court order to the contrary.

Eligible person means a parent of a student who has not yet reached the age of eighteen, or a student or former student who has reached the age of eighteen. In cases of disabled students between the ages of 18 and 21, the parent will continue to be considered the eligible person when legal guardianship has been obtained.

If the parents are divorced or legally separated, both the parent granted custody and the non-custodial parent have the legal right to access to the academic, medical, hospital or other health records, unless a court order prohibits access.

Disclosure means permitting access to, or the release, transfer or other communication of, student records or the personally identifiable information contained therein orally or in writing by electronic means or by any other means, to any party.

Custodian of student records means the administrator(s) designated by the Executive Director who has the responsibility for the collection, maintenance, disclosure, and destruction of records. The Director of

Special Education is the custodial of records.

Education personnel refers to administrative, instructional and support staff employed by C.E.S. or the student's referring LEA who have a legitimate educational interest to access student records. Such school personnel includes but is not limited to administrators and teachers, educational instructors, instructional aides, substitute teachers, student teachers, interns, practicum students, secretaries and clerical staff, audiologists, speech pathologists, school nurses, physical therapists, occupational therapists, psychologists, social workers, and educational and medical consultants employed for the purpose of improving instruction/fulfilling his or her professional responsibility.

School official includes administrators, directors, supervisors or other designated education personnel (i.e., teacher, specialist, nurse) of another school system or institution of post-secondary education in which the student seeks or intends to enroll; or personnel of specified agencies/institutions who have legitimate educational interest in student records as defined in Section VC-3-8 of C.E.S. Administrative Procedures; or a person or company employed by or under contract to C.E.S. or the student's referring LEA to perform a special task (i.e., attorney, auditor, accounting personnel, or educational/medical consultants or a person serving on a school board).

Legitimate educational interest is said to exist when an individual is:

1. Performing a task of responsibility that is specified in his or her job description, position description or contract agreement.
2. Performing a task related to a student's education.
3. Performing a task related to the discipline of a student.
4. Providing a service or benefit to the student and/or the student's family including, but not limited to, health care, parent effectiveness training and homebound instruction.
5. Performing a task related to professional growth or development.
6. Performing a task/responsibility or providing a service as further defined in Section VC of C.E.S. Administrative Procedures.

Privileged communication means any communication made privately and in confidence by a student to a licensed professional with whom the law recognizes a privilege, including but not limited to a licensed psychiatrist, psychologist, or other professional covered by Conn. Gen. Stat. §§52-146a through 52-146q, inclusive.

Professional communication means any communication made privately and in confidence by a student to a professional employee of such student's school in the course of the latter's employment; any such professional employee shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student. For purposes of this policy, a "professional employee" means a person employed by a school who (A) holds a certificate from the State Board of Education, (B) is an administration officer of a school, or (C) is a registered nurse employed by or assigned to a school.

Directory Information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name; parent(s) or guardian's name; address; telephone listing; photograph; date and place of birth; dates of attendance; grade level; participation in officially recognized activities and sports; weight, height and statistical information regarding members of athletic teams; honors and awards received; and lists of schools or educational programs attended.

“Personally identifiable information” means that the data or information includes the name of a student’s parent, or other family member, the name and address of the student, a personal identifier such as the student’s social security number or student number, a list of personal characteristics which would make the student’s identity easily traceable, or other information which would make the student’s identity easily traceable.

Access to Records

All C.E.S. education programs will comply with Section 10-15b of the Connecticut General Statutes with respect to access to student records by eligible persons.

In accordance with Section 10-15b of the Connecticut General Statutes, parents have the right to inspect and review the education records relating to their child maintained by any local or regional school district in which their child is or has been in attendance. Furthermore, the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, gives parents and eligible students the right to inspect and review the educational records of a child being served by any educational agencies or institutions to which funds are made available under any federal program.

Parents’ rights of inspection and review are restricted to information dealing with their own child. The school district will presume that even when parents are separated or divorced and one (1) parent has been granted custody, that both parents have access to records. This access will be extended to both parents unless the school district receives a court order to the contrary.

Requests by parents and eligible students to inspect and review the student’s educational records will be accommodated within a reasonable period of time but no more than forty-five (45) calendar days after the receipt of a written request.

Parents or guardians of students enrolled in C.E.S. special education programs are entitled to inspect the educational, medical and similar records maintained as a cumulative record. When a written request to inspect records for a special education division student is initiated by the parent of a student, the Custodian of Records or Program Administrator will contact the appropriate person in the LEA responsible for the student and, together with the LEA representative, will schedule a time for records inspection within 10 school days following the date of the request, or within 3 school days if the request is made to prepare for a meeting regarding an individualized education program or any due process proceedings.

Students of C.E.S. special education programs, at the age of majority, are entitled to inspect their educational, medical and similar records with the involvement of the LEA. The right of access of such students supersedes the right of access of the parents. In the case of a student so disabled that the information would be meaningless or seriously misinterpreted, parents will have access to the records.

In accordance with Section 10-76d-18(b)(2), parents will be provided one (1) free copy of the student’s records within five (5) days, upon written request. Subsequent requests for copies of educational records may be subject to reasonable fees for copying imposed by the district.

An official of the school district shall be present at all such inspections and reviews. The primary responsibility of this official shall be to answer questions regarding the educational record and maintain its integrity.

The school district shall also maintain a record of those individuals who have sought or obtained access to the records. This form indicates the name of any individual who has access, date, disposition of request, name of official meeting with the parent, specific data disclosed, and the legitimate educational interests the party(ies) had in requesting or obtaining the information. This record need not include parents and employees of the school district with a legitimate educational interest.

No parent shall be entitled to information considered privileged as a “professional communication” under Connecticut General Statutes §10-154a or a “privileged communication” under Connecticut General Statutes §§52-146a through 52-146q, inclusive. Professional employees shall not be required to disclose any information acquired through a professional communication with a student, when such information concerns alcohol or drug abuse or any alcoholic or drug problem of such student, nor shall any professional or licensed personnel protected by Connecticut General Statutes §52-146a to §52-146q be required to disclose any communications as protected by those statutes.

Several public health statutes include confidentiality and/or reporting requirements which may impact on certain C.E.S. educational personnel ability to release/share reports of communicable disease or other health related matters and from disclosing communications between themselves and students (e.g., See Connecticut General Statutes Sections 19a-14c, 19a-126h, 19a-216a, 19a-581 to 19a-592, 19a-601, 20-7b to 20-7e).

Professional staff members have access to student information in the records when access is directly related to their responsibility to promote the educational growth of the students. Certain records have limited access to designated education personnel. Such records cannot be accessed by other education personnel without the consent of the eligible person. These records include health records and child abuse records. The procedure for such access is as follows:

Each time a student's record is reviewed, the name of the education personnel who reviews the record will be indicated on the appropriate form, along with the date and purpose of the review (See Appendix, Form #4, Review of Student Records).

Any C.E.S. education personnel receiving a copy of a student's IEP for the purpose of implementing an instructional program will sign out such copy by completing the appropriate form (See Appendix, Form #5, Memo of Understanding Re: Student IEPs). Such records will be maintained in the classroom/office of such education personnel in a locked file cabinet and will be returned to the program administrator at the conclusion of the student assignment or end of school year.

When a student record is removed from its designated area, the person removing the file will complete the appropriate form (See Appendix, Form #9, Removal of Student File), requiring date, name of individual removing file, name of student and time removed. The file will be returned at or before the end of the business day, and the return time will be recorded on Form # 9.

No student record will be removed from the program site by anyone other than the Custodian of Records or Program Administrator for any purpose other than the return of said record to the sending LEA.

Child Welfare Agency representatives and agency caseworkers can obtain educational records of children within their care and protection without the consent of the parent or guardian.

Courts and administrative agencies can obtain records upon issuance of a court order or subpoena

when a student is or legally should be in school as required by Section 10-15b of the Connecticut General Statutes.

Release of Records

C.E.S. or its designated agents may not permit access to or the release of personally identifiable records or files of any student to any outside individual, agency, or organization without the written consent of the parent(s) or the eligible student, except the following:

Student special education records on loan from an LEA, inclusive of health record, will be returned to the LEA at the time the student is dismissed from a C.E.S. program.

Health records that will be returned to the designated LEA representative for such records by the C.E.S. School Nurse or C.E.S. Supervisor of Health Services.

Child abuse reports that will be returned by the C.E.S. Custodian of Records or program administrator to the LEA designated official responsible for such records.

Officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record.

Other school officials, including teachers employed by the school district, who have been determined by the district to have legitimate educational interests.

Authorized representatives of the Comptroller General of the U.S.; the Secretary of Education; the U.S. Commissioner of Education; the Director of the National Institute of Education; or the Assistant Secretaries of the Department of Education; or state educational authorities, under the following conditions: the school will provide such authorized representatives access to student or other records which may be necessary in connection with the audit, evaluation, or enforcement of state and federally supported education programs, but shall not permit such representatives to collect (remove) personally identifiable data unless specifically authorized to do so by state and federal laws.

In compliance with a judicial order or subpoena upon condition that the parent or the eligible student is notified in advance of the compliance or that reasonable efforts were made to notify both parties, particularly in the case of former students.

In case of health or safety emergency when such information is necessary to protect the student or other individuals. Factors that need to be taken into account in determining whether personal information may be disclosed without consent in this category include:

- the seriousness of the threat to health and safety;
- the immediate need for the information;
- the degree to which the party requesting the information can deal with the emergency; and
- the extent to which time is of the essence in dealing with the emergency.

Disclosure to accrediting organizations to carry out their accrediting functions.

Disclosure to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

- develop, validate, or administer predictive tests;
- administer student aid programs; or
- improve instruction.

Such studies shall be conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization. The information collected and utilized in such studies shall be destroyed when no longer needed for the purposes for which the study was conducted.

Requests from police, juvenile court staff, probation officers and the like, can only be accommodated after receiving consent, unless compliance with the request meets the requirements of another exception, such as to protect the health and safety of the student.

[Child Welfare Agency representatives and agency caseworkers can obtain educational records of children within their care and protection without the consent of the parent or guardian.](#)

If the primary language of the eligible person is one other than English, such eligible person may invite an interpreter/translator to the records inspection and review, or request that C.E.S. or the LEA assist in providing an interpreter/translator.

The eligible person may also bring an advocate to the records inspection and review for the purpose of helping to ask questions and interpret information.

Personally identifiable information contained in the student record must not be furnished in any form (written, taped, person-to-person) to any persons other than those listed above, unless there is written consent from the parent(s) or eligible student indicating the records to be released, the reason for such a request, and to whom (agency, person, etc.) said records will be released. The student's parent(s) or eligible student, if they so desire, are to be provided a copy of released records.

Directory information may be disclosed without written consent, unless the parent(s) or eligible student has advised C.E.S. to the contrary. In order to prevent the disclosure of directory information, parent(s) and eligible students must notify their child's Program Administrator in writing that they do not want their child's / their own directory information released without their prior consent. The administrator will provide parents and eligible students of their right to opt out of having their child's / their own directory information released without prior written consent. The notice will be contained in the annual packet of information mailed to parent/guardian prior to each school year, or will be given to the parent at the time of placement during the school year. The notice will also be contained in the annual parent guide or handbook.

The preceding individuals, agencies, or organizations entitled access to records without parental consent, are required to complete and sign a form specifying the legitimate educational or other interest that such person, agency, or organization has in seeking such information. This form shall be available to parent(s) or the eligible student and school officials and shall be kept with educational records of each student.

The only exception to the above procedures will be in cases where the record or parts of the record are needed because of anticipated or impending legal proceedings.

Receipt of Records

C.E.S. occasionally obtains information relevant to a student's educational program which is neither on loan from the LEA nor generated by C.E.S. education personnel. In such cases, the procedures are as follows:

1. Consent from an eligible person will be secured through the completion of the appropriate C.E.S. form Permission to Obtain Records or the source agency's consent form to release records (See Appendix, Form #10).
2. The Custodian of Records, or the C.E.S. Program Administrator who receives the record, will sign Form 10 indicating when and from whom the record was obtained.
3. Any record acquired in this fashion will be placed in the student's file, and a copy forwarded to the referring LEA.

Destruction/Retention of Records

Student educational records will be maintained and disposed of or expunged in accordance with the Public Records Administration Municipal Records Retention Schedule regarding Educational Records, as amended from time to time.

Records of students placed by LEA's or other state agencies in C.E.S. special education programs are to be considered on loan to C.E.S. during the student's period of enrollment. Therefore, retention and destruction of this information is an obligation of the LEA (except where noted below). Records maintained by C.E.S., when no longer needed to provide education services, will be returned to the LEA for appropriate retention and destruction.

Timelines for the destruction of records are determined by the category under which the record falls (See Schedule in Appendix C)

A suspension notification generated by C.E.S. will be removed from the student record when the student graduates. Destruction of expulsion notifications will be handled by the student's responsible board of education in accordance with law and their policy/procedures.

Amendment of Student Records

Parent(s) and eligible students shall have the right to request deletions or amendments of any information contained in the student's record. Such amendments shall be made in accordance with the procedure described below.

Parent(s) or eligible students shall request a conference with the Custodian of Records to make their objections known and state in writing what should be amended.

The Custodian of Records shall, within a week after the conference, render to such student and his parent(s) a decision, in writing, stating the reason or reasons for the decision.

If the decision is in favor of the student and the parent(s), the Custodian of Records shall promptly take steps as may be necessary to put the decision into effect.

If the Custodian of Records decides that an amendment of data in accordance with the request is not warranted, the custodian shall so inform the parent(s) or eligible student and advise him of the right to a hearing in accordance with the Hearing Rights and Procedures section below. Parent(s) and eligible students shall have the right to add information, comments, data, or other relevant materials to a student's record, if they believe that information in the student's record is inaccurate or misleading or violates privacy or other rights of the student. Additionally, if the parent(s) or eligible student chooses not to request a hearing, the parent(s) or eligible student has the right to place in the record a statement of his position regarding the decision of the Custodian of Records.

For C.E.S. Special Education Division, procedures will be in accordance with the policy of the LEA responsible for placing the student.

For C.E.S. Special Education Division, upon a request for amendment, the Custodian of Records will contact the LEA to arrange for a response within 10 school days of the request. The eligible persons must identify the part of the record he or she wishes to change, and specify why it is believed that the record in question is inaccurate, misleading or in violation of privacy or other rights.

Hearing Rights and Procedures

Rights

Upon written request of a parent(s) or eligible student, the school district shall provide an opportunity for a hearing if the parent(s) or eligible student wishes to challenge data to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

If, as a result of the hearing, the school district decides that data are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the data accordingly and so inform the parent(s) or eligible student in writing.

If, as a result of the hearing, the school district decides that the data are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent(s) or eligible student of their right to place in the records a statement setting forth the reasons for disagreement with the decision.

Any explanation placed in the records of the student shall be maintained by the school district as part of the records of the student as long as the record or contested portion thereof is maintained by the school district.

If the records of the student or the contested portion thereof are disclosed by the school district to any eligible party, the statement of parental disagreement shall also be disclosed to that party.

Procedures

For C.E.S. district students, in the event that any decision of the Custodian of Records is not satisfactory to the parent(s) or eligible student in whole or in part, the parent(s) or eligible student may appeal the decision of the Custodian of Records to the Executive Director. Requests for such an appeal shall be in writing to the Executive Director.

The Executive Director shall, within two (2) weeks after being notified of such an appeal, review the issues presented and render a written decision to the parent(s) or eligible student, stating the reason or reasons for the decision.

If the Executive Director 's decision is not satisfactory to the parent(s) or eligible student in whole or in part, the parent(s) or eligible student have the right of appeal to the C.E.S. Representative Council. The request for such appeal shall be in writing to the Chairperson of the Representative Council.

The Representative Council shall, within four (4) weeks after being notified of such appeal, conduct a fair hearing in executive session to decide the issues presented by the parent(s) or eligible student.

The parent(s) or eligible student shall have the right to be represented by an advocate of their choosing, to cross examine witnesses, to present evidence, and to receive a written decision within ten (10) days of the hearing by the Council.

Complaints

Parents and eligible students also have the right to file a complaint with the United States Department of Education concerning any alleged failure by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Visitors to C.E.S. Education Programs

All visitors to C.E.S. special education programs will be informed of the rights of parents and students with respect to confidentiality of records and personally identifiable information. The procedures regarding visitors are as follows:

All visitors entering a C.E.S. special education program site will sign the agency visitor's log (See Appendix, Form #6, Visitor's Log) indicating the name of the visitor, date, time and purpose of the visit.

Visitors who by virtue of a program tour have potential access to student information will complete the appropriate form regarding confidentiality (See Appendix, Form #7, Confidentiality Statement).

No visitor will be allowed to take photographs or video students without the consent of the parent(s) or eligible person(s).

C.E.S. education personnel should not provide visitors with any personally identifiable data or information without knowledge that an appropriate Release of Information Form has been signed by the parent or eligible person or that the individual has a legitimate educational interest.

Parents visiting C.E.S. special education programs are restricted to information dealing with their own child/children.

Training of Educational Personnel

C.E.S. administrators will annually provide their education personnel with a review of federal and state

policies and procedures and corresponding agency policies and procedures related to collecting and using personally identifiable information and confidentiality of student records. This annual review will minimally cover:

1. State and Federal policies and procedures;
2. C.E.S. policies and procedures;
3. The rights of parents and eligible persons with respect to access, disclosure and requests to amend, inspect and review of student records;
4. Procedures related to collecting and using personally identifiable information and accessing student records;
5. Maintenance of personal notes and information and working files (i.e., IEPs, raw data) and annual collection of such information by program administrators;

Confidentiality Practices for C.E.S. "Educational Personnel"

Internal communications of confidential student information among C.E.S. educational personnel and between educational personnel and parents should include the following general practices:

1. Information about students should be shared internally (unless otherwise prohibited by law) only with other educational personnel who have an explicit "need to know" for the benefit of the student.
2. Information shared should be confined to that which is necessary to provide appropriate services.
3. Confidential information about a student is not to be shared with another student or parent of another student unless an imminent life-threatening situation exists or there is no reasonable alternative.
4. Discussions concerning confidential student information should take place in secure locations, not in public places or areas of the school building where others may overhear.
5. Confidential written documentation about a student should always be stored in a secure (locked) location. When in use such documentation should be shielded from the view of others and should never be left unattended.
6. Confidential student information should not be left as a message or a voice mail or on an electric mail system.
7. Confidential student information that is to be mailed or carried should be placed in an envelope marked "confidential".
8. Confidential student information to be discarded should be shredded/destroyed in accordance with agency procedures.
9. The parameters of confidentiality and agency policies regarding confidentiality of student information should always be clearly explained when meeting with parents.
10. Confidential student information should never be shared with external parties (e.g., visitors) without appropriate prior consent.
11. No pictures, slides or videos are to be taken of any child by education personnel without the written

permission of the parent or eligible person.

12. Education personnel who wish to take pictures, slides or videos for personal keepsake purposes must obtain written authorization from the parent and provide a copy of this authorization to the program administrator.

Privileged Communication

The law provides that some specific confidential relationships will be protected between student and certain educational personnel (e.g., school nurse, teacher, psychologist, social workers) who are prohibited by statutes from disclosing confidential communications without explicit consent of the student, except in specific circumstances (Connecticut General Statutes Section 10-154a to 10-154d).

C.E.S. educational personnel are not required to disclose certain information acquired through a professional communication with a student when such information concerns alcohol or drug abuse or any alcohol or drug problem of such student. Educational personnel should confer with their Program Administrator to determine whether this information violates any state law or other agency policy.

When educational personnel obtain physical evidence from such student indicating that a crime has been or is being committed by such student, educational personnel are required to turn such evidence over to program administrators or law enforcement officials within two (2) school days after receipt of such evidence. Program administrators will then turn over such evidence to law enforcement officials within three (3) days.

- In turning over such evidence the educational personnel is not required to disclose the name of the student from whom such evidence was obtained.
- Any such educational personnel, who in good faith, discloses, or does not disclose such professional communications, shall be immune from any liability, civil or criminal.
- Parents can be denied access to records about such professional communications.

Certain educational personnel (school social workers, school nurse, psychologist) cannot be legally compelled to reveal confidential information they receive from a student without the explicit consent of the student.

- a. Such privileged communications must originate in the confidence that it will not be disclosed.
- b. Educational personnel should clarify in their initial stages of work with students on a level that they can understand their rights with respect to confidentiality as well as instances/parameters of when confidentiality cannot be guaranteed (e.g., reports of potential abuse/neglect, reports of potential harm to self or others).
- c. Educational personnel are not bound to keep confidential professional communications when the student discusses intent to harm themselves or someone else or when disclosure is required by law (e.g., suspected child abuse and neglect) and shall be immune from any liability, civil or criminal when disclosing such knowledge communication in good faith.

Responsibilities of the Custodial of Records

- the duty of maintaining and preserving the confidentiality and security of student records;
- the duty to review all records and delete the information that may no longer be valid and useful;

- the authority to grant access or to deny access to records in accordance with district procedures and state and federal law; and
- the responsibility of maintaining, for public inspection, a current list of names of those employees having access to personally identifiable data.

APPENDIX A

C.E.S. Forms Related to Confidentiality of Student Record

COOPERATIVE EDUCATIONAL SERVICES

Form 1

RESPONSE TO
REQUEST BY ELIGIBLE PERSON TO INSPECT AND PREVIEW STUDENT RECORDS

- a. Original to parent/guardian, majority age student initiating request.
- b. Copy to student record.
- c. Copy to the LEA representative responsible for student (if applicable).

Program: _____ Date: _____

Dear _____:

Parent ___ Guardian ___ Majority age student ___

Your request to inspect and review the educational records of:

_____, _____,
_____ name street town

For reasons of:

Was received on _____ (date)

The appointment for the review is scheduled for _____ at
_____ date
_____ (a.m.) (p.m.) at the following location:
time

You may/will be meeting with professional staff members from C.E.S. and from the Local Education Agency (LEA) responsible for the student. They will be prepared to explain the records to you and will answer questions that you might have.

If you speak a language other than English, you may invite an interpreter/translator, or you may request that C.E.S., together with the LEA representative, assist in providing you with an interpreter/translator.

You may also feel free to bring a parent advocate to the conference with you. A parent advocate is someone who can help you to ask questions and interpret the content of the conference.

If you are unable to keep your scheduled appointment, please contact _____
at _____ to have it rescheduled.

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COOPERATIVE EDUCATIONAL SERVICES

Form 2

RELEASE OF STUDENT INFORMATION/RECORDS

Name of Student: _____ Date: _____

Program: _____ DOB: _____

I, _____ (Parent/Legal Guardian/Majority Age Student)
(print name)

grant ___ do not grant ___ permission for C.E.S. to release the following information/

records:

For the purpose of: _____

Approval of Parent/Legal Guardian/Majority Age Student:

(Signature) Date:

Approved: _____ Date:

The attached students records are being forwarded with the consent of the Parent/Legal Guardian/Majority Age Student listed above. These records are confidential and shall not be duplicated or disclosed to any third party without obtaining the consent of the Parent/Legal Guardian/Majority Age Student listed above.

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COOPERATIVE EDUCATIONAL SERVICES

Form 3

NOTIFICATION REGARDING STUDENT RECORDS

Upon request, this form is mailed to parent, guardian or eligible student to provide pertinent information about C.E.S. maintenance of confidential records pertaining to their child or self.

1. Custodian of Records: Name: _____

Title: _____

2. Content: The student record of _____ enrolled in the

C.E.S. _____ program contains the following types of information:

- Health
- Medical
- Psychological
- PPT Decision
- Contracts

- Psychiatric
- Educational
- Parent, Guardian
- Student Communications
- Other (explain): _____

3. Access: The following C.E.S. personnel have access to the student records:

Any other parties requesting access to the records may do so only with your permission.

Access to records is only through a custodian who keeps a record of persons requesting and given access to the record.

The designated Custodian(s) of the Records in the program are: _____

4. Location: Records are physically located:

- a. Office of Program's Central File
- b. Classroom - Teacher's Working File
- c. Nurse's Office - Health File
- d. Special Staff - Working Files - list specialists:

5. Additional Information: You, as the parent, guardian or student at the age of majority, may request to review a student record and are entitled to acquire one free copy of the record by contacting by contacting the C.E.S. program where the student is enrolled, in writing, which will initiate the appropriate procedures. Upon request, you may obtain a complete copy of C.E.S. policies and procedures regarding confidentiality and the maintenance of school records.

COOPERATIVE EDUCATIONAL SERVICES

Form 5

MEMO OF UNDERSTANDING RE: STUDENT IEPs

Program:

I, _____, have accepted a copy of the approved

Individual Education Program (IEP) for:

_____ for the purpose of implementing his/her

(Name of Student)

instructional program for the period beginning: _____ and

(beginning date)

ending _____.

(ending date)

I understand that the information contained in the IEP is to be kept confidential. I further understand that I am entrusted with the safekeeping of this IEP, and that it is to be returned to the program administrator on or before _____ for replacement in the student's file.

(Signature of Staff Member)

(Date)

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COOPERATIVE EDUCATIONAL SERVICES

Form 7

CONFIDENTIALITY STATEMENT

Program: _____

Dates of Visitation _____

Times of Visitation: _____

I understand that Federal and Connecticut State law protects the rights of disabled students and the confidentiality of their records and identities. The release of any oral or written information regarding the progress or identity of a particular student must first be approved by the Program Administrator and only after written consent is obtained from the student's parents. With respect to the rights of the children at the program, I agree to see that all such information is kept confidential.

Name: _____
(please print)

Signature: _____

Date: _____

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COOPERATIVE EDUCATIONAL SERVICES

Form 8

RECEIPT FOR RECORD RETURN OR TRANSFER

The acknowledges the receipt of
(LEA, C.E.S. Program)

the educational records of
(Name of Student)

as of
(Dismissal Date) (Custodian of Records)

of Cooperative Educational Services.

Name: _____
(Please Print)

Title: _____

Signature: _____

Date: _____

For Special Education placements return a copy of this form to: M. Regan
C.E.S.
25 Oakview Dr.
Trumbull, CT 06611

For Six to Six Interdistrict Magnet placements return a copy of this form to: A. Nelmes-Stoughton
Six-to-Six
601 Pearl Harbor St.
Bridgeport, CT 06610

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COOPERATIVE EDUCATIONAL SERVICES

Form 10

PERMISSION TO OBTAIN STUDENT INFORMATION

Name of Student: _____ Date: _____

Program: _____ DOB: _____

The purpose of this release form is to enable C.E.S. to obtain information about the student which is relevant to his or her enrollment in the program.

I, _____ (Parent/Legal Guardian/Majority Age Student) grant
(print name)

do not grant ___ permission for the release of the following information:

The above named information is to be released to: Cooperative Educational Services
c/o _____
25 Oakview Drive
Trumbull, CT 06611

This information is requested for the purpose of:

I understand that this information and/or records will be placed in my (majority age student), or my child's educational record maintained at C.E.S., and unless otherwise specified, may be shared with Local Education Agency responsible for placement at C.E.S.

Approval of Parent/Legal Guardian/Majority Age Student

(Signature)

(Date)

The attached information/records were received from _____
(ind./agency)

on _____
(date)

(Signature of Individual Receiving Information)

6.002. Policy and Administrative Procedures Concerning Protection of Children from Abuse

C.E.S. requires employees designated by state law to report suspected cases of child abuse/neglect or at risk children in order to protect children whose health and welfare may be adversely affected through injury and neglect.

The Executive Director is authorized to establish administrative procedures, including appropriate staff training, so as to insure the recognition and reporting of suspected child abuse/neglect or at risk children by personnel as specified in the Connecticut General Statutes and as amended.

REFERENCE: Connecticut General Statutes Section 17a-101 and 17a-103
Connecticut General Statutes Section 46a-11a-c
Public Act 02-106
Public Act 02-138
Public Act 04-12

ADOPTED: June 19, 1990
REVISED: November 19, 1992
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REVISED: September 5, 2002
REVISED: October 1, 2003
REVISED: August 10, 2004

6.002A. Administrative Regulations for Suspicion of Child Abuse/Neglect

The State of Connecticut, under Connecticut General Statute 17a-101 has amended by Public Act 96-246 has designated all staff of a school agency as mandated reporters of child abuse/neglect.

The following C.E.S. school employees are required, as mandated reporters, by law to report any reasonable suspicion of child abuse/neglect to Dept. of Children & Families (DCF) with the understanding that failure to do so shall result in a fine of not less than \$500 nor more than \$2,500:

- Certified Substance Abuse Counselors
- Physicians (i.e., C.E.S. Medical Advisor, Consulting Physician)
- Nurses (i.e., Licensed Practical Nurse, Registered Nurse)
- Psychologists (i.e., School Psychologist)
- School Guidance Counselors/Licensed Professional Counselors
- School Administrators (i.e., Program Administrators, Directors, Coordinators)
- School Teachers (i.e., Special Education Teachers, Speech Pathologists)
- Social Workers (i.e., School Social Workers)
- Mental Health Professionals (i.e., Consulting Psychiatrist/Psychologist)
- School Paraprofessionals (i.e., Educational Instructors, Instructional Aides)
- Licensed Health Professionals (i.e., Occupational and Physical Therapists, Audiologists)
- Coach of intramural or interscholastic athletics
- Person who provides intensive ongoing instruction (e.g., consultant teachers, after-school/extra curricular activities instructors)

A school employee who is a mandated reporter is also required to report any reasonable suspicion or belief that a child has been injured or maltreated by a school employee with the understanding that failure to do so shall result in a fine of not less than \$500.00 nor more than \$2,500. Such a report must be made to DCF and the C.E.S. Executive Director or his/her designee. In these cases the school administration is responsible for notifying the child's parent or other person responsible for the child's care that a report has been made, immediately investigating the report including seeking the assistance of DCF or the local/state police department and, for cases concerning suspicion of child abuse by a certified school employee, submitting a report to the Commissioner of Education.

Although certain school employees (i.e., Custodian, Cafeteria Worker, Secretaries, Bus Drivers) are not listed as mandated reporters, it is their responsibility under Connecticut General Statute Section 17a-103 to cause a report to be made when they have reasonable suspicion of child abuse/neglect. All non-mandated C.E.S. school employees shall notify their immediate supervisor, the program administrator or another mandated

reporter of their suspicion. The supervisor, program administrator or mandated reporter will proceed accordingly with established C.E.S. child abuse/neglect procedures. Connecticut General Statute 17a-101e(b), provides that any school employee who in good faith makes the report required by law, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such report, provided such person did not perpetrate or cause such abuse or neglect.

DEFINITIONS

A. Caregivers: Refers to a person responsible for the child's health, welfare or care, such as a parent, guardian, foster parent or other family member, or a person given access to the student by such responsible person, such as a babysitter, family friend or day care provider.

B. Child Abuse: Refers to physical injury or injuries inflicted upon any child or youth under the age of eighteen by a caregiver or by a school employee other than by accidental means or injuries which are at variance with the history given them, or a condition which is the result of maltreatment such as, but not limited to, malnutrition, sexual abuse, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment or has been neglected.

C. Child Neglect: Refers to the situation in which any child or youth under the age of eighteen (18) who has been abandoned, 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 is being abused.

Exception: The treatment of any child by an accredited Christian Science practitioner in lieu of treatment by a licensed practitioner of the healing arts shall not of itself constitute maltreatment (Connecticut General Statute Section 17a-104).

D. Child at Risk for Abuse: Refers to the situation in which a child under the age of eighteen is in danger of being abused.

E. Immunity From Liability: In accord with C.G.S. 17a-101e(b), any person, institution or agency which, in good faith, makes a report required by the policy and regulation shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceedings which result from such report, provided such person did not perpetrate or cause such abuse or neglect.

F. Mandated Reporters: Refers to all school employees who are specifically required by

law to report reasonable suspicion of child abuse or neglect (as listed above).

G. Other Reporters: Refers to any school employee other than a mandated reporter who may cause a written or oral report to be made (i.e., School Custodian, Secretaries, Cafeteria Workers, Bus Drivers, etc.)

H. Proper Agency: Refers to the Commissioner of DCF or his/her representative, or area DCF office, or the local or state police; or the Commissioner of Education or his/her representative concerning suspicion of child abuse/neglect by a certified school employee.

I. Reporter: Refers to the school employee who initially recognizes the indicators of suspected child abuse/neglect.

J. Reporting Procedures: Refers to all of the administrative procedures or steps that C.E.S. school employees may need to take to protect a child in the process of assessing/screening, documenting and reporting individual instances of suspected child abuse/neglect.

K. School Employee: Refers to any person in the employment of Cooperative Educational Services (C.E.S.).

I. REPORTING PROCEDURES OF SUSPECTED CHILD ABUSE/NEGLECT BY CAREGIVERS

A. A school employee who is a Mandated Reporter having a reasonable suspicion that abuse/neglect has occurred to a child under the age of 18 or that a student under the age of 18 has imminent risk of abuse by a caregiver, he/she must report the suspicion as soon as practicable but not later than twelve (12) hours by telephone or in person to DCF or a law enforcement agency. If a mandated reporter requires consultation to support their suspicion they should confer with one of the designated staff listed below. Those school employees who are defined as other reporters should cause a report of the suspicion to be made by immediately notifying one of the following:

- program administrator or his/her designee
- school nurse
- social worker or school psychologist
- teacher

1. The oral report by a Mandated Reporter should be made as soon as practicable but not later than twelve (12) hours of having reasonable cause to suspect or believe abuse or neglect has occurred such report is to be

made by telephone to the DCF Hotline (1-800-842-2288) with discretion and in a manner that insures the child's right of confidentiality. The report could also be

made by telephone or in person to a local law enforcement agency.

NOTE: Referrals of suspected child abuse/neglect are made to DCF only if the child/youth is under the age of 18. Referrals of suspected child abuse/neglect are made to the Office of Protection and Advocacy if the student is 18 years of age or older. (See Section V for Report Procedures to the Office of P & A).

2. When reporting the suspicion to DCF

A. Forward a written report to DCF using Form DCF-136 within 48 hours of making an oral report.

B. The reporter should notify the program administrator that an oral report has been made and also submit to the program administrator a copy of the DCF-136 report.

3. If you believe that a child is in extreme, immediate danger you should call the local or state police at once.

A. If you report orally to the police, you must submit a written report to DCF (#136) within 48 hours of contacting the police.

B. The reporter should notify the program administrator that a report has been made to the police and provide a copy of written report as well.

4. The appropriate Division Director and Executive Director are to be notified of the report of suspected abuse/neglect by the program administrator.

B. When notified of a suspicion of abuse/neglect by a caregiver or a question or concern about child abuse, neglect or risk for abuse, the school nurse, social worker or school psychologist and program administrator will immediately confer with the reporter/other reporter to help determine if reasonable suspicion of child abuse/neglect is present. As part of this assessment, data will be obtained from other appropriate school employees who have had involvement with the child.

1. The school nurse, social worker or school psychologist, reporter and program administrator will confer to determine if it is reasonable to interview the child and assess the child's physical status and/or to confer with the parent/guardian.

2. The school nurse together with either the reporter or school psychologist or

social worker or program administrator will interview the student. Questioning of the student will be limited to determining suspicion or to determine the immediate health

and safety needs of the student.

3. When physical injury is suspected, the school nurse may examine the child, if the child is willing. Physical assessment is determined to be appropriate when it is deemed necessary to determine if medical attention is required.

4. The school nurse may determine when it is appropriate to have a witness present during the examination. The witness can be in the proximity of the examining area, that is, able to hear the interaction rather than in direct sight of the student, in order to protect the student's privacy.

a. If emergency medical attention is needed, the school nurse will notify the parent and follow established C.E.S. procedures for obtaining emergency medical help.

b. The program administrator in collaboration with the school nurse will determine if the student can be transported home by regular means of transportation or may need special transportation.

NOTE: The purpose of the consultative process among designated team members is to ensure appropriate clinical assessment, support, advocacy, management and safety for the child, as well as support for the reporter. The consultative process should never be used to dissuade a concerned staff member from reporting a reasonable suspicion.

C. The reporter will make the oral report of suspected child abuse to the DCF Child Abuse and Neglect Hotline (1-800-842-2288). See Appendix A for a listing of regional DCF offices/telephone numbers in cases where advice of caseworkers in regional offices is warranted before calling the Hotline. In cases that the child is in extreme immediate danger, the local police should be notified.

1. The report to the DCF Child Abuse and Neglect Hotline and subsequent written report should include the following information if known:

- a. child's name, address, age or birthdate and gender;
- b. parent's (or caregiver's) name and address;
- c. nature and extent of the child's injuries, maltreatment or neglect;
- d. name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- e. approximate date and time the injuries, maltreatment or neglect occurred;
- f. any evidence of previous injury to or maltreatment or neglect of the child or

to his/her siblings;

- g. circumstances in which the injury or injuries, maltreatment or neglect came to be

known to the reporter.

h. any action taken to treat, shelter or otherwise assist the child;

i. the parent's (or caregiver's) knowledge of the report being given; and

j. name and address of the person reporting the suspected abuse or neglect (See Section J).

D. A written report (Form DCF-136 see copy of form in Appendix B) and the C.E.S. Incident Report form (if appropriate) is to be completed by the reporter or program administrator. It is suggested that this report be reviewed by the program administrator and signed by the reporter. The completed report is to be sent within 48 hours to DCF.

The original copy of Form DCF-136 is sent to the appropriate DCF Office. A copy of this report is placed in a designated locked, confidential file maintained by the program administrator at the student's C.E.S. program. This report is treated and monitored according to C.E.S. Policies and Administrative Regulations for the Confidentiality and Maintenance of Student Records 6.001.

E. When appropriate, an Incident Report will be completed to document information that would otherwise not be part of the DCF 136 Report. This record will be attached to the applicable DCF 136 Report. Additionally, each Program Administrator will record each suspected child abuse/neglect report on a log (see Appendix B). This report will be submitted to their Division Director at the conclusion of the school year.

F. Follow-Up Guidelines: The reporter or program administrator, should ascertain the name of the DCF worker who is assigned to investigate the case and the time line that will be followed. The reporter or program administrator should also seek to ascertain the outcome of the report to DCF in order to assist the child, parent/guardian and LEA with educational program planning, related services, and any follow-up proceedings which may result from the DCF investigation. When appropriate, this information will be recorded on the Incident Report by the program administrator or designee. If the program wishes to obtain information beyond knowing whether DCF has opened the case or

not, it is important to request that the parent or guardian sign a release to enable DCF and school personnel to share relevant follow-up information. A parent or guardian has the right to refuse to sign such a release.

1. The initial reporter will be notified of the disposition of the case by the program administrator when notified by DCF.
2. Designated members of the clinical team or other appropriate staff will continue to monitor the student. Whenever there is further suspicion of child abuse/neglect or risk for abuse, another report should be made to DCF, regardless of the outcome of any previous report.

G. Notification of the Parent: The reporter, school nurse, social worker and program administrator will confer to determine if the parent is to be notified of the complaint. A conference may be held with the parent/guardian in the school or a telephone call may be made. If it is felt that the safety of the student may be jeopardized or further abuse of the child may occur, the parent/guardian will not be notified by the school. DCF will be advised by the reporter of this decision. Such information should be recorded in the Log.

H. Notification of School Medical Advisor: The school nurse may notify the School Medical Advisor of the suspected child abuse/neglect referral and keep him/her informed of its progress and follow-up when serious injury and/or his/her medical advice is required. This information should be recorded in the Log.

I. Notification of LEA: The program administrator or Director of Special Education will contact the Director of Pupil Personnel Services/Special Education of the appropriate LEA or the district's liaison for the student to notify them of the suspected child abuse/neglect referral. A letter will follow from the C.E.S. program administrator if requested. This information should be recorded on the Log.

J. Anonymity: Mandated reporters are required to give their name when they make a report to DCF. However, reporters may request anonymity to protect their privacy from the family. This means that DCF would not disclose their name or identify unless mandated to do so by law (Connecticut General Statutes, Section 17a-28 and 17a-101). Unless a reporter gives written consent, his/her name would not be disclosed except to:

1. an employee of DCF responsible for the child protective services or the abuse registry;
2. a law enforcement officer;
3. an appropriate state's attorney;
4. an appropriate assistant attorney general;

5. a judge of the superior court and all necessary parties in a court proceeding related to a petition for a neglected, an uncared-for or a dependent child, a petition for commitment of a child or a criminal prosecution involving child abuse or neglect; or
6. a state child care licensing agency, executive director of any institution, school or facility or superintendent of schools after an investigation by DCF reveals reasonable cause to believe that a student has been abused by a certified public school employee.

Also if DCF suspects or knows that the reporter has knowingly made a false report, his or her identify shall be disclosed to the appropriate law enforcement agency and to the alleged perpetrator of the incident.

K. Recurrence of Suspected Abuse: Whenever there is further suspicion of child abuse/neglect or risk for abuse school employees should repeat procedures I-A as outlined above.

II. DCF INVESTIGATION/COOPERATION OF SCHOOL DISTRICT:

DCF shall be the lead administrative investigating agency and responsible for the coordination of the investigation unless the student is a person with mental retardation who is 18 years of age or older in which case Protection and Advocacy becomes the lead administrative investigating agency.

The investigation may necessitate a school visit including an interview with the student. Connecticut law requires school personnel to cooperate with DCF in its investigation.

A. DCF Response to a Report of Child Abuse/Neglect

1. Upon receipt of a report of suspected abuse or neglect, DCF will classify and evaluate the report immediately. Once the report is evaluated it is generally assigned to a DCF regional case worker.
2. If the report contains sufficient information concerning imminent risk of physical harm to the child, or other emergency, DCF will make its best efforts to commence an investigation within two hours.
3. It will commence an investigation of all reports within seventy-two hours of receipt of the report.
4. DCF will complete its investigation within thirty calendar days of receipt of the report.

B. DCF Request to Have Access to the Student and Cooperation of the School District

1. DCF worker will notify the program administrator, when they require access to the child at school and will present official identification to the program administrator or his/her designee.

2. The program administrator will notify the Division Director or Executive Director of the request by DCF to have access to the child.

3. DCF will follow its established procedure for notification of the parent/guardian. The DCF worker authorized to investigate must receive the parent(s) or guardian's consent to interview the child unless the parent(s) or guardian or other person in the child's household or responsible for the child's care themselves are suspected as the perpetrator of the alleged abuse or neglect, in which case DCF need not obtain consent. If consent is not required, the interview shall be conducted in the presence of a disinterested adult.

4. If the DCF worker chooses to interview the child at school, the program administrator will arrange for a site for the DCF worker to interview the student that protects the child's privacy.

a. A C.E.S. social worker or designated staff will be available to represent the school and help the child establish a level of comfort.

b. If DCF does not arrive prior to school dismissal, C.E.S. personnel shall detain the student provided prior authorization has been given by DCF. Such notification should be in writing.

c. If physical assessment or removal of clothing is considered during the investigation, C.E.S. procedures shall be followed (see Section I, B3 and B4)

1. If the DCF worker determines the need for further medical assessment in a health care facility, the DCF worker will notify the program administrator and the parent/guardian, and may sign the child out of school only with parental permission.

2. If the parent denies permission for the release of the child from school, the DCF worker will submit to the program administrator either a court order or written authorization from DCF to invoke the "96 hour hold". A copy will be placed with the copy of Form DCF-136.

3. If DCF does not have a court order or written authorization to invoke the "96 hour hold", the child will not be released from school unless parent consent has been received.

C. Emergency/Court Removal of Student from School by DCF

DCF may determine that there is probable cause to believe that the student is in imminent risk of physical harm in his or her surroundings. It may also be determined that immediate removal from the surroundings is necessary to ensure the student's safety.

1. If such a determination is made, DCF, or any law enforcement agency authorized by DCF, may remove the student from the school setting without the consent of the parent or guardian pursuant to a "96 hour hold".

2. In addition, a court may issue an Order of Temporary Custody (OTC) placing temporary custody of the child in DCF.

a. An OTC would also authorize DCF to remove the child from the school setting, without the parent's or guardian's consent.

b. Proof of such court issued order should be provided to the Program Administrator.

3. DCF worker will notify the program administrator who in turn will notify the Division Director and/or Executive Director.

4. DCF worker will present legal documentation for removal to the program administrator.

III: REPORTING PROCEDURES FOR SUSPECTED CHILD ABUSE OF STUDENT BY A SCHOOL EMPLOYEE

A. If any school employee of C.E.S. has reasonable cause to suspect that another school employee of C.E.S. is engaged in behavior which has or is causing physical injury to a student other than by accidental means or is causing a condition which is a result of maltreatment (i.e., sexual abuse, sexual exploitation, emotional maltreatment, cruel punishment or neglect) that school employee must report that information immediately to DCF Child Abuse and Neglect Hotline (1-800-842-2288) or a law enforcement agency as soon as practicable but not later than twelve (12) hours and inform the Executive Director or his/her designee (i.e., Division Director or program administrator).

1a. A mandated reporter must also provide a written report (Form 136) to DCF within 48 hours of making an oral report. A copy of this report should be submitted to the C.E.S. Executive Director or his/her designee (i.e., program administrator).

1b. Those school employees who are defined as other reporters may cause a report to be made by immediately notifying one of the following: Program Administrators or his/her designee; school nurse; school social worker; school psychologist; or teacher.

2. If injury to the child is apparent or suspected, proceed to Section I, B for health assessment of child. That information will be immediately reported to the Executive Director or his/her designee.

B. When there is reasonable evidence that the student may have been abused by the school employee, the Executive Director and/or his/her designee is required to complete the following immediately:

1. Contact the student's parents or guardian and advise them that a member of the school staff is suspected of possible physical and/or emotional abuse and/or neglect of their child.

2. A copy of the written report of such suspected abuse shall be submitted to the Commissioner of Education or his/her representative if the report concerns a certified school employee.

3. The Executive Director or his/her designee with the assistance of DCF and the local police, shall conduct an investigation of such allegation and advise the employee of the charges being made.

C. DCF will make a determination of whether there is reasonable cause to believe that a C.E.S. employee has abused a child. DCF shall notify the C.E.S. Executive Director of the result of its investigation. Also DCF should provide records concerning such investigation, as it deems appropriate. The records need not have been created by DCF.

Upon notification of the C.E.S. Executive Director by DCF that there is reasonable cause to believe that a C.E.S. employee has abused a student, the Executive Director shall take the following action:

1. If the person suspected of abusing the child is a certified employee, the Executive Director shall immediately suspend that employee without prejudice, with pay and without diminution or termination of benefits to such employee. Within

72 hours of the suspension, the Executive Director must notify the C.E.S. Representative Council and Commissioner of Education or his/her representative of the reasons for and the conditions of the suspension. The C.E.S. Executive Director shall disclose the records provided by DCF to the Commissioner of Education and the C.E.S. Representative Council to their attorneys for purposes of review of the employment status or certification.

2. If the contract of employment of a certified school employee is terminated as a result of an investigation of suspected child abuse, the Executive Director shall notify the Commissioner of Education within 72 hours after such termination.

3. Upon receipt of such notice of termination, the Commissioner of Education shall commence certification revocation proceedings.

4. If the persons suspected of abusing the child is a non-certified employee, the Executive Director shall immediately suspend that employee without prejudice, with pay, and without diminution or termination of benefits pending an investigation and hearing. This suspension shall remain in effect until the incident of abuse has been satisfactorily resolved by the C.E.S. Representative Council.

5. If a C.E.S. employee is convicted of a crime involving an act of child abuse or neglect, the State's attorney shall notify the C.E.S. Executive Director and the Commissioner of Education. Upon such notification the Certificate of the certified employee is automatically revoked.

IV. IMMUNITY AND LIABILITY:

Any C.E.S. employee who reports suspected child abuse or neglect in accordance with the law, is immune from civil and criminal liability in connection with both the report and any court action which may result from the report. In addition, C.E.S. school employees will not be fired, discriminated or retaliated against for making such a report. School employees who abuse or neglect a child are not immune from liability. Failure to make a report can lead to a fine of not less than \$500 nor more than \$2,500. It is also possible that an employee can be sued for damages if the child is further injured because of a failure to act (failure to make a report). Anyone who knowingly makes a false report of child abuse or neglect can be fined up to \$2,500.00 or be imprisoned or both.

C.E.S. may take disciplinary action including termination of employment if an employee fails to report suspected abuse or neglect, interferes with making a report or makes a false report.

V. REPORTING SUSPECTED ABUSE OR NEGLECT TO THE OFFICE OF PROTECTION AND ADVOCACY:

A C.E.S. mandated reporter who has reasonable cause to suspect or believe that a student 18 years of age or older with mental retardation has been abused or neglected must report it to the Office of Protection and Advocacy (P & A) for Persons with Disabilities. This report must be made as soon as practicable but not later than 72 hours. It should be made to the Director of P & A by calling (860) 297-4300 or 1-800-842-7303. This oral report shall be followed up by a written report within five calendar days using Form PA-6 (see Appendix D) to the Office of Protection and Advocacy for Persons with Disabilities, 60B Weston Street, Hartford, CT 06120-1551.

Abuse Means:

- Willful infliction of physical pain or injury; or
- Willful deprivation by a caretaker of services which are necessary to the person's health or safety.

Neglect Means:

- A situation where a person with mental retardation who is living alone is not able to provide the services to maintain his/her physical or mental health; or
- Is not receiving necessary services from their caretaker.

NOTE: A Caretaker means a person who has responsibility for the care of a person with mental retardation. This Caretaker role can arise as a result of a family relationship or by the voluntary assumption for the care of a person with mental retardation, by contract or by order of a court of competent jurisdiction. Neither a guardian nor a conservator need be a Caretaker.

Other reporters having reasonable cause to believe that a person with mental retardation (18 years or older) has been abused or neglected may report such information to P & A or may cause a report to be made by reporting this information to a C.E.S. Mandated Reporter (e.g., Program Administrator, Teacher, School Nurse, School Social Worker, etc.).

B. Immunity

1. Any reporter of suspected abuse or neglect who makes a report or testifies in any administrative or judicial proceedings arising from such report, shall be immune from both civil or criminal liability on account of the reporter's

estimony unless such person acted in bad faith or with malicious purpose. (Note the Exception: Immunity does not attach for liability for perjury).

2. Any C.E.S. employee who obstructs, hinders or endangers any person reporting or investigating abuse or neglect or providing protective services or makes a report on bad faith or with malicious purpose and who is not subject to any other penalty shall be fined no more than \$500.

3. No public school employee reporting suspected abuse or neglect shall be subject to reprisal or discharge from the school district for reporting suspected abuse or neglect to P & A.

4. Failure of a Mandated Reporter to report may result in a fine of not more than \$500.

C. Contents of Report

All oral and written reports should contain the following if known:

- Name and address of student;
- Statement from the person making the report indicating his/her belief that such student is mentally retarded;
- Information supporting the supposition that such student is substantially unable to protect himself/herself from abuse or neglect;
- Information regarding the nature and content of the abuse or neglect;
- Any other information which might be helpful in an investigation of the case and the protection of such student; and
- The name and address of the person reporting the suspected abuse or neglect.

D. Release of Reporter's Name

The name of the reporter making the original report shall not be disclosed to any person unless such person consents to such disclosure or unless a judicial proceeding results from the report.

E. P & A Investigation

1. P & A shall serve as the lead investigating agency if the person is mentally retarded and over the age of 18. P & A shall be responsible for the coordination of the investigation. If the student is between 18 and 21 and is a client of DCF, P & A and DCF will consult and determine which agency will serve as the lead investigating agency.

2. Upon receipt of the report, P & A shall make the following determinations:

- Whether such student is mentally retarded;
- Whether the report warrants investigation
- If investigation is warranted, a prompt and thorough evaluation will occur and may include a visit to the C.E.S. school to interview the student and consult with the individuals having knowledge about the alleged abuse or neglect.

3. P & A investigators are authorized to have access to and may review and copy any records that are determined to be relevant to their investigation. In addition, P & A may subpoena any information that may be relevant to their investigation.

4. When adult students are their own guardians, P & A school visits do not require prior parental notification or consent. When P & A substantiates the allegations of abuse or neglect, the agency can recommend a plan of protective service to the Department of Mental Retardation (DMR). In certain cases, P & A may request immediate protective services if the agency's initial assessment establishes that the student is seriously in need of such protective services.

F. Investigation Report

Upon request to P & A, C.E.S. or its reporting employee shall be notified of the investigation findings. These results however shall not be disclosed, reproduced or released to a third party in the absence of a written authorization from P & A.

VI. EDUCATION PROCEDURES:

All C.E.S. school employees will receive annual inservice training related to child abuse/neglect. The program administrator will be primarily responsible for providing appropriate staff development activities on child abuse/neglect and C.E.S. reporting procedures.

A. The primary goal of this component is to ensure that school personnel are educated to recognize child abuse, understand the complex nature of intervention in child abuse and be aware of the requirements of the law and C.E.S.'s policy and procedures regarding the reporting of child abuse. Inservice programs for both certified and non-certified staff should include but need not be limited to the following topics:

- Dynamics and prevalence of the different types of abuse or neglect;
- Predisposing factors that put children at risk of abuse and neglect;
- Factors that place adults at risk as perpetrators;
- Effects of abuse and neglect on children and youth;
- Signs and symptoms of each form of abuse and neglect;
- Connecticut legal requirements regarding the reporting of child abuse and neglect, legal sanctions for failure to report and legal protections for making a good faith report;
- The role and responsibility of DCF, Protection and Advocacy, and law enforcement officials;
- Procedural guidelines to follow when C.E.S. school personnel suspect abuse or neglect;
- Contents of a good report;
- C.E.S. policy on disciplinary action for failure to report, interfering with making a report or making a false report; and
- Effects of working with students who have been abused/neglected or with parents when abuse or neglect is suspected or confirmed.

B. A secondary educational goal of staff development activities is supporting the parenting component of a child's educational program by strengthening staff member's knowledge of how to foster positive parenting skills and realistic parental expectations of children with disabilities.

NOTE: See Appendix C for Indicators of Physical, Sexual and Emotional Abuse and Neglect

VII. EVALUATION PROCEDURES;

C.E.S. will undertake planned, periodic evaluation and updating of C.E.S. Child Abuse/Neglect Administrative Procedures.

Appendix A

Listing of Regional Offices of the Department of
Children and Families

&

Office of Protection and Advocacy
For Persons with Disabilities

Other DCF Resources

| | |
|---|----------------|
| DCF Public Affairs & Information Office | (860) 566-2497 |
| DCF Training Academy* | (203) 579-6312 |
| DCF Ombudsman's Office** | (860) 550-6319 |

* DCF provides training to groups who work with children on identifying and reporting child abuse and neglect and the responsibilities of mandated reports.

** The DCF Ombudsman's Office can be contacted if you have concerns about the way DCF handled a situation in which you were involved and these concerns/problems remain unresolved to your satisfaction after discussions with regional office staff.

Appendix B

Forms for Reporting/Documenting Suspicion
of Child Abuse/Neglect

BEHAVIORAL INCIDENT REPORT

Name of Student: _____ Program: _____

Date of Incident: _____ Time: _____

Where Did Incident Occur? _____ Type of Activity _____

Staff Member Supervising Student: _____

Nature of Incident: _____

Did the Incident Result in Injury? YES NO

To Whom? (please check) Self Another Student Staff Member

Other Specify: _____

Action Taken: _____

Recommendations: _____

Follow Up Needed: _____

When Was Parent Contact Made? Date: _____ Time: _____

How Was Parent Contact Made? _____ By Whom: _____

Summary of Information Given Parent: _____

Incident Reported to: _____ Date: _____

Signature of Staff Witnessing Incident: _____

Signature of Staff Member Completing Form: _____

Date

Signature of Asst. Prog. Admin. or Team Leader

Date

Signature of Prog. Admin. or Division Director

*Attach a copy of note informing parent of incident when applicable.

FORM MUST REMAIN IN STUDENT'S FILE

COOPERATIVE EDUCATIONAL SERVICES

Student File Report

The following identified report is part of the student's extra confidential record which will be maintained in a separate file. The staff member listed below will maintain the confidentiality of this record and insure all safeguards and procedures as stated in C.E.S. Policies/Procedures Concerning Confidentiality of Student Records and Student Information.

All access to this report will be recorded on the student's Individual Access Form which will be maintained as part of this file segment.

Student's Name: _____

Material Title: _____

Date Filed: _____

Location: _____

Person Responsible for Maintaining File: _____

Signature

Rev. 9/03

Appendix C
Indicators of Abuse/Neglect

TO: Unit Director
Program Administrators

cc: School Social Workers
School Psychologists
School Nurse

FROM: Tony Maida

DATE: 8/25/04

RE: Suspicion of Abuse/Neglect Report to Office of P & A

Attached is a copy of the Office of P & A official report form for suspicion of abuse/neglect. As a reminder P & A is the responsible State agency for the investigation of abuse of adults with mental retardation between the ages of 18 and 59 inclusive. According to new legislation and our revised agency reporting procedures, this report is to be made as soon as practicable but not later than 72 hours. A written report is to be completed within five (5) calendar days of the oral report (1-800-842-7303). The written report should be mailed to State of Connecticut, Office of Protection and Advocacy for Persons with Disabilities, 60-B Weston Street, Hartford, CT 06120-1551. Please make sure you retain a copy of this report for our files and that the written report is also shared with the C.E.S. administrator responsible for the student's program. We have asked the State for original forms and once they are received we will forward them to your program office.

The P & A Reporting Procedures are completely outlined in our agency Protection of Children from Abuse Policy/Administrative Procedures including a sample copy of this written report.

Please see me if you have any questions about this form or these procedures.

ACM:jb

6.003. AIDS Instruction Policy

In accordance with Connecticut General Statutes 10-19 (b), Cooperative Educational Services shall offer planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The content of such instruction will be developmentally based and consistent with objectives that are developed for specific grade or grade equivalency levels. Such instruction will be provided at minimum at least once every three years by the Division of Special Education direct services programs and consistent with IEPs established for individual students at their annual PPT meetings. Cooperative Educational Services permits parents or guardians to exempt their child from such instruction upon receipt of a written request from the parent or guardian. Parents or guardians will be annually notified of their right to exempt their child from such instruction. Students exempt from such instruction will participate in alternate instruction consistent with the student's IEP.

ADOPTED: September 19, 1989
REVISED: December 17, 1992
REVIEWED: June 1, 2000

6.004. Policy Concerning School Attendance and Truancy

6.004. Policy Concerning School Attendance and Truancy

Cooperative Educational Services (C.E.S.) believes that regular school attendance is essential for an effective and productive learning experience for students enrolled in its school-based programs. Regular school attendance is both encouraged and mandated (Connecticut General Statute Section 10-184). Excessive absences inhibit both successful learning and the continuity of instruction required by students. C.E.S. recognizes that students may occasionally miss school for entirely legitimate reasons. These reasons, when documented by a parent or guardian will typically be considered "excused absences". However, absences which occur for no legitimate reason will be considered "unexcused" and will warrant appropriate follow-up action by the school program.

Required by Public Act 11-136, the State Board of Education has adopted definitions for "excused" and "unexcused" absences to determine which students qualify as a truant for state reporting purposes. The definitions are:

Excused Absences

A student's absence¹ from school shall be considered excused if written documentation² of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

1. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and
2. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
 - student's observance of a religious holiday;
 - death in the student's family or other emergency beyond the control of the student's family;
 - mandated court appearances (additional documentation required);
 - the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or

- extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. the absence meets the definition of an excused absence (including documentation requirements); or
2. the absence meets the definition of a disciplinary absence.

Disciplinary Absences

Absences that are the result of school or district disciplinary action are excluded from these definitions.

¹ The Connecticut State Board of Education policy states that *"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. A student who is serving an out-of-school suspension or expulsion should always be considered absent."* A student not meeting the definition of 'in attendance' is considered absent.

² Such documentation should include a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. For example, if a student is out sick two consecutive days, that student must submit the appropriate documentation covering both sick days. If a student is out sick two nonconsecutive days, that student must submit the appropriate documentation following each absence. Schools should take steps to allow non-English speaking parents/guardians to submit documentation in their native language.

Consistent with Connecticut General Statutes Section 10-198a, C.E.S. recognizes the importance of early intervention for students exhibiting truancy behavior. Therefore, it is the policy of C.E.S. to monitor school attendance [in collaboration with the student's responsible school district so as to identify students who are truant; to enlist the cooperation of parents in reporting school absences; and, when necessary, enlist the cooperation of the responsible school district in order to change a truancy pattern that has developed.] so as to identify students who are truant. For the special education program and the Regional Center for the Arts, this monitoring will be done in collaboration with the student's responsible school district, and when necessary, enlist their cooperation in order to change a truancy pattern that has developed. All C.E.S. programs will enlist the cooperation of parents to reduce excessive absences and to

ensure that the student regularly attends school. The Executive Director is authorized to establish administrative procedures to monitor student attendance to insure the recognition of students who are in the early stages of truancy and to report those students who are truant or habitually truant to their responsible school districts.

Reference: Connecticut General Statute Section 10-184

Connecticut General Statute Section 10-198a

Connecticut General Statute Section 10-200

Connecticut General Statute Section 10-210

ADOPTED: January 21, 1993

REVISED: June 1, 2000

REVISED: September 5, 2002

REVISED: October 4, 2012

6.004A. Administrative Regulations Concerning School Attendance and Truancy

I. Definitions

The following definitions are provided for the purpose of clarifying terms within the content of these regulations.

A. In Attendance refers to a student who is 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.

B. Absence refers to any scheduled school day in accordance with the approved academic year calendar that an enrolled student does not attend school for at least half the school day.

C. Parent includes either natural parent, a guardian or any legal individual acting as a parent of a student in the absence of a parent or guardian.

D. Student means an individual who is enrolled at a C.E.S. school-based education program.

E. Truant means a child age five (5) to eighteen (18), inclusive, who is enrolled in a public or private school and who has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.

F. Habitual Truant means a child age five (5) to eighteen (18), inclusive, who is enrolled in a public or private school and who has twenty (20) unexcused absences within a school year.

G. Responsible School District refers to the local education agency (LEA) in which the student is officially enrolled and who is responsible for the C.E.S. program placement. In the case of the Six-to-Six Interdistrict Magnet School, this refers to Cooperative Educational Services.

H. Excused means a student's absence¹ from school includes written documentation² of the reason for the absence that has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes and meets the following criteria:

1. For absences one through nine, a student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation; and

2. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

- student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
- student's observance of a religious holiday;
- death in the student's family or other emergency beyond the control of the student's family;
- mandated court appearances (additional documentation required);
- the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
- extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.

I. Unexcused Absence means a student's absence from school shall be considered unexcused unless they meet one of the following criteria:

1. the absence meets the definition of an excused absence (including documentation requirements); or
2. the absence meets the definition of a disciplinary absence.

Disciplinary Absence means absences that are the result of school or district disciplinary action.

II. Notification Process

A. Annually at the beginning of the school year and upon any enrollment during the school year, the parent of each student ages 5 to 18, inclusive, will be notified in writing of their obligations to cause their child/children to attend school.

B. At this time of notification parents will be asked to provide the program administrator of their child's C.E.S. program with a telephone number or some other means of contacting them during the school day.

C. Program Parent Guides and the annual notification will provide parents necessary information/instructions to contact school personnel when it is necessary for their child to be absent from school.

III. Monitoring Procedures

A. Each school-based program will record and maintain student attendance in the designated student information system. Attendance/absences will be recorded daily for all students. Absences will be recorded as excused or unexcused.

B. If a student is absent and no written documentation has been received from the parent, the program administrator or his/her designee will make a responsible effort to contact the parent by telephone to determine if the absence is excused or unexcused.

C. If efforts to contact the parent are unsuccessful and a written explanation of absence is not received within ten (10) school days of the students return to school the absence(s) will be recorded as unexcused.

D. Each school-based program will keep close contact with parents of students having difficulty with attendance and shall make parents aware of the importance of regular school attendance. Both the program and parents should work cooperatively to achieve this end.

E. When absence is due to prolonged illness, the school nurse will contact the parent to discuss the situation. If the illness will result in an absence of three (3) or more weeks, the program administrator will contact the responsible school district in accordance with agency hospitalized/homebound instruction procedures.

- F. When deemed necessary, the program administrator will consult with the responsible school district to discuss students having difficulty with attendance.
- G. In the case of students with identified special education needs, the program administrator may request that the responsible school district convene a Planning and Placement Team meeting to discuss potential remedies to recurring school absences.
- H. 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.

IV. Truancy Procedures

- A. C.E.S. will work collaboratively with the responsible school district by reporting in a timely fashion students who are identified as truant.
- B. Consistent with state requirements and the responsible school district's truancy procedures, when a student age 5 to 18 is identified as truant, the program administrator will contact the responsible school district to request that a meeting with the parent be arranged. This contact will be made within ten (10) school days after the child's fourth unexcused absence in one month or tenth unexcused absence in one school year. In the case of Six to Six Magnet School, C.E.S. is the school district.
- C. The program administrator or his/her designee will offer to attend the meeting and to assist, when it is deemed appropriate, in helping to determine the reason for the child being truant and the parent's need for support services. The program administrator or his/her designee help the parent to realize that continued unexcused absences and/ or lack parental cooperation could require the responsible school district to submit a family with service need complaint with the Superior Court, Juvenile Matters (pursuant to Section 46b-149).
- D. The program administrator or his/her designee will consult with the responsible school district in coordinating services and referrals of the student to community agencies providing child and family services when this is deemed appropriate.

E. If unexcused absences continue, the program administrator will request that the responsible school district convene a Planning and Placement Team meeting to discuss recurring absences and potential remedies including the possible need for the responsible school district to file a family with service need complaint with the Superior Court, Juvenile Matters (pursuant to Section 46b-149), alleging the belief that the acts or omissions of the child are such that his/her family is a family with service needs.

F. If the parent or other person having control of a child who is truant fails to attend the meeting stated above (IV.B) or fails to cooperate with the school program (C.E.S.) or responsible school district attempting to solve the truancy problem, C.E.S. in collaboration with the responsible school district, will file a written complaint with the Superior Court alleging that the acts or omissions of the child identified as “truant” be such that the student’s family is a “family with service needs”.

G. Students identified as truant may be subject to:

- Retention in same grade;
- Loss of course credit, where applicable;
- Reduction in grade; and/or
- Loss of school privileges.

6.005. Policy Concerning Youth Suicide Prevention and Intervention

Cooperative Educational Services (C.E.S.) is concerned about the increasing prevalence of youth suicide. In response to this concern and in accordance with Connecticut General Statute Section 10-221 (e), it shall be the policy of C.E.S. to establish training programs and procedures regarding youth suicide prevention and intervention for program administrators, teachers, school paraprofessionals, certified and licensed pupil personnel and related services staff and those students who provide assistance through their involvement in a student assistance program. The purpose of such training programs will be to heighten the awareness of staff and students about the risk factors associated with youth suicide; procedures to be followed whenever there is any suspicion that a student may be at risk for suicide or attempts suicide and knowledge of community resources that are available for referral of students who may be at risk for suicide or who attempt suicide. C.E.S. recognizes, however, that suicide is a complex problem and that the programs or procedures established by C.E.S. are neither expected nor intended to develop expertise that will enable staff to make clinical assessments or provide in-depth counseling for students.

Therefore, the C.E.S. Representative Council directs that any employee who may acquire knowledge of a potential suicide must take the necessary steps to refer this information to the appropriate school official or representative in accordance with the administrative procedures promulgated to implement this policy.

ADOPTED: June 19, 1990
REVISED: February 25, 1993
REVISED: June 1, 2000
REVISED: October 20, 2003

6.005A. Administrative Guidelines for Suicide Prevention and Intervention

- I. Primary Prevention - Actions which the agency will undertake in order to promote conditions that reduce the risk of possible youth suicide.
- II. Situation #1: *Students At Risk For Suicide - Actions to be taken by C.E.S. with regard to students who are identified as having potential risk for suicide due to their life circumstances or conditions.
- III. Situation #2: *Students Exhibiting Warning Signs for Suicide - Actions to be taken by C.E.S. with regard to students who are identified as exhibiting commonly recognized warning signs of potential suicide.
- IV. Situation #3: Students Who Have Attempted Suicide - Actions to be taken by C.E.S. with regard to students who are identified as having made a suicide attempt.
- V. Situation #4: Student Who Has Committed Suicide - Actions to be taken by C.E.S. following a death by suicide; these may also be used for responding to sudden death of a student/staff person.

*Certain students placed in C.E.S. Special Education Programs have a history of at risk characteristics and warning signs associated with suicide. Their individual programs are planned to provide the monitoring procedures called for in the administrative guidelines. Administrative actions/follow-up outlined would be carried out when an intensification of such risk-factor/warning signs occur or students display behaviors that aren't accounted for by existing program procedures.

All C.E.S. educational personnel/professionals have a responsibility to immediately share with their program administrator any observations of student behavior which appear to be related to the possibility of suicide.

The program administrator, in turn, has a responsibility to follow the guidelines attached to the C.E.S. policy on suicide. If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the agency, the program administrator shall consult with the Director of Special Education or Executive Director to make such a decision and shall make appropriate documentation of the circumstances and the resulting decision.

The agency policy and administrative procedures will be annually reviewed with all education personnel. A copy of the policy/administrative guidelines will be available for review in the main office of each program, program administrator's office and classrooms.

Summary of Intervention Steps:

For each situation described in Section II-V, the following intervention steps should be taken:

1. The education personnel who suspects that a student is at risk for suicide or has attempted suicide should immediately inform the program administrator or in his/her absence, Director of Special Education or Executive Director.

2. The program administrator will notify the school nurse and other members of the Crisis Team (school psychologist, school social worker) who will immediately meet with the student.
3. The student will be monitored/observed by a designated staff member while the Crisis Team collects information or makes necessary contacts.
4. The student's parent and/or guardian will be notified.
5. The student's parent/guardian will be provided names of community agencies/professionals who could assist them in assessment/emergency intervention counseling.
6. The student's parents/guardian will be asked to pick-up the student at school, as deemed warranted. The student will not be allowed to go home alone, as deemed warranted.
7. When team members determine that the student's medical or emotional condition requires hospitalization as a result of a suicidal attempt or suicide risk factors, the student will be transported immediately to an area hospital following C.E.S. medical emergency procedures.
8. The program administrator will inform the responsible school district of the situation and steps taken.
9. The program administrator will follow-up with the student's parent/guardian to ensure that a referral has been made.
10. The program administrator in collaboration with the Crisis Team will develop a support plan to provide continued monitoring of the student and to communicate with the outside agency/professional who is treating the student.
11. The program administrator will request that the responsible school district convene a PPT meeting when suicidal concerns continue to persist or if risk of suicide heightens.
12. All actions of staff should be carefully documented using appropriate incident report forms.

SPECIAL ISSUES IN USING PROCEDURES

Communication: The program administrator shall maintain communication with the Director of Special Education or Executive Director about all suicides or suicide attempts and shall call on the Administration for advice on how to proceed if any situation warrants. In turn the Executive Director will keep the Representative Council up to date on suicide related issues as appropriate. All communications must be kept confidential as appropriate.

Documentation: All actions taken by school personnel should be carefully documented. Such records should express facts, observable behaviors and actions. Such records should be maintained in accordance with the Agency Confidentiality of Records Policy/Procedures 6.001.

Crisis Team: A program-level Crisis Team will be established to assist program administrators in the implementation of administrative guidelines. The team will include the school nurse, a school social worker and/or school psychologist and the student's teacher as deemed appropriate.

Contagion: Sometimes a suicide attempt or completed suicide will trigger other suicide attempts. There is no clear body of knowledge about how or why this occurs and what unique circumstances cause it. The best prevention measure against the contagion effect seems to involve careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide, and carefully planned postintervention activities.

Anniversary Dates: The week, month or year anniversary of a death may trigger a delayed grief reaction or a suicide attempt modeled after the first. School personnel should be sensitive to this and intensify monitoring of students at this time.

Support for Crisis Team: While the Crisis Team members will probably be sensitive to each other's needs for support, it can be helpful to have an outside professional available during and following crisis periods to "debrief" the team and offer support to individual members as needed.

Monitor Students: The program administrator may designate a member of the Crisis Team to monitor students in accordance with this policy and guidelines. If so, this designee shall keep the program administrator informed of actions taken on a daily basis.

C.E.S. Special Education Programs: Certain C.E.S. special education programs are established for students who have a history of potential risk factors for suicide. As a result, these programs have been planned to provide the suggested monitoring/supervision outlined in the following situations. Implementation of procedures will occur when a student's behaviors are accentuated and/or not accounted for by existing program procedures.

I. PRIMARY PREVENTION PROCEDURES

The following efforts will be undertaken in order to promote conditions that reduce the risk of possible youth suicide.

RESOURCES C.E.S. will develop and maintain a listing of social services agencies, mental health clinics and other community resources that have expertise in the problem of youth suicide for the purposes of serving as education and referral resources.

1. Pupil Personnel Staff (e.g., School Social Workers & Psychologists) will contact such agencies to familiarize them with C.E.S. student populations.
2. Pupil Personnel Staff will provide such agencies requested information that will better enable school personnel and parents of students to access such resources in times of crisis.

EDUCATION C.E.S. will foster a learning environment that promotes the physical and mental health of students and staff.

1. Classroom and related education programs will be implemented to foster the development of self-esteem, effective problem solving, coping and stress management skills and provide a reward structure that recognizes each student's interests and abilities.
2. C.E.S. will promote youth development training programs for school staff and parents.

TRAINING C.E.S. will develop in-service programs for administrators, teachers, school paraprofessionals, certified and licensed pupil personnel and related services staff and as applicable students involved in youth assistance programs for the purpose of enhancing their ability to recognize those students who may be vulnerable to, or at risk, for suicide. Inservice training will include, but may not be limited to, information about factors that increase a student's risk for suicide; recognition of suicide risk factors; information on community resources available for students that may need assistance; and information regarding school procedures for handling a student at risk for suicide or who has attempted suicide.

1. Administrative procedures for handling a student at risk for suicide or who attempts suicide will be reviewed on an annual basis.
2. An inservice program will be made annually available for staff that provides an overview of common suicide risk factors and possible warning signs of youth suicide.

PROGRAM RESOURCES C.E.S. will make pupil personnel staff resources available for students at risk of suicide. C.E.S. will also make pupil personnel staff resources available to students subsequent to a suicide attempt by one of their peers.

STUDENT ASSISTANT TEAMS C.E.S. programs may, where appropriate, establish a student assistant program for the purpose of developing educational programs for students about the risk factors related to suicide and the community resources available for students who may need counseling.

SUICIDE POLICY Administrative Guidelines

II. SITUATION #1: STUDENTS AT RISK FOR SUICIDE

Identification: Students who may be "at risk" for suicide include students whose life conditions and/or behaviors are among those listed in Appendix A. Since prediction of potential suicide is extremely difficult, the list may not be all inclusive and staff are encouraged to be sensitive to other factors which they believe might put a student at risk for suicide even if they do not appear on this list.

Staff Actions: Staff who have identified an "at risk" student are expected to bring this student's name to the attention of the program administrator as soon as possible. Previously identified "at risk" students should be closely supervised in accordance with program procedures and individualized support plans.

Administrative Actions: Depending on the circumstances, the program administrator or his/her designees should carry out the following procedures:

1. monitor student
2. meet with student
3. meet with student's teachers for further information
4. contact student's parent(s)
5. refer student to in-school resources
6. refer student/family to out-of-school resources
7. develop a support plan for supervision of student
8. other options as warranted by circumstances

Staff Follow-Up: Staff will be asked to monitor students who have been identified as "at risk" and should notify the program administrator if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning.

"At risk" students should also be monitored more closely following a suicide attempt or completion in the community. All communication between staff and the program administrator regarding "at risk" students shall be treated confidentially.

Administrative Follow-up: Following a suicide attempt or completion in the community, the program administrator or designated member of the Crisis Team will monitor "at risk" students more intensively, and if circumstances warrant, will contact the students and/or their families to offer assistance.

If an "at risk" student is exhibiting a pattern of decline following another's suicide attempt or completion, procedures for "high risk" students should be followed.

All communication among staff and the program administrator regarding "at risk" students shall be treated confidentially.

III. SITUATION #2: STUDENTS EXHIBITING WARNING SIGNS OF SUICIDE

Identification: High risk students include those who are exhibiting the commonly recognized warning signs of suicide as listed in Appendix B. Staff are encouraged to be sensitive to other signs they believe may indicate a student is feeling suicidal.

In order to facilitate such identification, C.E.S. will provide training to all staff in recognizing the warning signs of suicide.

C.E.S. where deemed appropriate will also seek to enlist formal and informal peer contact systems to encourage students to recognize and refer students about whom they are concerned.

Staff Actions During School Hours: School staff who have identified a student who exhibits the signs as noted in Appendix B or who have other reason to believe the student is at high risk for suicide must immediately bring that student's name to the attention of the program administrator. This must be done even if the student has confided in the staff person and asked the staff person to keep their discussion confidential.* (In such cases, the staff person would explain that he/she cannot keep confidentiality in these circumstances). All communications among staff persons, however, will be handled on a "need to know" basis in keeping with guidelines of this policy.

*NOTE: Confidentiality may not be maintained if a student is at risk of self-injury, posing an injury to another or if the student may be placing themselves or another in a life threatening situation.

Staff Action After School Hours: If a staff member has become aware of a potentially suicidal student after school hours, he/she should try to estimate the level of suicide risk by talking to the student and taking the following actions:

1. Imminent Risk of Suicide: Contact the local police, give them information about the situation and the student's whereabouts. If the circumstances are very serious, stay on the phone or in contact with the student until someone can be enlisted to summon help. A contact should be made as soon as possible with the program administrator who will act in accordance with existing guidelines.
2. No Imminent Risk of Suicide: Contact the program administrator who will consult with a local crisis center and will act in accordance with existing guidelines.

NOTE: If the staff person is not able to assess the level of risk he/she should contact the program administrator who will make a judgement about contacting a local crisis center and following existing guidelines.

Administrative Actions After School Hours

When a staff member notifies the program administrator about a suicidal student outside of school hours, the program administrator will:

1. Obtain whatever information the staff member is able to provide including the student's location.
2. Contact the student's parent(s) and encourage them to contact a local crisis center for an evaluation of the student's risk for suicide. If the parents are unavailable, the program administrator will contact a local crisis center to determine the best course of action and will cooperate with the center in taking such action.

Administrative Actions During School Hours:

1. The program administrator will confer with the Crisis Team.
2. The program administrator will gather background information prior to contacting the student

unless there appears to be imminent risk of self-harm. (If imminent risk, proceed to Step 3). This background check should be done on the same day as the referral and might include further discussion with the person who made the referral or contact with other staff members to get data on recent student performance.

3. The program administrator will, at the earliest possible moment following the collection of information, make contact with the student for the purpose of obtaining information about the seriousness of the situation.

4. Based on the result of this interview and other available information, the program administrator will take the following actions according to the risk level of the situation:

A. High Risk Situation: The student has the intent to kill himself/herself, a specific plan for how he/she will do it and immediate access to the method; in addition, he/she exhibits feelings of aloneness, hopelessness, helplessness and the inability to tolerate any more pain.

i. The program administrator will ask the student to sign an agreement not to harm himself/herself without prior contact with a designated local crisis center.

ii. The program administrator will not leave the student alone but will stay with the student to offer support or designate a member of the crisis team to remain with the student. In addition, he/she will explain to the student that someone will be contacting his/her parent(s) because of their deep concern for him/her.

iii. The program administrator will contact or arrange for someone to:

- a. Contact the student's parent(s) to inform them of the situation and to request that they come to the school immediately.
- b.* Obtain further information from the parent(s) concerning the student's mental health history including therapy and previous suicide attempts. If the student is currently being seen by a mental health professional, the program administrator will ask for parental permission to speak with that professional.

Note: This information will be obtained for students identified at high risk at the time of admission.

iv. An appropriate team member will contact the student's therapist and may also elect to contact an outside, trained professional (psychiatrist, crisis center staff member) for further consultation.

v. If the parent(s) cannot be contacted or if they refuse to come to school and the team determines that a medical emergency exists, C.E.S. medical emergency procedures should be followed.

vi. When the parent(s) arrive at school, the program administrator, the person who interviewed the student, (and if appropriate the outside consultant) will meet with them. The following points should be covered in the meeting:

- a. The utmost seriousness of the situation.
- b. The need for an immediate suicide risk evaluation at a medical or mental health facility.
- c. The need for continued monitoring of the student at home if he/she is released following the evaluation.
- d. The need to "suicide-proof" their home, especially in removing the method the student had described in his/her plan.
- e. The need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent(s) to coordinate in-school support with out-of-school care).
- f. A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist and other individuals as appropriate.
- g. Information about resources the parent(s) can contact in case of an emergency.

vii. Following the meeting, parent(s) should accompany their child to the designated facility. If appropriate, a team member may also accompany them.

viii. If the parent(s) refuses to come to school, if they come but refuse to cooperate and/or if their response could be harmful to their child, the program administrator should explain that the school may be required to file a medical neglect report with the Department of Children and Youth Services. If necessary, such a report will be filed with DCYS (See Policy/Administrative Procedures 6.002 Concerning Protection of Children from Abuse/Neglect). In addition, the school will inform the parents that they will not accept the student back into school until a formal mental health evaluation has taken place. This exclusion will be done in compliance with state regulations and should only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if circumstances warrant.

ix. Follow-Up:

- a. The following day a team member will contact the family to discuss their plans to provide professional help and support to the student and the team will meet to develop a plan of action for in-school student support.
- b. If the student returns to school the following day, the teacher should immediately inform the program administrator.
- c. If the student is in school the following day, the team members who interviewed him/her the previous day will meet with him/her to offer continuing support.
- d. The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring should include:

- I. Frequent contact with the student
 - II. Frequent contact with the student's therapist
 - III. Contact with parent(s) as appropriate
 - IV. Contact with staff and the student's friends as appropriate
- B. Mid-Level Risk: The student has some intent to kill himself/herself and has thought about how he/she would do it. He/she has access to the method he/she has described but has not got everything in place. Although the student may exhibit feelings of hopelessness, helplessness and unbearable pain, he/she shows some willingness to accept help:
- i. The program administrator will ask the student to sign an agreement not to harm himself/herself without prior contact with the designated local crisis center.
 - ii. The program administrator will work with the student to create an adult support system for whom he/she is willing and able to receive support and will offer to speak with those people on the student's behalf.
 - iii. The program administrator will explain to the student that he/she is required to contact the student's parent(s) in order to arrange for professional help and to develop an appropriate support system.
 - iv. Following the meeting with the student the program administrator will:
 - a. Convene the crisis team to plan a course of action
 - b. Contact the student's parent(s) to inform them of the situation and to request a meeting later that day or the following day at the latest.
 - c. Obtain further information from the parent(s) concerning the student's mental health history including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the program administrator will ask for parental permission to speak with that professional.
 - v. A team member will contact the student's therapist (if applicable) and may also elect to contact an outside trained professional for further consultation.
 - vi. When the parent(s) arrive for the meeting, the program administrator and the person who interviewed the student will meet with them. The following points should be covered in the meeting:
 - a. The utmost seriousness of the situation.
 - b. The need for a suicidal risk evaluation at a medical or mental health facility as soon as possible. If possible, this appointment should be scheduled during the meeting.

- c. The need for continued monitoring of the student at home over the coming weeks.
- d. The need to "suicide-proof" their home, especially in removing the method the student has described in his/her plan.
- e. The need to obtain follow-up mental health counseling (explain that the school will be maintaining contact with the parent(s) to coordinate in-school support with out-of-school care).
- f. Information about resources the parent(s) can contact in case of an emergency.
- g. A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the therapist and other individuals as appropriate.

vii. If the parent(s) refuses to come to school, if they come but refuse to cooperate and/or if their response could be harmful to their child, the program administrator should explain that the school may be required to file a medical neglect report with DCYS. If necessary, such a report will be filed with DCYS (See Policy/Administrative Procedures 6.002 Concerning Protection of Children from Abuse/Neglect). In addition, the school will inform the parent(s) that they will not accept the student back into school until a formal mental health evaluation has taken place. This exclusion from school will be done in accordance with state regulations and should only be done if it is deemed to be in the best interest of the student. Finally, the school will follow medical emergency procedures if the circumstances warrant.

viii. Follow-Up:

- a. The following day a team member will contact the family to discuss their plans to provide professional help and support to the student and the team will meet to develop a plan of action for in-school support of the student.
- b. If the student returns to school the following day the teacher should inform the program administrator immediately.
- c. If the student is in school the following day, the team member who interviewed him/her the previous day will meet with him/her to offer continuing support.
- d. The team will continue to monitor the student and will meet periodically to review the case. Follow-up monitoring should include:

- I. Frequent contact with student
- II. Frequent contact with the student's therapist
- III . Contact with parent(s) as appropriate
- IV. Contact with staff and the student's friends as appropriate.

C. Low Level Risk: The student has some intent to kill himself/herself but has only a vague plan or no plan on how to do it with very low access to a possible method. Although they express feelings of hopelessness and helplessness, they are able to describe how things could change in order to do better.

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Procedures to be followed are the same as for mid-level risk.

D. Very Low Level Risk: The student has not seriously considered suicide and has no plan or method. He/she is experiencing feelings of intense pain but is willing to work to help change things.

- i. The program administrator will stress the availability of helping resources within the school.
- ii. The program administrator will discuss with the student the importance of involving his/her parents in order to obtain professional help in solving the student's problems.
- iii. The program administrator will convene the Crisis Team. The team will develop a plan of action to help the student and make a decision regarding parent contact.
- iv. Follow-Up:
 - a. The program administrator will contact the student's parent(s) if appropriate and discuss possible sources of professional help.
 - b. The program administrator will ask the parent(s) to sign a release form for sharing of information between the school and therapist, and will maintain frequent contact with the family.
 - c. If it is deemed not appropriate to contact parent(s) at this time, a member of the Crisis Team will continue to meet frequently with the student to offer support and help and encourage parent involvement.
 - d. If the student's condition deteriorates, immediate parent contact will be made.

Follow Up

Staff will be asked to monitor students who have been identified as within this situational category and should notify the program administrator or his/her designee if the student exhibits a more intensified pattern of distress or decline in academic/behavioral functioning.

Such students should also be monitored more closely following a suicide attempt or completion in the school community. All communication between staff and the program administrator regarding such students shall be treated confidentially.

For students identified at risk at the time of placement, a detailed individualized support plan will be established for in-school support and monitoring. This plan will be shared with all staff with whom the student will have regularly scheduled contact.

IV. SITUATION #3: STUDENTS WHO HAVE ATTEMPTED SUICIDE

Out of School Attempt

Staff Actions: The staff member who receives information concerning an attempted suicide will immediately contact the program administrator who will try to verify the information.

Administrative Actions: The program administrator will call a meeting of the Crisis Team as soon as possible the following day to develop a plan of action and to delegate responsibilities.

1. Contact the student's family for the purpose of verifying information, offering support and possible referrals and sharing information about the importance of careful monitoring of their child and "suicide proofing" the home.

Parent(s) will also be asked to meet with designated Crisis Team members prior to the student's re-entry to school. If the student is hospitalized, the parent(s) will be asked to sign release forms for sharing of information between the school and the hospital.

In addition, the school will make arrangements for a Crisis Team member to meet with the student in the hospital room when it is appropriate (this will reduce the sense of shame and alienation the student may feel and ease his/her re-entry to school).

2. Notification of staff: If the attempt is public knowledge, teachers should be informed. If knowledge of the attempted suicide is widespread and causing visible distress among the majority of students, staff may be asked to follow Appendix D, "Guidelines for Talking to Students About Suicide/Sudden Death". Staff who are uncomfortable doing this will be assisted by a Crisis Team member. An after-school meeting may be held to identify other "at risk" and "high risk" students and discuss concerns. If an attempt is not public, staff should be informed on a "need to know" basis.

3. Develop a plan to monitor and support "at risk" and "high risk" students. If circumstances warrant, contact their parent(s).

4. Develop a plan to meet with friends of the student who has attempted suicide. These students should be encouraged to discuss their feelings with the team members or other qualified adults.

Staff Follow-Up: Staff will be expected to monitor "at risk" and "high risk" students more closely following another student's suicide attempt.

Administrative Follow-Up:

1. Meet with parent(s) to plan for the student's transition back to school; strongly encourage family to follow through on counseling referral and to sign releases for sharing of information.
2. Develop a plan for in-school support of the student upon his/her return.

3. Continue to monitor other "at risk" and "high risk" students as needed.
4. Assign a team member to meet with the returning student and provide ongoing support upon his/her return to school.
5. Maintain contact with the student's family and therapist.

In-School Attempt

Staff Actions: The staff who become aware of the attempt will immediately inform the program administrator and nurse.

Administrative Actions:

1. The program administrator and nurse will follow school medical emergency procedures to get immediate medical help for the student.
2. Contact parent(s) in accordance with medical emergency procedures.
3. Continue with school day as normally as possible.
4. Convene emergency meeting of Crisis Team to develop a plan and to delegate responsibilities.
5. If students and/or staff have witnessed the attempt, take the following actions:
 - a. Have someone cover staff member(s)' classes while designated Crisis Team members meet with them to discuss their feelings; if they feel able to return to class encourage them to do so but discourage them from talking about the attempt with students.
 - b. Meet with students who have witnessed the attempt in small groups; offer individual support to those who need it. If students feel able to return to class encourage them to do so but discourage them from talking to other students about the attempt. Students should only be permitted to leave school in the company of their parent(s) or other responsible adults.
 - c. Meet with students who are close friends of the attempter to inform them and offer support.
 - d. If knowledge of the attempt is widespread throughout the school, teachers may be asked to following Appendix D, "Guidelines for Talking to Student's About Suicide/Sudden Death". Staff who are uncomfortable doing this will be assisted by a Crisis Team member.
6. Conduct an after-school staff meeting to review the day's events, identify students who may be in need of extra support, and develop a plan to monitor and support those students whose own risk may be increased as a result of the suicide attempt.

Staff Follow-Up:

1. Staff will expected to continue with the day as normally as possible.
2. Staff will encourage students who seem distressed to seek help from the Crisis Team.
3. Staff will be expected to monitor "at risk" and "high risk" students more carefully following another student's suicide attempt.

Administrative Follow-Up:

1. Continue to monitor "at risk" and "high risk" students and friends of the attempter.
2. Meet with the parent(s) to plan the student's transition back to school; strongly encourage them to follow through on counseling referrals and to "suicide-proof" home; sign release forms for sharing of information between school and therapist; maintain periodic contact with family and therapist.
3. Develop a plan for in-school support of the student upon his/her return.
4. Assign a Crisis Team member to meet with returning the student and provide ongoing support upon his/her return to school.

Special Issues

1. School knowledge vs. family privacy: The team should use its judgement in balancing the need of some school staff to know what has happened vs. the family's desire and right to keep the attempt as private as possible.
2. Family does not follow through on referral for counseling: The school, under the program administrator's direction, should make every attempt to encourage parent(s) to follow through on a referral for counseling. If the family refuses to obtain such help following a suicide attempt by their child, the school will explain that the school will be required to file a medical neglect report with DCYS and will file such a report (See Policy/Administrative Procedure 6.002 Concerning Protection of Children from Abuse/Neglect). In addition, the school will consult with the facility who treated the student to determine the best course of action in the interim.

V. SITUATION #4: STUDENT WHO HAS COMMITTED SUICIDE

Day of Suicide/Death

Staff Actions: The staff person who receives the information will immediately notify the program administrator who will verify the information.

Administrative Actions:

1. Notification of School Personnel

A. Out-of-School Hours Death

- i. Upon verification, the program administrator will notify the Executive Director, the Director of Special Education, members of the Crisis Team and other appropriate educational personnel (student's teacher, related services personnel).
- ii. The program administrator will consult with the Crisis Team and together they will contact other staff as appropriate.

B. In-School Hours Death

- i. Follow administrative and staff actions as above.
- ii. Convene emergency meeting of Crisis Team: The Team will meet immediately to develop a plan and delegate responsibilities. This should include:
 - a. prepare a written statement of facts
 - b. plan for contact with friends of student
 - c. plan who will be available for small group support
 - d. plan to support teachers who are uncomfortable telling students
 - e. plan who will deal with media
 - f. decide whether to involve outside consultants if needed and appropriate
 - g. decide who else should be notified (parents of friends, colleagues, PTA, etc.)
 - h. decide who will collect student's personal belongings
 - i. decide who will contact family
 - j. plan to monitor and support other "at risk" and "high risk" students
 - k. plan staff meeting(s)
 - l. other tasks as identified by members
- iii. Since most staff will be occupied, they should be notified of the basic facts (what, when, who) in writing and advised to follow designated procedures as outlined on the notification document.

2. Notification of Students

A. Out-of-School Hours

- i. The Crisis Team members will inform parent(s) of those students who were closest to the student who has committed suicide, ask them to share this information with

their own child and stress the availability of support at school.

ii. If these close friends are not notified the evening before, Crisis Team members should contact them as soon as they arrive at school, notify them and stress the availability of support.

iii. All other students should be notified as soon as appropriate.

B. In-School Hours

i. Before all staff are informed, those students who were closest to the person who has died should be informed by a Crisis Team member. In addition, the following guidelines should be observed:

a. If the student is already in a "risk" category and/or if the student is extremely upset and indicates that he/she may be suicidal, a preliminary assessment of suicidal risk should be done.

b. Stress the availability of support and develop a plan with the student about who he/she can go to for support in and out of school.

c. Give student the option of returning to class, continuing to meet with support personnel or going home (with parental approval).

d. Students should be allowed to leave school only if accompanied by a parent or other responsible adult.

ii. The classroom teacher or a Crisis Team member will inform students of the basic facts of the death and stress the availability of immediate and on-going support as specified in Appendix D, "Guidelines for Talking With Students About Suicide/Sudden Death". Students should be allowed to discuss as long as needed, to leave class for support or to call their parent(s) to go home.

3. Staff Meeting - See Appendix E

A. If a general staff meeting is held prior to informing students of the death, the meeting should focus on reviewing the "Guidelines for Talking with Students About Suicide/Sudden Death." Staff should also be told to be aware of those students who are "at risk" or "high risk" or other students who may not voluntarily seek help and should be referred.

B. If the general staff meeting is held after students are informed, the meeting should focus on reviewing the day's events and identifying students as above.

C. In either case, great sensitivity should be taken in responding to staff member needs. Staff will be experiencing all the feelings associated with the death and the availability of support for them should also be stressed. They should especially be encouraged to meet with a support staff person if they are experiencing guilt related to unobserved warning signs from the student or related to actions they may have taken with the student (discipline, grades, etc.)

4. End of Day Crisis Team Meeting

- A. Review day's events
- B. Modify previous support plans as needed
- C. Develop support plan for students who are in "risk" categories

Day Following Suicide/Death

Staff Actions: Staff should try to resume a normal class routine while being sensitive to encouraging distressed students to utilize the support services which are available.

Administrative Actions:

1. If the death occurred after school, on a prior day, follow procedures as previously outlined and as needed and consider setting aside first period of the day to inform students and discuss.
2. Return to normal as much as possible but continue to provide highly visible support. This support might consist of:
 - A. Small group discussions in visible places (library, etc).
 - B. Availability of counselors in private rooms for one-to-one support.
 - C. Use of gym to "work off" feelings
 - D. Participation in an action-oriented group which is focused on how to prevent further deaths.
3. An administrator and Crisis Team member(s) should visit the family to:
 - A. Offer condolences and support
 - B. Return personal possessions
 - C. Determine funeral arrangements and family wishes regarding student/staff attendance at funeral
 - D. Offer other assistance as needed and appropriate
4. Faculty meeting should be held daily for 2-3 days following suicide/sudden death.
5. Meetings of Crisis Team should take place as needed during the day, and after school to review the day and continue planning.

Second and Subsequent Days Following Death

Staff Actions: Continue to monitor "at risk" and "high risk" students and refer students to designated support centers as needed.

Administrative Actions:

1. Announce funeral arrangements
 - A. A delegation should be selected to officially represent the school and to be supportive to students who attend.
 - B. Staff should be allowed to attend as appropriate.
 - C. Students should be allowed to attend, preferably with their parent(s), or at the very least, with written parental permission.
2. Continue to monitor and support students - this may need to be intensified on the one week and one month anniversary of the death.
3. Maintain frequent contact with staff to facilitate identification of students who may need extra support; weekly meetings are recommended for the first month.
4. Take care of business related to student as appropriate.
 - A. Delete names from lists, mailing lists
 - B. Notify colleges to which the student has applied, if appropriate.
 - C. Other

Appendix C - Emergency Telephone Numbers

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| State of Connecticut Infoline | 211 (or 1-800-203-1234) | 24 Hours |
| St. Vincent's Hospital - ER | 576-5171 | |
| Bridgeport Hospital – ER | 384-3566 | |
| St. Raphael's Hospital | 789-3633 | |
| St. Francis's Hospital | (860) 714-2737 | |
| Danbury Hospital Crisis Intervention Unit | (888) 447-3339 (203) 797-7007 | 24 Hr. Crisis Line |
| Family Services Woodfield | 368-4291 | |
| CATS Child & Adolescent Services | 830-6082 | |
| Family Center | | |
| Westport | 227-3529 | |
| Greenwich | 629-2822 | |
| Darien | 655-0542 | |
| Trumbull Counseling Center | 261-5110 | |
| Bridges | 878-6365 | |
| Clifford Beers | 772-1270 | |
| Yale Child Study Center | 432-9993 | |
| Reach | 384-3377 | |
| Child Guidance | | |
| Bridgeport | 367-5361 | |
| Stamford | 324-6127 | |
| Stratford | 378-1654 | |
| Fairfield | 255-2631 | |
| Teen Crisis Service | | |
| Stamford | 323-9797 | |
| Hall-Brooke Foundation | 227-1251 | |

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|-----------------------------------|----------|
| Catholic Family & Social Services | |
| Bridgeport | 372-4301 |
| Stamford | 323-1105 |
| Norwalk | 750-9711 |

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| Council of Churches - Greater Bridgeport | |
| Janus House | 374-9473 |

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| Youth Options (Drug Abuse Programs) | |
| Darien/New Canaan | 655-8973 |
| Greenwich | 869-1349 |
| Stamford | 325-1511 |

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|------------|----------------|
| Four Winds | (914) 763-8151 |
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Informational Websites

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| Department of Children and Families “Connecticut Community KidCare” Resource Directory | www.state.ct.us/dcf/KidCare_directory/kidcare_index.htm |
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| Youth Services Bureaus | www.ctnonprofits.org/pages/humanservices/cysa.asp |
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| Bridgeport Police | 332-5541 Youth Division |
| Fairfield Police | 254-4835 Youth Division |
| Redding Police | 938-2564 |
| Easton Police | 268-4111 |
| Norwalk Police | 854-3008 Youth Division |
| Ridgefield Police | 438-6531 |
| Darien Police | 662-5300 |
| Stamford Police | 977-4640 Youth Division |
| Greenwich Police | 622-8030 Youth Division |
| Westport Police | 341-6023 Youth Division |
| Weston Police | 222-2600 |
| Wilton Police | 834-6260 |
| New Canaan Police | 594-3523 Youth Division |
| Trumbull Police | 452-5057 Youth Division 261-3665 Main # |
| Stratford Police | 385-4141 Youth Division |
| Monroe Police | 452-5446 Youth Division |

Appendix D - Guidelines for Talking to Students About Suicide/Sudden Death

1. Prepare students for the serious and tragic nature of the information you are about to share with them. Say that it is expected that this news will upset many of them and that both you and other staff are there to help them get through this.
2. Announce the facts of the situation and what actions are being taken as a result (i.e., all classes are being informed, counseling centers are being set up, etc.).
3. Allow students to react; pay special attention to the following:
 - A. Dispel any rumors or unconfirmed information.
 - B. Stress that we each react differently to tragedies and must respect one another's feelings and ways or reacting.
 - C. Point out that grief, sadness, anger, guilt, fear and disbelief are all normal reactions to such news.
4. Convey a sense of acceptance for all the feelings expressed, avoid judgemental or value statements about anyone's feelings.
5. Note that some people's feelings will be stronger than others and that individual help is available (name where and with whom) for those who want to discuss their feelings further with someone.
6. If students' reactions seem particularly intense or you feel unable to respond to them adequately, strongly encourage them to seek assistance from one of the designated counseling centers. Offer to accompany them to the center after class. Refer to Crisis Team.
7. If students have questions you are unable to answer or if you are feeling uncomfortable in the discussion, summon a Crisis Team member to assist you.
8. Encourage students to be supportive of one another but stress the importance of seeking help or encouraging their friends to seek help from adults if their feelings seem more intense or persistent than "normal".
9. Reassure students that they are not responsible for what happened - discourage guilt and unrealistic "hindsight regrets". Instead, focus discussion on how they might use what they now know to avoid similar tragedies in the future.
10. Stress that the feelings students now have are temporary and will diminish with time; display your own sense of assurance that things will get better.
11. In cases of suicide, avoid glamorizing the death or dead person. Stress that this was a tragic and unnecessary event.

12. In cases of suicide, avoid focusing on the details or circumstances that led up to the person's death; stress that suicide is a permanent solution to a temporary problem and focus discussion on how the person might have gotten help to avoid this tragic ending. Stress that suicide is not a normal reaction to life's setbacks.
13. Allow students who do not want to participate in the discussion to study quietly in the room or seek assistance from one of the counseling centers. Don't assume that the lack of a visible reaction means the student has no reaction.
14. Allow as much time as students seem to need for the discussion. Try to move discussion toward how students can help one another express sympathy for the family and help to prevent (in the case of suicide) similar tragedies.
15. Students who wish to memorialize the dead person in some way should be referred to a Crisis Team member.
16. End the class by reminding students of the counseling and support services that are available.

Appendix E - Guidelines for Faculty Meeting to be Used Following Suicide or Sudden Death

1. Distribute written statement of facts; dispel any rumors or misinformation.
2. Inform faculty of what actions have been taken up to now (i.e., confirmation of facts, contact with family, notification of key personnel, Crisis Team meeting, funeral arrangements, etc.).
3. Announce administrator, Crisis Team roles and contact persons for responding to outside requests for information from police, media, parents, etc.
4. Allow staff to react, ask questions and express feelings. Staff should be encouraged to discuss feelings; point out that understanding their own feelings will make it easier for them to deal with student feelings.
5. Point out availability of support services for staff as well as students; review who will be available, when and where.
6. Review plan to inform students and Appendix D - Guidelines for Talking to Students About Suicide/Sudden Death; stress availability of Crisis Team members to assist and support staff who are uncomfortable leading class discussion.
7. Discuss need to monitor possible and known "at risk" and "high risk" students more carefully. Review Appendix A and B and staff responsibilities as outlined in suicide procedures.
8. Review plan for school day; announce after-school faculty meeting schedule during crisis period.
9. In subsequent faculty meetings:
 - A. support staff and encourage discussion of their feelings
 - B. identify any problems that have arisen and problem-solve
 - C. identify "at risk" and "high risk" students; develop a plan for monitoring and supporting them
 - D. brainstorm and assign tasks such as: removal of student's belongings, notification of colleges, deletion of student's name from lists, etc.

6.006. Policy Concerning Chemical Health and Student Substance Abuse

The indiscriminate use and abuse of drugs and alcohol is a major problem in our society. It affects virtually every segment of our population without regard to age, sex, race or economic condition. Within the context of this major social problem, Cooperative Educational Services commits itself and the resources of the agency to assuming its leadership role in working to create an educational environment which encourages and values freedom from drug and alcohol abuse.

Through the use of a chemical health curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, clear statements of conduct and disciplinary procedures and the provision of resource information about available drug and alcohol counseling and rehabilitation services, C.E.S., in cooperation with students, parents, local school districts, law enforcement officials and community agencies, will work to educate, prevent and intervene in the abuse of all drug, alcohol and mood altering substances by the entire student population.

Consistent with Connecticut General Statute Section 10-19(a) and the Drug-Free Schools and Communities Act of 1989 (20 U.S.C. §7101), C.E.S. endorses the concept of substance abuse prevention and will annually provide age-appropriate and developmentally-based drug and alcohol education and prevention programs which convey a "No Use" message and addresses the legal, (citizenship) social (character and personality development) and health consequences of drug and alcohol use. Consistent with Connecticut General Statute Section 10-221(d) and the 20 U.C.S. §7101, et seq., it is the policy of C.E.S. to prevent and prohibit the possession, use and/or distribution of any controlled substance, except as provided in the agency's Administration of Medication Policy/Procedures, alcohol or drug paraphernalia at any time on school property, at school-sponsored events or on C.E.S. transportation vehicles.

The Executive Director is authorized to establish administrative procedures, including annual parent, staff and student (as deemed appropriate) notification and appropriate staff training, so as to ensure that the rules, regulations and guidelines shall be consistently followed by all C.E.S. students and educational personnel consistent with agency policy and federal/state laws.

ADOPTED: September 19, 1989
REVISED: February 25, 1993
REVISED: June 1, 2000
REVISED: October 20, 2003

6.006A. Administrative Regulations Concerning Chemical Health
and Student Substance Abuse

I. Rules and Regulations:

A student on school grounds, during a school session, at a school-sponsored activity/event or on a school bus who is under the influence of alcohol, drugs or mood altering substances, or possesses, constructively possesses or holds, uses, dispenses, sells or aids in the procurement of alcohol, narcotics, controlled substances restricted drugs, mood altering substances or any substance purported to be a restricted substance or demonstrates a significant abuse of over the counter drugs, shall be subjected to discipline up to and including referral for prosecution pursuant to the provisions, procedures and sanctions as outlined in the following administrative regulations. Inspection for the location of drugs, narcotics, or alcohol may be conducted in accordance with agency procedures pertaining to administrative searches and seizures (see Appendix A). Such search and seizure may involve school lockers, cars on school property, clothing, purses, book bags, books and other personal property. Reasonable efforts will be made to secure the student's voluntary agreement to the search and to have the student present at the time of the search. All confiscated drugs/alcohol will be turned over to the police.

Prescription medications are to be construed as exceptions to this policy when used by the student for whom they are prescribed in the manner and amount prescribed. Consistent with C.E.S.' Policy and Procedures for Administration of Medication, requests for self-administration of medication during school hours/school sponsored activities must be accompanied by a an authorized prescriber's written order for self-administration and written authorization from the student's parent/guardian. Approval for self-administration of medication will be granted by the school nurse and program administrator only if a) it is determined appropriate for the student to self administer medication; b) the student can maintain control of the medication in a safe and appropriate manner; and c) a plan for general supervision by the school nurse of self-administration of medication by said student is established.

All C.E.S. educational personnel have a positive obligation to be aware of the condition of the students they serve. Staff members should be alert to behavior changes which signal that a student may be involved in substance abuse. Staff members should also be alert to student activities which may involve illegal possession, distribution or use of alcohol or drugs and should not be reluctant to confront students when actions are suspicious or warrant investigation. All C.E.S. educational personnel/professionals have a responsibility to immediately share with their program administrator any observations of student behavior which appear to be related to the possibility of possession, use, and/or distribution of any controlled substance, alcohol or drug paraphernalia. The program administrator in turn, has the responsibility to follow the regulations related to substance abuse.

Parents, students when deemed appropriate, and staff will receive information about the agency policy and administrative regulations on an annual basis via parent/student guides and staff guides, respectively. The parent/student guide will list all potential student violations and corresponding sanctions (see Appendix D). Parents may seek a copy of the full policy and administrative regulations by making a written request to their child's program administrator. Staff will receive training on substance abuse risk factors and agency regulations they must follow when suspecting a student of substance abuse. A copy of the full policy and administrative regulations will be available for review in the main office of each program, each classroom, and office area.

II. Definition of "Terms":

CONFIDENTIALITY - Program administrators, teachers, guidance counselors, school nurses, social workers and psychologists, pursuant to law, must respect the confidential communications and may not reveal them to any court or investigative agency without the permission of the student or his/her parent or guardian. Official actions taken by C.E.S. programs and program personnel in regards to the enforcement of this policy and not involving confidential communications may include communication with the police regarding illegal activity by student. In addition, program personnel should explain to students that they may not maintain confidentiality if student communications with respect to drug and alcohol abuse or any alcoholic or drug problem reveal that he/she is at risk of self-injury, posing an injury to another or if the student may be placing themselves or another in a life-threatening situation.

DISTRIBUTION - To give an illegal substance to another person, regardless of whether or not there is compensation.

DRUGS - Any alcoholic beverage, controlled substance, illegal substance, mood altering substance, narcotic or prescribed or over the counter medication for which the student does not have a prescription and physician/parent consent form on file in the school health office.

DRUG PARAPHERNALIA - Any object or device used, intended for use or designed for use in ingesting, inhaling, injecting or otherwise introducing a drug into the human body or any object or container used, intended for use or designed for use in storing, concealing or distributing controlled substances.

POSSESSION - Any possession of drugs which is unlawful under Connecticut State Law.

USE - To ingest, inhale, inject or otherwise use a drug to reach the bloodstream or digestive tract.

STUDENT ASSISTANCE TEAM - A team of specialists existent in a C.E.S. program who have been trained in the handling of substance abuse issues. Normally the team will include the school nurse, program administrator, school social worker and school psychologist.

SUSPENSION - A disciplinary action/decision defined as exclusion from regular school activity (in-school suspension) or exclusion from in school privileges or from transportation services.

III. Primary Prevention Procedures:

The following efforts will be undertaken in order to promote conditions that reduce the risk of possible substance abuse by students.

EDUCATION C.E.S. will foster a learning environment that conveys to students a "No Use" alcohol and drug message and that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

1. The effect of alcohol, nicotine or tobacco, and of drugs on health, character, citizenship and personality development shall be taught every academic year to all students in accordance with their individualized education program (IEP) and/or the agency's planned, ongoing and systematic program of instruction.
2. C.E.S. also recognizes the need to insure that its drug and alcohol education program is offered in the form of age-appropriate and developmentally based learning objectives and activities that will have meaning to the wide range of students served in its various special education programs.
3. Such instruction will be provided to all students served by the agency's school-based programs from early childhood level through grade/grade equivalency 12, except for those students who may be exempt from such instruction, due to the severity of their disability, by formal Planning and Placement Team (PPT) action by their responsible school district.

RESOURCES C.E.S. will develop and maintain a listing of available drug and alcohol assessment, counseling and rehabilitation and re-entry programs that are available to students and their families for the purposes of education and referral resources (Appendix B).

1. Pupil personnel staff will contact such agencies to familiarize them with C.E.S. student populations and to determine that they have appropriately certified personnel to provide substance abuse assessment and/or counseling services.
2. Pupil personnel staff will provide such agencies requested information about C.E.S. programs that will better enable school personnel and parents of students to access such resources.
3. C.E.S. administrative personnel will contact local law enforcement agencies in an effort to establish collaborative working relationships in the prevention and intervention of substance abuse by students.
4. C.E.S. will make pupil personnel staff resources available for students who may require prevention and intervention counseling as a result of disabilities that heighten the risk of substance abuse.

TRAINING C.E.S. will develop inservice programs for administrators, teachers, school paraprofessionals, certified and licensed pupil personnel and related services staff for purposes of enhancing their ability to recognize those students who may be vulnerable to, or at risk for substance abuse; to provide age-appropriate and developmentally based education and prevention programs to assigned students; and to carry-out prescribed administrative regulations pertaining to the use, possession or distribution of alcohol and drugs by students.

1. The agency policy and administrative procedures will be annually provided to all educational personnel/professionals and will be reviewed by Program Administrators at a staff meeting at the beginning of each school year.
2. The C.E.S. Professional Development Committee will plan inservice training programs to enhance the ability of staff to identify students at risk for substance abuse and the ability

of instructional personnel to provide age-appropriate developmentally based drug/alcohol education and prevention programs.

STUDENT ASSISTANCE TEAMS (SAT) C.E.S. programs may, where appropriate, establish a student assistance program for the purposes of handling substance abuse issues.

IV. INTERVENTION PROCEDURES/SANCTIONS:

The following administrative procedures and sanctions are intended to guide actions of C.E.S.' education personnel regarding student substance abuse situations or violations of standards of conduct by students related to alcohol or drug use, possession or distribution:

A. A student seeks alcohol or drug related help or advice for himself/herself or for a friend from a staff member.

Immediate Action - The staff member shall inform the student of the availability of professional help and his/her rights in receiving such help. The staff member shall encourage the student or friend via the student to meet with a pupil personnel staff member or Student Assistance Team member to access such help. The staff member should seek the student's approval to discuss the matter with the appropriate staff members including the program administrator so as to solicit their support in seeking assistance.

Investigation - Not applicable if student accepts referral to program administrator, pupil personnel staff member or Student Assistance Team member. If student does not except referral, the staff member should monitor the student and make continued attempts to have student seek assistance.

Notification of Parents/Guardian - Only with written consent of the student or when risk of injury to student or other requires that confidentiality not be maintained. However student should be encouraged to work with pupil personnel or SAT staff member to involve parents.

Notification of Police – While a professional employee may not be required to disclose any information acquired through a professional communication with a student when such information concerns alcohol or drug abuse or alcoholic or drug problem of such student, if such employee obtains physical evidence from such student indicating that a crime has been or is being committed by such student, such employee is required under Conn. Gen. Stat. §10-154a to turn such evidence over to school administrators or law enforcement officials within two schools days after receipt. Any physical evidence surrendered to a school administration shall be turned over by such school administrator to the Commissioner of Consumer Protection or the appropriate law enforcement agency within three school days after receipt of such physical evidence, for its proper disposition.

Confidentiality - Confidentiality is to be maintained unless the safety of the student or others requires consultation with the program administrator. Such safety considerations would include observation of suicide warning signals, use of alcohol or drugs in such a manner as to constitute a threat to the student's life or a threat to the safety of others.

Disposition of Substances - When applicable, the staff member shall provide the alcohol/drugs to the program administrator who in turn will contact the local police department within 48 hours to request their assistance in the disposition of substances/paraphernalia.

Follow-Up Actions - The student will be monitored by staff members and if behavior suggests continued use, the staff member will refer student to pupil personnel or SAT staff member.

Sanctions - None, unless student actually violates agency substance abuse rules.

B. A staff member is concerned about student behavior, poor classroom performance, tardiness, absenteeism, persistent fatigue or persistent failure to perform required work which may suggest alcohol or drug abuse.

Immediate Action - Staff member should:

1. observe and record inappropriate behavior
2. discuss behavior with student
3. ask for change in student's behavior
4. evaluate behavior again two weeks or more immediately upon any concern for student safety
5. notify program administrator
6. if satisfactory change does not occur, and if the student exhibits numerous characteristics (i.e., 5 or more) in the Behavior Checklist in Appendix C, refer student to pupil personnel or SAT team member.

Investigation

1. Program administrator or his/her designee will meet with the student.
2. The pupil personnel or SAT staff member will interview student and based on information obtained take appropriate action(s).
3. Inform responsible school district as deemed necessary.

Notification of Parents/Guardian

1. Notify upon referral of student. Exceptions may be made at the discretion of program administrator.
2. Inform parents if pupil personnel or SAT staff member recommends outside referral be made.

Notification of Police - Not appropriate unless staff receives knowledge of illegal activity by student.

Confidential Information - Confined to those with a need to know as required by agency policy/procedures. When conversations with student reveals activity that might be harmful to himself/herself or others, the student is informed that information must be shared with the program administrator.

Disposition of Substance - When applicable, the program administrator will contact local police department within 48 hours to request their assistance in the disposition of substances/paraphernalia.

Follow-Up Action

1. If substance abuse/use is established, the program administrator in collaboration with pupil personnel or SAT staff member and in consultation with responsible school district will refer student for appropriate substance abuse assessment.

2. Other actions may include:

- a. monitor student with at least a monthly review
- b. school-based services by pupil personnel staff member
- c. parent conferences
- d. referral to school-based student support group
- e. request that responsible school district convene PPT meeting

Sanctions - None required, unless behavior exhibited by student violates C.E.S. Student Disciplinary Policy/Procedures.

C. A student demonstrates symptoms of possibly being under the influence of alcohol or drugs.

Immediate Action - The staff member shall immediately inform the program administrator and school nurse. The student will be escorted to the school nurse's office. All standard health and first aid procedures will be followed. When the school nurse determines that alcohol or drug use is potentially involved the situation will be handled as a medical emergency and the student will be transported immediately to an area hospital following C.E.S. medical emergency procedures.

Investigation

1. If drug use is suspected, the program administrator will initiate the investigation procedures normally employed when a student is apprehended for drug possession.
2. The school nurse will document physiological symptoms exhibited by student.

Notification of Parents/Guardian - The program administrator or his/her designee will contact the parents/guardians immediately to describe the situation and request that the parent come to school immediately or to the local hospital where the student has been transported for medical assistance. If parents/guardians are unavailable the emergency contact person designated by the parents/guardian will be contacted.

Notification of Police - The local police department will be contacted when drug use is suspected.

Confidential Information - Confidentiality will be confined to those with a need to know as required by agency policy/procedures.

Disposition of Substances - If a substance is discovered it will be provided to appropriate medical personnel to assist in determining appropriate treatment. It will then be sealed, documented and submitted to the police for analysis and possible use in further proceedings.

Follow-Up Activities

1. If substance abuse/use is established the program administrator in collaboration with pupil personnel or SAT staff members and in consultation with the responsible school district will refer the student for a substance abuse assessment and/or counseling services.
2. Other actions may include:
 - a. monitor student with at least a monthly review
 - b. school based services by pupil personnel staff member
 - c. parent conferences
 - d. referral to school-based support groups
 - e. request that responsible school district convene a PPT meeting

Sanctions

1. 1st Offense - Immediate 3 day suspension and a referral to an appropriate agency for a substance abuse assessment. The scheduling of the evaluation must take place within 3 school days of the offense or the student will receive an additional 3 day suspension.
2. 2nd Offense - Immediate 5 day suspension and a referral to an appropriate agency for a substance abuse assessment and/or counseling. The scheduling of this service must take place within 5 school days of the offense or the student will receive an additional 5 day suspension. C.E.S. will also request that the responsible school district convene a PPT meeting to discuss the 2nd offense and that future violations of the agency substance abuse policy/rules/regulations will result in dismissal from the C.E.S. program.
3. 3rd Offense - Immediate 10 day suspension and a referral to an appropriate agency for a substance abuse assessment and/or counseling. During the period of suspension, C.E.S. will request that the responsible school district convene a PPT meeting at which time C.E.S.

will recommend that the student be dismissed from his/her C.E.S. program.

D. A student is caught in possession of alcohol or drugs or distributing alcohol.

Immediate Action - The staff member will escort the student to the program administrator's office or summon the program administrator to their location to confiscate the alcohol/drug.

Investigation - The program administrator will request that the student voluntarily hand over all alcohol, drugs or drug-like substances. If the student does not voluntarily hand over the substances, the student's person, locker, desk and all personal property may be searched in accordance with the agency search/seizure regulations. The student shall not be left alone.

Notification of Parents/Guardian - The program administrator will contact the parents/guardian immediately to describe the situation and request that the parent come to the school immediately or sooner if police investigation reveals presence of drugs in paraphernalia.

Notification of Police - The program administrator will contact the local police department to inform them of the situation and request that they come to school to investigate the situation.

Confidential Information - Confidentiality will be confined to those with a need to know as required by agency policy/procedures.

Disposition of Substances - Any alcohol or drug-like substance discovered will be sealed, documented and submitted to the police for analysis and possible use in further proceedings.

Follow-Up Action

1. The student will be referred to an appropriate agency for substance abuse assessment and/or counseling services.
2. Other actions may include:
 - a. monitor student with at least a monthly review
 - b. school based services by pupil personnel staff member
 - c. parent conferences
 - d. referral to school-based support groups
 - e. request that responsible school district convene a PPT meeting

Sanctions

1. 1st Offense - Immediate suspension for a minimum of 5 days plus referral to an appropriate agency for a substance abuse assessment. Scheduling of this evaluation must take place within 5 school days of the offense or the student will receive an additional 5 day

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suspension. C.E.S. will request that the responsible school district convene a PPT meeting to

discuss the offense and that future violations of the agency substance abuse policy/rules/regulations will result in dismissal from the C.E.S. program.

2. 2nd Offense - Immediate suspension for a minimum of 10 days plus referral to an appropriate agency for a substance abuse assessment. During the period of suspension C.E.S. will request that the responsible school district convene a PPT at which time C.E.S. will recommend that the student be dismissed from his/her C.E.S. program.

E. A student is caught with any type of paraphernalia normally associated with the use of drugs.

Immediate Action - The staff member will escort the student to the program administrator's office or summon the program administrator to their location to confiscate the paraphernalia.

Investigation - The program administrator will request that the student voluntarily hand over all paraphernalia in his/her possession. If the student does not voluntarily hand over the paraphernalia, the student's person, locker, desk and all personal property will be searched in accordance with the agency's search/seizure regulations. The student shall not be left alone.

Notification of Parent/Guardian - The program administrator will contact the parent/guardian immediate to describe the situation and to arrange for a meeting within 3 days of the date of the offense.

Notification of Police - The program administrator will contact the local police department to request that they come to the school to take possession of the paraphernalia and analyze it for possible presence of drugs. The police may be asked to meet with the student and parent/guardian to discuss the seriousness of the situation.

Confidential Information - Confidentiality will be confined to those with a need to know as required by agency policy/procedures.

Disposition of Substance - Any paraphernalia discovered will be sealed, documented and submitted to the police for analysis and possible use in further proceedings.

Follow-Up Actions - A meeting will be held with the student's parent/guardian and student (and police if deemed necessary) to discuss the seriousness of the situation. 1. If drug use or possession is confirmed by the police analysis of paraphernalia confiscated, follow-up actions for situations D will be followed. 2. If no drug use or possession is confirmed or there is a significant delay in analysis procedures, other actions may include:

- a. monitor student with at least a monthly review
- b. school-based services by pupil personnel staff member
- c. additional parent conferences
- d. referral to school-based student support groups
- e. request that responsible school district convene a PPT meeting

Sanctions - If drug use or possession is confirmed follow sanctions for situation D. If no drug use or possession is confirmed sanctions will be as follows:

1. 1st Offense - Immediate two day suspension plus a referral to an appropriate agency for a substance abuse assessment.
2. 2nd Offense - Immediate suspension for a minimum of 3 school days plus a referral to an appropriate agency for a substance abuse assessment. The scheduling of this evaluation must take place within 3 school days of offense or the student will receive an additional 3 day suspension. C.E.S. will request that the responsible school district convene a PPT meeting to discuss the 2nd offense and that future violations of the agency substance abuse policy/rules/regulations will result in dismissal from the C.E.S. program.
3. 3rd Offense - Immediate 5 day suspension and a referral to an appropriate agency for a substance abuse assessment and/or counseling. C.E.S. will request that the responsible school district convene a PPT meeting at which time C.E.S. will recommend that the student be dismissed from his/her C.E.S. program.

F. A student is caught distributing drugs.

Immediate Action - The staff member will escort the student to the program administrator's office or summon the program administrator to their location to confiscate the alcohol/drug.

Investigation - The program administrator will request that the student voluntarily hand over all alcohol or drugs, or drug like substances. If the student does not voluntarily hand over the substances, the students' person, locker, desk and all personal property may be searched in accordance with the agency search/seizure regulations. The student shall not be left alone.

Notification of Parent/Guardian - The program administrator will contact the parent/guardian immediately to describe the situation and request that the parent come to the school immediately.

Notification of Police - The program administrator will contact the local police department, inform them of the situation and request that they come to school to investigate the situation for possible prosecution.

Confidential Information - Confidentiality will be confined to those with a need to know as required by agency policy/procedures.

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Disposition of Substances - Any alcohol or drug-like substance discovered will be sealed, documented and submitted to the police for analysis and possible use in further proceedings.

Follow-Up Actions

1. The student will be referred to an appropriate agency for a substance abuse assessment and/or counseling services.
2. Other actions may include:
 - a. parent conferences
 - b. request that responsible school district convene a PPT meeting

Sanctions - Immediate suspension for up to 10 days and referral to an appropriate agency for a substance abuse assessment. Regardless of this being a first offense while in attendance at a C.E.S. program, C.E.S. will request that the responsible school district convene a PPT meeting at which time C.E.S. will recommend that the student be dismissed from his/her C.E.S. program.

G. A student is caught using alcohol or drugs or possessing alcohol or drugs in a student owned/operated vehicle.

Any student who owns and/or operates a vehicle on C.E.S. grounds or for C.E.S. sponsored activities must accept responsibility for the vehicle and the contents of the vehicle. This responsibility subjects the student operator/owner to the full ramifications of this policy, its rules and sanctions. Procedures and sanctions as outlined for use (C) and possession (D) will be followed.

V. READMISSION TO C.E.S. FOLLOWING DISMISSAL DUE TO SUBSTANCE ABUSE VIOLATION

The responsible school district PPT may refer the student for readmission to a C.E.S. program after 1 year from the date of dismissal. If such a request is made, the responsible school district will be required to provide written evidence that he/she has successfully completed a program that includes rehabilitation, treatment and counseling. If re-entry is approved, it will be understood that any subsequent offense will result in immediate dismissal without the privilege of readmission under this policy.

If C.E.S. offers a specific drug/alcohol rehabilitation program which is determined to potentially meet the student's individual needs, these time limits may be waived.

VI. DOCUMENTATION

All actions and sanctions taken with respect to investigation of alcohol or drug use, possession or distribution should be documented by staff members utilizing incident report forms. Minutes of all

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disciplinary hearings should be documented. These records should be maintained in accordance with the C.E.S. Confidentiality of Student Records policy and procedures.

VII. EVALUATION PROCEDURES

C.E.S. will undertake a planned periodic evaluation and updating of the agency policy and administrative procedures concerning chemical health and student substance abuse.

Appendix A

Search/Seizure Policies & Procedures

Appendix C
Listing of Risk Factors

Appendix B

Listing of Substance Abuse Resources

Appendix A

STUDENT: SEARCH AND SEIZURE REGULATIONS

A. Locker and Desk Searches: The C.E.S. Representative Council provides lockers, storage areas and desks as depositories for students' personal belongings and school-related materials. Students are required to store personal belongings and school-related materials exclusively in their desks or lockers/storage areas but have no privacy interest in their desks or lockers/storage areas. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all student desks and lockers/storage areas.

Consistent with Connecticut Education law, the Representative Council authorizes C.E.S.' administration to perform searches of student desks, lockers/storage areas or other school property available for use by students if: 1) there is reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating either the law or the rules of the school; 2) the measures adopted to conduct the search are reasonably likely to produce evidence of a violation; and 3) the physical safety of members of the school community or the prevention of disruption to school operations warrant such action.

Students shall be responsible for maintaining desks and lockers/storage areas in an orderly and sanitary condition. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all desks and lockers/storage areas. Consequently the school administration may open and examine any desk or locker/storage area when the physical safety of members of the school community or the prevention of disruption of school operations warrants such action.

B. Student Searches: In order to maintain safety in C.E.S. programs it may be necessary to conduct a search of the personal property or clothing of any student suspected of concealing any weapon, illegal substance or other dangerous object or material or other fruits of a crime. The program administrator or his/her designee is authorized to search a student's personal property or clothing where there exists reasonable grounds for suspecting the search will produce evidence that the student has violated or is violating either the law or school rules. This type of search can occur when reasonable suspicion exists and may include a search of student's book bag, lunch bag, other personal belongings or outer clothing garments. Every effort will be made to encourage the student to cooperate with such a search. If the student becomes non-compliant, the clinical staff may be engaged to encourage the student to comply. If resistance persists, local police intervention may be requested to assist with such a search.

In cases of a proposed search of a student's person such a search will be limited to a "frisking" or "pat down". When feasible, the Division Director or Program Administrator will be consulted prior to a search of this kind. The administrator or his/her designee shall be expected to use sound professional judgement in deciding whether a search should be conducted. This form of search will only be conducted in a private area when deemed feasible and shall only be conducted by a clinical or certified staff member of the same sex of the student and in the presence of a second person of the same sex (if possible). Whenever possible the program administrator should be present.

In exercising a judgement to conduct such a search, the administrator or his/her designee shall

determine whether such a search would be intrusive in light of the student's age and the nature of the infraction/suspected infraction. The student will initially be asked to empty the contents of all pockets, remove shoes/socks or his/her coat and turn their pockets inside out. If they fail to comply, the staff member conducting the search may press his/her hands against the pockets to check for suspected objects. Additionally, the cuffs of the student's pants may be checked and/or the student's shoes/socks or coat may be removed.

Every effort will be made to encourage the student to cooperate with such a search. In addition, whenever possible a student's parents will be advised prior to conducting such a search. If the student becomes non-compliant or resistant, the local police may be contacted to assist with such a search.

A search of a student which is more intrusive than a "frisking/pat down", shall be conducted only when there exists a potential threat to the physical safety of the student or other members of the school community and/or there exists reasonable grounds that the search will turn up evidence that the student has violated or is violating C.E.S. policies or the law pertaining to the possession of weapons, dangerous objects, illegal substances or similar contraband. In such instances the local police will be contacted to assist the program administrator or his/her designee with the search. In addition, whenever possible a student's parents will be advised prior to conducting such a search.

In cases of a search of the student's belongings or person, an appropriate incident report shall be completed within one (1) school day of the event detailing the specific violation, the activities undertaken, all persons involved and the outcome of the search. The student's parent(s) will be contacted by telephone to explain the circumstances leading to the search as well as other pertinent information about the search. When deemed necessary, a meeting with the student's parent(s) will be arranged to help form a plan to prevent future issues and if necessary formulate a plan for including regular searches in the treatment plan for that student.

Appendix B - Resources for Assessments & Counseling

| <u>Agency</u> | <u>Address</u> | <u>Phone</u> | <u>Services*</u> |
|--------------------------------------|----------------------------------|--------------|------------------|
| Infoline | | 211 | |
| Bridgeport Child Guidance Infocus | 180 Fairfield Ave. Bridgeport | 394-6529 | E & C |
| Hall-Brooke Foundation | 47 Long Lots Rd. Westport | 227-1251 | E & C |
| Norwalk Hospital | Maple St. Norwalk | 852-2000 | E & C |
| Silver Hill Foundation | 208 Valley Rd. New Canaan | 966-3561 | E & C |
| Southwest Community Health | 361 Bird St. Bridgeport | 330-6000 | E & C |

* E – Evaluation; C – Counseling

CONN. & NATIONAL RESOURCES FOR INFORMATION:

| | |
|--|--|
| American Council on Drug Education | (800) 488-DRUG |
| National Association for Children of Alcoholics | (888) 554-COAS |
| National Clearinghouse for Alcohol & Drug Info. | (800) 729-6686 |
| National Federation of Parents for Drug Free Youth | (800) 554-5437 |
| CT Communities for Drug Free Youth | (203) 838-3224 |
| CT Clearinghouse | (800) 232-4424 |
| Drugs Don't Work | (800) 422-5422 |
| Narcotics Anonymous | (800) 627-3543 |
| Alanon | (888) 825-2666 |
| Alcoholics Anonymous – website | www.ct.aa.org |

| | |
|-------------------|---------------------------|
| Bridgeport Police | 332-5541 – Youth Division |
| Fairfield Police | 254-4835 – Youth Division |
| Redding Police | 938-2564 |
| Easton Police | 268-4111 |
| Norwalk Police | 854-3008 – Youth Division |
| Ridgefield Police | 438-6531 |
| Darien Police | 662-5300 |
| Stamford Police | 977-4640 – Youth Division |
| Greenwich Police | 622-8030 – Youth Division |
| Westport Police | 341-6023 – Youth Division |
| Weston Police | 222-2600 |
| Wilton Police | 834-6260 |
| New Canaan Police | 594-3523 – Youth Division |
| Trumbull Police | 452-5057 – Youth Division |
| Stratford Police | 385-4141 – Youth Division |
| Monroe Police | 452-5446 – Youth Division |

Appendix D
Summary of
Substance Abuse Sanctions

APPENDIX

SUBSTANCE ABUSE SANCTIONS

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

Policy 6.007. ADMINISTRATION OF MEDICATIONS POLICY

It is the policy of Cooperative Educational Services (C.E.S.) that students who require any medications to be administered during school hours, including school readiness hours and official school activities, shall be given said medication only with; 1) the specific written order of the **authorized prescriber** prescribing the medication and 2) the written authorization of the parent, guardian or student over the age of eighteen (18) years. The only exception is the aspirin substitute acetaminophen, which may be given to C.E.S. students in accordance with the written standing orders of the C.E.S. medical advisor and written authorization of the parent or guardian or student over the age of eighteen years.

The administration of medications (except those approved for self-administration,) shall be by the school nurse, or in the absence of such nurse, by a school administrator director or director's designee of the School Readiness Program or teacher or a licensed occupational or physical therapist or coaches and licensed athletic trainers during intramural and interscholastic athletics employed by C.E.S. Any school administrator, director or director's designee or teacher or a licensed occupational or physical therapist or coaches and licensed athletic trainers during intramural and interscholastic athletics designated to administer medication will receive training as to safe administration of medication. The administration of medication by a school administrator, director or director's designee or teacher or a licensed occupational or physical therapist or coaches and licensed athletic trainers during intramural and interscholastic athletics shall be under the general supervision of the school nurse.

The school nurse and the school medical advisor may jointly approve and provide general supervision to a designated school paraprofessional to administer medication , including but not limited to, a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death. Such medication will only be given by the paraprofessional with the specific written order of an authorized prescriber and the written authorization of the parent, guardian or student over the age of eighteen (18) years.

Students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including asthma inhalers and cartridge injectors for medically-diagnosed allergies may self-administer such medications . C.E.S. may also permit such students to self-administer other medications, excluding controlled drugs as defined in Section 10-212a-1 of the Regulations of Connecticut State Agencies. C.E.S. will accept requests for a student to self-administer medication during school hours, school readiness hours and official school activities only if accompanied by an authorized prescriber's written order for self-administration and written authorization for self-administration of medication from the student's parent or guardian or student over the age of eighteen (18) years. Such request will be reviewed and evaluated by the school nurse and school administrator. Approval for self-administration of medication will be granted by the school nurse and school administrator only if a) it is determined appropriate for the student to self administer the medication; b) the student can maintain control of the medication in a safe and appropriate manner; and c) a plan for general supervision by the school nurse of self-administration of medication by said student is established. All C.E.S. programs shall adhere to the State Regulations for administration of medication by school personnel in accordance with Connecticut General Statutes, including all statutes and regulations concerning immunity.

REFERENCES: 10-212(a) CGS *Administration of Medications by School Personnel and Administration of Medication During Before and After-School Programs and School Readiness Programs.*
P.A. No. 03-211 *An Act Concerning the Provision of Medical Care for Students' Health Care Needs*

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Policy 6.007A. Procedures for Administration of Medications

Procedures for administration of medications by school personnel are established by the C.E.S Representative Council and reviewed biennially, with advice and assistance from the supervisor of health services and approved by the C.E.S. school medical advisor.

Procedures for administration of medications to students shall be adhered to as follows:

1. Personnel

1a. Medication shall be administered by the school nurse or in the absence of such nurse, by a school administrator or teacher; the director or director's designee of the School Readiness Program or a licensed occupational or physical therapist or coach of intramural and interscholastic athletics trained in the administration of medication and designated by the school administrator. Personnel giving medications (other than the school nurse) shall be trained and monitored by that nurse and shall, on at least an annual basis, receive training in the safe administration of medication. Only those school administrators, director or director's designee; teachers or licensed occupational or physical therapists or coaches of intramural and interscholastic athletics trained in the safe administration of medication are allowed to administer medication. School administrators, director or director's designee, teachers, licensed occupational or physical therapists or coaches of intramural and interscholastic athletics may administer oral, topical, or inhalant medications. Injectable medications may be administered by a school administrator director or director's designee, or teacher or a licensed occupational or physical therapist or coach of intramural and interscholastic athletics only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. School administrators, director or director's designee, teachers, licensed occupational or physical therapists and coaches of intramural and interscholastic athletics may not administer investigational drugs.

1b. Licensed practical nurses may administer medications to students under C.E.S. policy after the medication plan has been established by the school nurse and if they can demonstrate evidence of one of the following:

- 1) training in the administration of medications as part of their basic nursing programs;
- 2) successful completion of a pharmacology course and subsequent supervised experiences, or
- 3) supervised experienced in medication administration while employed in a health care facility.

1c. A school paraprofessional may administer medication (including medication administered with a cartridge injector) to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death. The school paraprofessional may only administer medication for that student with 1) a written authorization of the student's parent or guardian 2) written orders from the authorized prescriber, 3) approval from the school nurse along with the medical advisor to administer the medication and 4) be trained in the administration of that medication.

1d. On an annual basis the C.E.S. shall review the need for administering medication to students in the School Readiness Program. A determination will be made as to the level of nursing services needed to ensure the safe administration of medication. The school nurse shall identify with the Director of the School Readiness program if any students need to receive medication during program hours. If such a need exists, the school nurse and Director of the School Nurse shall identify those personnel who will administer the medication. Those personnel shall be appropriately trained by the school nurse and supervise the administration of the medication.

2. Administration During School Hours, School Readiness Hours and School Activities

2a. Medication which shall be administered during school hours and school readiness hours includes any medication pursuant to the written order of an authorized prescriber and the written authorization of a parent or guardian of such child that must be administered during the hours that school is in session or during the hours of an official school activity. Over the counter medication will not be administered by school personnel unless specifically ordered by an authorized prescriber. Acetaminophen may be given during school hours or during the hours of an official school activity in accordance with the written standing orders of the C.E.S. medical advisor and the written authorization of a parent or guardian of such child or student over the age of eighteen.

2b. No medication will be administered during school hours or school readiness hours if the desired effect can be achieved by administering the medication outside of school. Contact will be made with parents/guardians and/or the authorized prescriber if question arise as to the need for a student to receive medication during school hours. If necessary for the well-being of the student to receive the medication during school hours or school readiness hours, arrangements will be made to do so. If it is deemed inappropriate by C.E.S. administrators and C.E.S. medical personnel to administer such medication during school hours or school readiness hours,, the parent and authorized prescriber will be so notified.

2c. Requests for a student to self-administer medication during school hours and official school activities will be submitted to and reviewed by the school nurse and school administrator. Requests must be accompanied by an authorized prescriber's written order for self-administration and written authorization

from the student's parent or guardian or a student over the age of eighteen (18) years. Approval of the request will be given if the student has demonstrated to the school nurse, the ability to self-administer medication in a safe and appropriate manner. The student must minimally be able to identify and select the appropriate medication by size, color, amount or other label identification and know the frequency and time of the day for which the medication is ordered. The student must be able to identify the presenting symptoms that require medication and be able to administer the medication appropriately. The student must demonstrate the ability to keep the medication in a safe and appropriate manner through out the school day. The student must cooperate with the established medication plan and seek adult supervision whenever warranted.

2d. The school nurse shall review the request for self-administration including the medication order from the physician and the parental authorization. The school nurse shall develop an appropriate plan for self-administration including plans for general supervision. The school nurse shall document the approved medication plan in the student's health record and inform the school administrator, school readiness director and other appropriate personnel that the student is self-administering prescribed medication. The plan for the student's safe transportation and maintenance of approved medication shall be included in the medication plan; documented in the student's health record and be shared with appropriate personnel. 2e. Such approval may be rescinded at any time by the School Administrator/School Nurse if it is deemed that the student has not carried-out the prescribed plan. The parent of the student and the prescribing physician will be informed of this decision and specific reasons which have led to revoking approval for the self-administration of medication.

2f. Unauthorized self-administration of medications by students shall subject the student to discipline pursuant to C.E.S.' Policies and Administrative Regulations for Chemical Health and Student Substance Abuse and C.E.S.' Policies and Administrative Regulations for Student Discipline and Dismissal Actions from C.E.S. Programs.

3. Written Authorization

3a. Medication will only be administered after the school program has received a written order from an authorized prescriber. The written order for said medication shall minimally specify the name of the drug and the dose, the route of the dose, the time(s) of school administration, and the duration of the order. The order shall be signed and dated by the authorized prescriber. The order from the authorized prescriber shall be renewed on at least an annual basis. Any changes in the original order for a medication must be received in writing and signed by the authorized prescriber. A verbal order, including telephone order for changes in

medication, can be received only by a school nurse. Such verbal orders must be followed by written orders within three (3) school days.

C.E.S. will provide to parents and guardians the “Authorization for Administration of Medication by School Personnel” forms. These forms should be used to obtain appropriate authorization from the authorized prescriber. The signed forms must be received by the school nurse, or in his/her absence, the school administrator. Prior to the medication being administered during the school hours, the signed forms and medication must be reviewed by the school nurse.

3b. Acetaminophen will be administered after the school program has received a written standing order from the C.E.S. medical advisor and written authorization from parent or guardian or student over the age of 18 years. The standing order will be renewed on at least an annual basis. The standing order from the medical advisor shall specify the specific medication to be given, the dose to be given based upon the age and weight of the student and the symptoms for which the medication can be given. The standing order will also specify the number of doses that can be given for each instance of presenting symptoms.

4. Parental or Guardian Consent

4a. Parental or guardian consent to have school personnel administer medication must accompany the authorized prescriber’s order. If there is any change during the school year, in the original order for a medication, a new order will be necessary. Parent or legal guardian must assume total responsibility for replenishing and keeping track of the amount remaining of their child’s medication. Consent from parent or guardian must be renewed on at least an annual basis.

4b. Consent from the parent or guardian must be received prior to giving a student the aspirin substitute acetaminophen in accordance with the standing orders of the C.E.S. medical advisor. Consent from parent or guardian must be renewed on at least an annual basis. The school nurse will keep a supply of the specific acetaminophen ordered by the medical advisor.

5. Handling, Storage and Disposal of Medication

5a. All medication, except those approved for self-medication and those authorized by standing orders from the medical advisor, shall be delivered to school by the parent, legal guardian or other responsible adult and received by the school nurse or school administrator. The school nurse must examine on-site any new medication; medication order and permission form and develop a plan of administration before any medication is given by any school personnel. The school nurse will ensure that the acetaminophen authorized for administration by the standing orders of the medical advisor is obtained and examined on-site.

5b. All medications approved for administration by school personnel shall be stored in a designated locked cabinet, container or closet used exclusively for the storage of medicine. **Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse, or in the absence of the school nurse by the school administrator or the school administrator's designee. Emergency medications will be locked beyond the regular school day or program hours except as otherwise determined by a student's emergency care plan.** Controlled substances will be stored separately from other drugs and substances in a separate, secure and substantially constructed locked metal or wood cabinet. Medication requiring refrigeration will be stored in a locked container in the designated refrigerator. Medication approved for self-administration may be stored in the locked medication container or cabinet if the school nurse and school administrator have determined that said medication kept on the student's person, in his/her school locker or in a classroom closet, poses a threat of danger to the safe school environment.

5c. Access to all locked medication cabinets or containers shall be limited to the school nurse and the designated school administrator and school personnel authorized to administer medication. Each school shall maintain a current list of those persons authorized and successfully trained to administer medications. Any medication approved for self-administration that is stored in the medication cabinet will be retrieved from and returned to the locked medication container or cabinet by the school nurse, school administrator or school personnel approved to dispense medication only at the request of the student who has received approval to self-administer said medication.

5d. All medications will be delivered and stored in their original containers and in such manner as to render them safe and effective. Medications will be labeled with:

1. name of student
2. name of medication
- 3. name of authorized prescriber**
4. dosage
5. schedule of administration

5e. No more than a three month supply of a medication shall be stored by the school.

5f. All unused, discontinued or obsolete medication shall be removed from storage and returned to the parent or guardian, destroyed with permission of parent or guardian, or destroyed without permission if parent or guardian has not retrieved medication within one week following notification of termination order or one week beyond the close of the school year. Non-controlled drugs shall be destroyed in the presence of one witness. Controlled drugs needing to be destroyed shall be surrendered to the commissioner of the

department of consumer protection in accordance with Section 10-212a-5. A written record of the action, date, time and names of witnesses shall be maintained.

5g. No medication for a student shall be stored at school without a current written order from an authorized prescriber.

6. Records and Review

All medications dispensed within the school program by school personnel shall be recorded in ink on the *Authorization for Administration of Medication* form provided by C.E.S. Each school or school program where medications are administered shall maintain a medication administration record for each student who receives medication during school hours and official school activities. School personnel authorized to administer medication shall record in ink on the medication form provided by C.E.S. the medication dispensed. Such record shall not be altered and shall include:

- a) name of the student
- b) name of medication
- c) the dosage of medication
- d) frequency of administration
- e) route of administration
- f) name of authorized prescriber
- g) date the medication was ordered
- h) amount received for dispensing
- i) any allergies to food and/or medication
- j) date and time of administration
- k) dose or amount of drug administered
- l) full legal signature of person administering the medication
- m) any omissions of administration and reasons for omissions
- n) date the medication is to be reordered
- o) the quantity of medicine received

The written order of the authorized prescriber and the written authorization of the parent or guardian shall be filed in the student's accumulative health record (CHR). Individual medication administration sheets (including controlled substance medication administration sheets) are to be included in the student's CHR until summarized on the CHR in the section titled medication. If no summary is done, the medication administration sheets must be kept in the CHR for six years.

In addition to data required above, documentation of administration for controlled substances must include:

- 1) record of receipt of controlled substances by the program, including date of receipt, name and address of person from whom the substance has been received;
- 2) the name of the controlled substance; and
- 3) the quantity received
- 4) amount of control drug remaining following administration of single dose

All records related to controlled substances must be kept separate and be easily recognized from other medication administered.

The records of administration of controlled substances, in addition to the documentation in the CHR, also requires a separate file for auditing purposes. The individual administration of medication sheets for controlled substances must be retained along with a copy of the medication order for three years.

7. Errors in Administration of Medication

Errors in administration of medications include the following:

- a) failure to administer a medication
- b) failure to administer medication within the designated time
- c) administration of the wrong medication
- d) administration of the wrong dosage
- e) administration by the wrong route
- f) failure to follow generally accepted standards of practice in the administration of medications
- g) administration of a medication which is not ordered or which is not authorized by a parent or guardian

In the event of any medication error, the following procedures will be followed:

- a) if the person responsible for the error is other than the school nurse, the school nurse will be notified by telephone;
- b) the school nurse or the person responsible for the error (if the school nurse cannot be reached) will immediately contact the authorized prescriber, describe the error and request specific instructions;
- c) if the authorized prescriber cannot be reached, any other physician caring for the student will be notified and specific instructions will be requested;

- d) if neither physician can be reached, the C.E.S. school medical advisor will be notified and instructions requested;
- e) if the error is one of giving the wrong medication or too much of the prescribed medication and the physician or the medical advisor can not be reached, the Poison Control Center shall be consulted;
- f) appropriate training will be provided to staff responsible for administration of medications and appropriate supplies (e.g. Ipecac syrup) will be maintained at each program site to follow-up on recommendations provided by physicians/poison control center;
- g) if the person responsible for the error is other than the school administrator, the school administrator will be notified;
- h) the parent or guardian of the student will be notified by telephone and informed of the situation and the procedures that have been followed to resolve the error. If the parent is not available by telephone, a written note will be sent home with the student

The procedure to be followed for medical treatment as a result of a medication error will be determined by the notified authorized prescriber, other physician or school medical advisor. The procedure recommended by the Poison Control Center will be followed only if no physician or authorized prescriber can be reached. If, as a result of an error in medication, the student experiences a reaction which constitutes a medical emergency, the C.E.S. procedures for medical emergency will be followed.

Any error in the administration of a medication shall be documented by the person responsible for the error and the school nurse or program administration. Documentation will be made by completing the "Medication Error or Incident" form. Documentation will be maintained in the student's cumulative health record. Following the report of any medication error, the school nurse and the school administrator and the person administering the medication (if not the school nurse or school administrator) shall review the incident to be sure procedures were followed and to make recommendation to prevent any further errors from occurring.

8. Medication Emergency

In the event that a student exhibits an untoward reaction to a medication administered by C.E.S. personnel, the school nurse or, in her absence, the school administrator, shall immediately notify the authorized prescriber and request specific directions. If the prescribing physician cannot be reached, any other physician caring for the student will be notified. If this is not possible, the school medical advisor will be notified for advice. The parent or guardian shall be notified of the reaction and any action prescribed by the notified physician. Documentation of the untoward reaction and any action taken to eliminate such reaction,

shall be recorded on the “Medication Error or Incident Report” form and maintained in the student’s confidential health record, and a copy forwarded to the prescribing physician.

Following a medication emergency, the school nurse will immediately notify the school administrator and teacher designed to administer medication as to the changes in medication as ordered by the physician or dentist for such student.

9. Training of School Personnel

9a) The School Nurse in consultation with the C.E.S. Medical Advisor shall plan and provide an in-service training program on the Administration of Medication for school administrators, teachers, licensed occupational or physical therapists or coach of intramural and interscholastic athletics, designated to administer medications to students enrolled in C.E.S. programs.

Only those school administrators and school personnel who have received such training from the school nurse or C.E.S. medical advisor shall be allowed to administer medications to students.

9b) Such training shall include but not be limited to:

- 1) the procedural aspects of medication administration, the safe handling and storage of medication and recording of administered medications
- 2) the medication needs of specific students, medication idiosyncrasies and desired affects, potential side effects or untoward reactions
- 3) review of the standing orders from the medical advisor
- 4) review of agency policies and procedures
- 5) procedures for handling medication errors and emergencies
- 6) plan for administration of specific medication to individual students

9c) The school nurse shall provide and maintain and annually update documentation that such training has been provided and successfully completed

9d) The school nurse shall maintain and annually update a list of school administrators, teachers, licensed occupational or physical therapists or coaches who have been successfully trained in the administration of medications.

9e) A list of school administrators and school personnel who have successfully completed the training will be updated annually and submitted to the C.E.S. Executive Director and upon request, the C.E.S. Representative Council.

9f) The school nurse shall provide on at least an annual basis, a review and informational update for school administrators and school personnel trained in the administration of medication.

10. Supervision of Administration of Medications

The school nurse is responsible for general supervision of administration of medications in the school to which that nurse is assigned. Responsibilities for general supervision include:

- a) to review orders or changes in orders for students who are required to receive medication during school hours or during official school activities and communicate these changes to school administrators and school personnel designated to administer medication,
- b) provide on-site inspection of any medication which is delivered to school;
- c) set up a plan and schedule to insure medications are given;
- d) set up the record for documentation of medication administration and provide a monthly review of all of the documentation pertaining to the administration of medication for students;
- e) provide training to school administrators, school personnel and other licensed nursing personnel in the administration of medications;
- f) support and assist other licensed nursing personnel, school administrators and school personnel to prepare for and implement their responsibility related to the administration of specific medication during school hours
- g) review with the school administrator, any request for self-administration of medication and, if appropriate, approve the request;
- h) review with the medical advisor the standing order for administration of acetaminophen and administer in accordance with the order;
- i) develop a plan for general supervision of student's self-administration of medication;
- j) ensure that the policies and procedures regarding receipt, storage and administration of medications are implemented;
- k) provide periodic observation of trained school administrators and teachers in their administration of medication;
- l) review all medication errors and medication emergencies with school administrators and school personnel designated to administer medications and make necessary changes;
- m) provide consultation by telephone or other means of telecommunication

In the absence of the school nurse, a licensed physician or nurse may provide the consultation.

DEFINITION OF TERMS

ADMINISTRATION OF MEDICATION means the direct application of a medication by inhalation, ingestion, or by any other means to the body of a person.

ADVANCED PRACTICE REGISTERED NURSE means an individual licensed in accordance with section 20-94a of the Connecticut General Statutes.

AUTHORIZED PRESCRIBER means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and for interscholastic and intramural athletic events only, a podiatrist.

COACH OF INTRAMURAL AND INTESCHOLASTIC ATHLETICS means a person employed by C.E.S. who has met the minimum standards as established by C.E.S. Representative Council for performance as a coach and has been approved by the school nurse, along with the school medical advisor, to be designated to administer medications.

CONTROLLED DRUGS means those drugs as defined in Section 21a-240, Connecticut General Statutes.

CUMULATIVE HEALTH RECORD means the cumulative health record of a pupil mandated by the Connecticut General Statutes.

DENTIST means a doctor of dentistry licensed to practice dentistry in Connecticut in accordance with Chapter 379, Connecticut General Statutes, or licensed to practice dentistry in another state.

DIRECTOR OF SCHOOL READINESS PROGRAM means a person employed by C.E.S. who has met the minimum standards as established by the C.E.S. Representative Council for performance as the Director of the School Readiness Program and has been approved by the school nurse, along with the school medical advisor, to be designated to administer medications.

GUARDIAN means one who has the authority and obligations of guardianship of the person of a minor and includes:

- a) the obligation of care and control; and
- b) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

INVESTIGATIONAL DRUG means any medication with an approved investigational new drug (**IND**) application on file with the Food and Drug Administration (**FDA**) which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

LICENSED ATHLETIC TRAINER means a licensed athletic trainer employed by C.E.S. who has met the minimum standards as established by the C.E.S. Representative Council for performance as an athletic trainer and has been approved by the school nurse, along with the school medical advisor, to be designated to administer medications.

LICENSED OCCUPATIONAL AND PHYSICAL THERAPIST means a person employed by C.E.S. who has met the minimum standards as established by the C.E.S. Representative Council for performance as an occupational or physical therapist and has been approved by the school nurse, along with the school medical advisor, to be designated to administer medications.

MEDICATION means any medicinal preparation including those purchased over the counter, those purchased through a prescription written by a physician or dentist and those identified as a controlled drug in accordance with Section 21a-240, Connecticut General Statutes.

MEDICATION EMERGENCY means an untoward or adverse physical reaction of a student to a medication such as a wheezing, skin rash, swelling, fainting or any other physical reaction.

MEDICATION ORDER means the authorization by an authorized prescriber for the administration of medication to a student during school hours for no longer than the current academic year.

NURSE means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Connecticut General Statutes.

PARAPROFESSIONAL means a person employed by C.E.S. who has met the minimum standards as established by the C.E.S. Representative Council for performance as a paraprofessional and has been approved by the school nurse, along with the medical advisor to be designated to administer medication to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death.

PHYSICIAN means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut or licensed to practice in another state.

PHYSICIAN ASSISTANT means an individual licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes.

REPRESENTATIVE COUNCIL means the governing board of Cooperative Educational Services.

SCHOOL ADMINISTRATOR means a person certified by the Connecticut State Department of Education as an intermediate administrator and supervisor who is employed by CES as a principal, assistant principal, or program director.

SCHOOL MEDICAL ADVISOR means a physician licensed to practice medicine in the state of Connecticut and is appointed by C.E.S. to carry out duties in accordance with Section 10-205, Connecticut General Statutes.

SCHOOL NURSE means a registered nurse licensed to practice in the state of Connecticut and employed by C.E.S. to carry out duties in accordance with Section 10-212, Connecticut General Statutes.

STANDING ORDERS means a written authorization from the C.E.S. medical advisor for a specific medication to be given to any C.E.S. student under the conditions as specified in the order.

SUPERVISION means the overseeing of the process of medication administration in a school.

TEACHER means a person employed full time by C.E.S. who has met the minimum standards as established by the C.E.S. Representative Council for performance as a teacher and has been approved by the school nurse, along with the school medical advisor, to be designated to administer medications

**NOTE: C.E.S. PROGRAMS ADHERE TO CONNECTICUT GENERAL
STATUTES 10-212(a) AND CONNECTICUT STATE REGULATIONS
10.212a-1-10.**

COOPERATIVE EDUCATIONAL SERVICES
Medication Error or Incident

Date of Report _____ Program or School _____

Name of Student: _____ Age: _____

Date error occurred: _____ Time error noted: _____

Person administering medication: _____

Authorized prescriber of medication: _____

Reason medication was prescribed: _____

| Medication (s) | Date of Order | Dose | Route | Scheduled Time | Dispensing Pharmacy | Prescription Number |
|----------------|---------------|------|-------|----------------|---------------------|---------------------|
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Describe the error and how it occurred. (use back of sheet if necessary)

Action Taken:

Authorized Prescriber notified: No _____ Yes _____ Date _____ Time _____

Medical Advisor notified: No _____ Yes _____ Date _____ Time _____

Parent Notified: No _____ Yes _____ Date _____ Time _____

Outcome:

Name: _____ Signature: _____

Position _____ Date: _____

Error or Incident Reviewed by:
 School Nurse (Signature) _____ Date: _____

Program or School Administrator (Signature) _____ Date: _____

COOPERATIVE EDUCATIONAL SERVICES

Record of Training and Supervision for Personnel Authorized to Administer Medication for Individual Students

School Year: _____ School or Program: _____ School Nurse Providing Training and/or Supervision: _____

| Name of Person Trained | Name of Student(s) to receive Medication | Date of Training | Medication(s) to be Administered | Desired Effect of the Medication | Untoward Effects | Contraindications | Date(s) of Direct Supervision |
|------------------------|--|------------------|----------------------------------|----------------------------------|------------------|-------------------|-------------------------------|
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Training to include: The medication to be administered, desired effect of the medication, untoward effects, identifying the medication, knowing the dosage and route of the medication and contraindications of the medication, procedures for recording administration of medication, the safe storage of the medication and procedures for medication emergencies.

COOPERATIVE EDUCATIONAL SERVICES

Record of Training and Supervision for Personnel Authorized to Administer Medication

School Year: _____

School or Program: _____

| Name of Person Trained | Date Trained | School Nurse Providing Training | Initial Training or Annual Update? | Date of Direct Supervision | Medications and Desired Effects Reviewed | Contraindications Identified | Untoward Effects Reviewed |
|------------------------|--------------|---------------------------------|------------------------------------|----------------------------|--|------------------------------|---------------------------|
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All Training Includes:

Reading Medication Orders, Reading Labels on Prescription Bottles, Identifying Appropriate Medication, Understanding Generic vs. Brand Name Drugs, Looking up Drugs in PDR, Matching prescribed dose of medication to actual medication, Understanding Routes of Medication, Controlled vs. Non-Controlled drugs

Procedures for Recording Administration of Medication, Counting Controlled Substances, Storage of Medication

Untoward Reactions to Medications, Contraindications, Medication Errors, Medication Emergencies

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

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

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

ADOPTED: September 19, 1989

REVISED: March 2, 1995

REVISED: June 1, 2000

REVISED: September 5, 2002

REVISED: May 7, 2009

Reference: Sec. 10-233a-j - Connecticut General Statutes and as Amended

-Removal of Pupils From Class

-Suspension of Pupils

-Expulsion of Pupils, etc.

-Notice as to Disciplinary Policies & Action

-In-school Suspension of Pupils

-Boards to Report School Violence, etc.

C.E.S. Guidelines for the Employment of Behavior Management Strategies

C.E.S. Policy and Administrative Procedures Concerning Chemical Health and Student Substance Abuse

C.E.S. Policy and Administrative Regulations Concerning Student Sexual Harassment

C.E.S. Policy and Administrative Procedures Regarding Confidentiality of Student Records

PA 02-119 An Act Concerning Bullying Behavior in Schools

PA 07-122 An Act Concerning Suspensions and Expulsions by Local and Regional Boards of Education

PA 07-66 An Act Concerning In-School Suspensions.

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

DEFINITIONS

- a) "**Bullying**" means any overt acts by a student or group of students directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other student while on school grounds (including on transportation vehicles), or at a school-sponsored activity, which acts are committed more than once against any student during the school year.
- b) "**Dangerous instrument**" means any instruments, article or substance which, under the circumstances in which it is used or attempted to be used or threatened to be used, is capable of causing death or serious physical injury, and includes a motor vehicle and/or a dog that has been commanded to attack.
- c) "**Deadly weapon**" means any weapon designed for violence and which is capable of inflicting death or serious bodily harm and may include a loaded or unloaded pellet gun and or certain air powered pistols, switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles.
- d) "**Dismissal**" means a permanent exclusion of at least one year from a C.E.S. school, program, or service.
- e) "**Electronic Defense Weapon**" means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.
- f) "**Emergency**" means a situation under which the continued presence of the pupil in school or on a transportation vehicle poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.
- g) "**Exclusion**" means any denial of public school privileges to a student for disciplinary purposes.
- h) "**Expulsion**" means an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one hundred eighty (180) consecutive school days. Such period of exclusion may extend beyond the school year in which the exclusion was imposed.
- i) "**Firearm**" means 1) any weapon (including a starter gun) which will or is designed to or may be readily converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into a destructive device which may be readily assembled. Firearm does not include any antique firearm; or any device which is neither designed nor redesigned for use as a weapon.
- j) "**Informal Hearing**" means a meeting with the student and/or parents in regard to the suspension.
- k) "**In-School Suspension**" means an exclusion from regular classroom activity for no more than ten (10) consecutive days, but not exclusion from school. No student shall be

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

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

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

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

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

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

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

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

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

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

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

Scope of the Student Discipline Policy - C.E.S. administrators may suspend students from school privileges or dismiss students for conduct either on school grounds or at a school sponsored activity if the conduct is:

- a violation of a publicized policy of the Representative Council; or
- seriously disruptive of the education process; or
- endangers persons or property.

Students may be suspended or dismissed from school privileges for conduct off school grounds if the conduct is both:

- a violation of a publicized policy of the Representative Council **and**
- seriously disruptive of the education policy.

NOTE: Consistent with amendments to Connecticut General Statutes (10-233c and 10-233d), in making a determination as to whether conduct occurring off school grounds is seriously disruptive of the educational process, the agency administration may consider, but such consideration shall not be limited to:

- whether the incident occurred in close proximity of a school;
- whether other students from the school were involved
- whether there was any gang involvement;
- whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Connecticut General Statutes 29-38
- whether any injuries occurred; and/or
- whether the conduct involved the use of alcohol.

I. Levels of Disciplinary Action

A. Removal: C.E.S. program personnel are authorized to remove students to a designated area and notify the program administrator or his/her designee when such student deliberately causes a serious disruption of the educational process within the classroom. A student may not be removed from class more than twice in one week or more than six times in any school year unless such student is granted an informal hearing in accordance with the provisions of these administrative regulations by the Program Administrator.

NOTE: Seclusion time-out may be used as an emergency intervention to prevent immediate or imminent injury to self or others. Furthermore, "time out" is sometimes employed by some C.E.S. programs as a behavioral intervention for students in the implementation of their Individualized Educational Programs (IEP). The use of "time out" is governed by C.E.S. Behavior Management Guidelines.

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

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

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

NOTE: Given the characteristics of students enrolled in C.E.S. school-based special education programs, certified program personnel are required to establish classroom management plans that limit the need to remove students from class. Such plans should be devised with regard to the disability of the student(s) and his/her developmental ability to comprehend behavioral expectations and consequences established as well as this disciplinary action when warranted.

B. 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 causes serious disruption of the educational process within the classroom. A student may not be placed on in-school suspension without an informal hearing by the Program Administrator. No student shall be placed on in-school suspension for more than ten (10) consecutive school days, more than fifteen (15) times in one school year or a cumulative total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

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

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

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

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

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

b Refer to Policy and Administrative Procedures Concerning Bullying Behavior

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

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

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

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

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

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

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

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

b Refer to Search and Seizure Regulations in Appendix

c Refer to Policy and Administrative Regulations Concerning Student Sexual Harassment

d Refer to Policy and Administrative Procedures Concerning Bullying Behavior

D. 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: [engages in one of the following offenses]

1) knowingly possesses, transmits and/or sells or attempts to sell a firearm, deadly weapon, dangerous instrument, martial arts weapon or facsimile of a weapon;

b,c

2) off school grounds possesses a firearm without a permit or did possess and use a firearm, dangerous instrument, deadly weapon or martial arts in the commission of a crime;

c

3) manufactures, distributes, sells or attempts to sell, prescribes, dispenses, offers or administers or possesses or transports with the intent to sell or dispense illegal substances including drugs, restricted mood altering substances or any substance purported to be a restricted or mood altering substance, over the counter drug or alcoholic beverage(s);

a,b/c

4) repeatedly possesses of illegal substances, including drugs, restricted mood altering substances or any substance purported to be restricted or a mood altering substance, over the counter drug or alcohol beverage(s);

a,b

5) repeated acts of assaultive behavior or other acts of violence or threats of violence;

6) participates in other criminal activity which takes place in the school, on or off school grounds or on school-sponsored activities that violates a published policy of C.E.S. or the student's responsible school district and is seriously disruptive of the educational process;

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

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

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

b Refer to Search and Seizure Regulations in Appendix

c Consistent with Connecticut General Statutes 10-233d, the student will be referred to the responsible school district for an Expulsion Hearing

d Refer to Section IV for applicable procedures with respect to a student arrested for a felony off school grounds

II. Procedures for Disciplinary Actions/Dismissal

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

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

where they are and when they will be returning. If program personnel need to be away from their assigned areas for more than just a few minutes, they should alert their program administrators and his/her designee to ensure proper student supervision prior to leaving their assigned areas.

6. At the time of placement, parents/legal guardians of newly enrolled students should be made aware of all student behavioral expectations, behavior management procedures employed to encourage appropriate behavior and agency policies/administrative regulations related to potential misbehaviors that may result in disciplinary action.

7. C.E.S. programs will provide annual notification to parents concerning student conduct and school discipline policies and procedures. When age and developmentally appropriate, students should receive annual verbal and/or written notification concerning student conduct and school discipline policies and procedures.

8. C.E.S. program personnel will receive annual training in program specific behavior management practices.

9. C.E.S. program personnel will receive training on the topics of school violence prevention and conflict resolution.

10. C.E.S. program personnel will annually receive and review agency policies and procedures related to student conduct, disciplinary action, and their role in execution of required administrative procedures.

11. C.E.S. programs may, where appropriate, establish a student assistance program for the purpose of handling student disciplinary issues.

12. Consistent with Connecticut State Department of Education requirements, C.E.S. administration or program administration will complete and submit for their assigned programs, ED 166 reports for each student incident requiring disciplinary action. These reports will be submitted by a designee of the Executive Director, to the Connecticut State Department of Education by the prescribed due date.

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

1. Any serious or highly-unusual behavioral incident should be verbally reported to the program administrator or his/her designee as quickly as possible.

2. A behavioral incident warranting disciplinary action as described in Section I, should be documented in writing on the program's designated reporting form by the program

personnel who was in charge at the time of the incident and all other program personnel who witnessed the incident.

3. The written report should include precipitating factors, a full description of the misbehavior/incident itself and documentation of any injury that may have resulted to either the student, other students or staff involved in the incident.

4. The report must be signed and submitted to the Program Administrator/immediate supervisor on the day of the incident (no later than the end of the day in which the misbehavior/incident occurred).

5. Whenever program personnel remove a student from the classroom, they shall send such student to the designated program area for removal and take steps to ensure appropriate supervision of the student. The program personnel shall immediately inform the Program Administrator/immediate supervisor or his/her designee as to the name of the student against whom such disciplinary action was taken and the reason therefore.

6) Assigned program personnel will provide appropriate class work during the period of removal/in-school suspension.

7. The student's parent(s)/guardian should be contacted by telephone or if not possible via note by the end of the school day in order to describe the misbehavior/incident, the disciplinary action and nature of any injury that may have occurred to their child or others (NOTE: Certain misbehaviors may warrant more immediate parent contact by program personnel or by the Program Administrator. See Suspension Procedures).

8. When warranted, the Program Administrator should arrange a meeting with all appropriate personnel to discuss the misbehavior/incident and to review any need to modify supervision of the student, individual or as applicable group behavioral management plans and individual or as applicable group contingency consequences. This should involve other available program personnel as warranted who may lend to the discussion of how to prevent subsequent misbehaviors/student incidents or provide suggestions related to modifying the student(s)' behavior management plan.

C. Suspension Procedures: Suspensions, both in and out of school, are significant disciplinary actions which warrant careful consideration of all factors surrounding the incident/misbehavior by the student. It should be confined to serious misconduct, chronic misbehavior that seriously disrupts the educational process, conduct that endangers persons or property or conduct that is violative of a publicized policy of the agency (i.e, Policy 6.006 Concerning Chemical Health and Student Substance Abuse). Primary consideration should be given to whether the student intentionally, knowingly or repeatedly commits offenses as listed in Section I of these administrative regulations.

Consistent with IDEA regulations repeated or lengthy suspensions (removal of more than 10 consecutive days or its cumulative equivalent) may require the district PPT to determine whether the misconduct was caused by the child's disability (Manifestation Determination). In accordance with these procedures, C.E.S. program personnel are obligated to report to administration all information regarding students who may commit offenses that potentially endangers the safety of others or property or is violative of a publicized policy of the agency. Program personnel should maintain familiarity with all offenses that could lead to suspension and accompanying procedures and should carefully document such misbehaviors/incidents in accordance with general procedures as outlined previously. In addition to previously stated procedures, the following apply to misbehaviors/incidents warranting consideration of suspension.

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

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

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

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

D. 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 meeting (e.g. PPT) to determine an alternative placement in the best interest of the student's needs. Although in most instances, the program administrator will have had previous discussions with parent/legal guardian of the student and local school district representatives responsible for the C.E.S. placement, there are certain infractions of policy that will lead to a consideration of immediate dismissal in accordance with this and other agency policies. These include sale/distribution of illegal substances; repeated possession of drugs or alcohol; repeated acts of violence or threats of violence; other criminal activity; possession and/or sale of firearm, dangerous instruments, martial arts weapon or deadly weapon. In each instance the procedures as listed below will be followed:

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

6. The program administrator will contact the LEA/local school district contact person for the placement or the district's Director of Pupil Personnel or Special Education Services to request that they convene a meeting (e.g. PPT) to formally discuss the dismissal of the student from C.E.S.

7. The program administrator and other program personnel as warranted will attend the district meeting (e.g. PPT) to discuss the situation leading to the dismissal and provide data related to other pertinent past disciplinary problems which led to disciplinary action. The purpose of attendance will also be to assist the local school district in determining an IEP and an alternative placement or in the case of non-special education student necessary information to consider an interim alternate placement or change in school.

8. The responsible school district may refer the student for readmission to a C.E.S. program after one (1) year from the date of the dismissal. If such a request is made, the responsible school district will be required to provide written evidence that the student has successfully completed a program that includes rehabilitation, treatment and counseling for the misconduct leading to the C.E.S. dismissal. If re-entry is approved, it will be understood that any subsequent serious offence will result in immediate dismissal without the privilege of readmission under this policy.

E. Hearing Procedures Governing Suspension:

1. Unless an emergency situation requiring the pupil's immediate removal exists, no student shall be suspended prior to having an informal hearing. The hearing will minimally consist of the Program Administrator presenting the charge for suspension to the student and allowing the student to respond to the charges protecting his/her due process rights. The meeting may consider all past disciplinary evidence for the student** and any mitigating factors before reaching a decision on disciplinary action. Any witness to the incident may be present to provide relevant information. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible. The hearing content will be documented in writing using the agency informal hearing form (see appendix).

2. By telephone, the program administrator or his/her designee in their absence, will immediately notify the parent or guardian and the LEA representative responsible for the student about the suspension and state the cause(s) leading to the suspension. No student under the age of 18 will be removed or suspended from the program without being released to a responsible adult or agency. A student 18 years or older whose disability renders him/her unable to comprehend these procedures will only be released to a responsible adult or agency.

3. Whether or not telephone contact is made with the parent or guardian, and the LEA representative, the C.E.S.' program administrator will forward a letter to such parent or guardian to the last known address reported on school records, and to the LEA representative responsible for the child within 24 hours of the suspension action and offering the parent or guardian and the LEA representative responsible for the student an opportunity for a conference to discuss same.

4. Notice of the original suspension shall be transmitted by the program administrator to the C.E.S. Executive Director and/or his or her designee within twenty-four hours of the disciplinary action.

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

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

F. 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;
- 5) The nature of the responsible school district's request will be reported to the C.E.S. Director of Special Education and Executive Director;
- 6) Expulsion notifications except for those based on possessions of a firearm or deadly weapon shall be included in the student's educational record and shall be expunged by the responsible local school district when the student graduates from high school and in accordance with its policy/procedures.

NOTE: Consistent with the federal Gun-Free School Act and Connecticut's General Statutes 10-233a-j and as amended, expulsion is mandatory for possession or use of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school grounds or at a school sponsored activity; possession of a firearm without a permit or possession or use of a firearm, instrument or weapon in the commission of a crime off school grounds; or manufacturing, selling, distributing, prescribing, dispensing, transporting or possessing with the intent to sell or dispense, offering or administering drugs on or off school grounds. In such cases, the student will be referred to the nexus board of education for an expulsion hearing.

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

A. Notification: Consistent with Connecticut General Statutes 10-233h, the police are now required to notify the Superintendent (Executive Director) no later than the end of the next school day if a student between the age of 7 and 21 is arrested during the school year for a felony and Class A misdemeanor. Written notification shall be provided within 72 hours of the arrest. The court shall also make public the identity of a child who is adjudicated a delinquent as a result of a felony to the Superintendent (Executive Director). It is anticipated that the responsible local school district will be notified of such situations and that this information will in turn be shared between the responsible local school district's Superintendent and C.E.S.' Executive Director.

1. The Executive Director will disclose this information to the Director of Special Education and the student's program administrator;
2. C.E.S. may use such information for determining recommendations to the responsible school district for modifications of the student's C.E.S. placement/IEP or disciplinary decisions;
3. The program administrator may disclose this information to related services program personnel (i.e., school psychologist, school social worker) or consultants (i.e., psychiatrist) for the purposes of determining the need for an assessment.

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

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

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

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

**DISCIPLINARY GUIDELINES
FOR SPECIAL EDUCATION STUDENTS
TRANSPORTED BY
COOPERATIVE EDUCATIONAL SERVICES**

**DISCIPLINARY ISSUES
TRANSPORTATION GUIDELINES FOR
SPECIAL EDUCATION PROGRAMS AND C.E.S. TRANSPORTATION**

The following guidelines pertain to C.E.S. special education students who are transported to and from school by C.E.S. Transportation. They are intended to guide administrative and, as applicable, program personnel in the prevention of behavioral disciplinary issues as well as management of student problems which occur on C.E.S. transportation vehicles. In dealing with more severe behavioral and/or disciplinary problems, C.E.S. administrative personnel should consult with the responsible school district and as necessary may need to request that a meeting (i.e., parent conference, disciplinary hearing, Planning and Placement Test (PPT), etc.) be convened with parents and/or district personnel. The C.E.S. approved Policy/Administrative Regulations for Student Discipline and Disciplinary Action may apply to certain more serious incidents, misbehaviors or situations (refer to as applicable) referenced in these guidelines.

Prevention Guideline: The main objective is to prepare transportation personnel (i.e., bus drivers, aides) to better comprehend the unique behavioral characteristics of their assigned students and to provide applicable training on how to avoid and/or de-escalate potential behavioral situations. To provide both advanced and ongoing opportunities for transportation personnel to dialogue and receive information, administrative personnel should plan regular meetings between C.E.S. special education and transportation personnel.

1. In planning student vehicle assignments, the Director of Transportation should confer with appropriate special education program administrators to determine potential needs for support (i.e., bus aide) and to discuss compatibility of students and potential seating assignments.
2. Program Administrators and/or their designee should provide any known behavioral and/or medical alerts that may be important for consideration in planning either vehicle assignments, need for support and/or duration/length of transportation routes.
3. Prior to the start of the academic year and/or session (i.e., Summer), and/or a newly developed transportation run, transportation personnel should receive necessary training/orientation information that will make them aware of potential student behavioral and/or medical issues. This will principally be provided by the Transportation Manager, although may include as is deemed necessary special education administration or program personnel.
4. Initial and ongoing training should be collaboratively scheduled by the program administrators and Transportation Manager for transportation personnel that relate to specific identified issues, potential problems, or recurring problems, and to revise behaviors and other prevention strategies that can be considered for assigned students. These should be scheduled at the start of the year and at a minimum, every six weeks or when situations warrant more frequently.

5. A listing of student rules for transportation to and from school should be determined by administrative personnel and regularly reviewed with students and transportation personnel. Additional or modified rules should be only instituted by collaborative agreement between special education and transportation administrative personnel.
6. All transportation personnel should receive orientation to agency policies/ administrative regulations that may be pertinent to their roles/responsibilities (i.e., Confidentiality, Child Abuse, Suicide Prevention, Discipline, Chemical Health and Substance Abuse Prevention). These will be provided by the Transportation Manager.
7. As is applicable to specific runs and/or student assignments, specific behavior management or systems established for individual or groups of students should be established. Transportation personnel should receive necessary information/training required to implement the plan and how to provide student feedback/consequences and to collect data/report information for monitoring of such plans.
8. A reporting system should be established for any vehicle or student when such data/information may lend to the prevention of potential behavioral issues and/or de-escalation of potential problems or regular reporting of unusual or inappropriate behaviors/circumstances. These systems could involve providing verbal reports to designated administrative or program personnel and/or, as is applicable, written documentation in accordance with prescribed procedures established jointly by the special education/transportation programs. Written reports should be completed at the end of runs and submitted to appropriate program administrators or their designees in a timely fashion (no later than the next school day).

Student Behavior Management Guidelines: Due to the nature of students served by C.E.S. special education programs, behavioral and associated social-emotional problems will represent major challenges to all C.E.S. program personnel. Consequently, no individually designed or group contingency management systems will be “fool proof” in dealing with student behavioral issues. By the very mix of student transportation runs, no system will also be totally applicable to all students assigned to a particular vehicle. Rules of conduct will need to be established with consideration of the age and developmental appropriateness of assigned students. Despite the complexity posed by the students, consistency and non-confrontational relationships between transportation drivers/aides and students will lend to ensuring more effective management of potential or occurring misbehaviors. It is also extremely important to document all unusual behaviors or circumstances and immediately report them to designated administrative and program personnel. More serious misconduct should be immediately verbally reported to determine steps/methods to handle the situation and to hopefully avoid escalation or unsafe situations. Except for extreme situations, transportation personnel should not attempt to manage such situations without advice and/or direction from Transportation Manager, other transportation supervisory personnel and, when time permits, program personnel.

1. Student specific and/or program specific management systems will be established for transportation runs by program administrator or their designee when required for safety concerns. These systems will be reviewed first with the Transportation Manager and then, as applicable, drivers/aides
2. The designated system will be established so as to elicit daily reports from drivers/aides to designated program personnel and the Transportation Manager. In most situations, transportation personnel should provide verbal reports to designated program personnel when students are unloading at the start of each school day. This may include verbal reports for the transportation from school to home for the previous school day. For extreme or serious behavioral situations, information should be dispatched to the transportation department immediately. (NOTE: In certain situations, providing such a report may escalate the behavior. Consequently, in such circumstances, it may be best to convey the information upon arrival to the school or the student's home/designated drop-off point.)
3. Written reports on major incidents should be completed at the end of the run and provided to the Transportation Manager and/or designated program personnel.
4. Student management systems should be established so that consequences (positive or negative) can be incorporated into daily program specific behavior management systems.
5. Group or student specific management systems should be written to ensure clarity on the part of drivers/aides on specific behavior expectations and, when applicable, any role they may have on how to reward appropriate behaviors or deal with escalating or recurring misbehaviors. (NOTE: Given the complexity of driving school vehicles, systems should be simplified to ensure that the driver's primary attention is to road safety.)
6. Basic rules/expectations required of a student or students should be reviewed by program personnel when age/developmentally appropriate.
7. All behavioral/rule infractions should be documented/verbally conveyed to ensure the consistency that students require in order to profit from such management systems. Inconsistency in reporting such information or "special deals" between transportation personnel and students is strongly discouraged.

8. Student behavior management systems should be reviewed regularly in terms of data and/or consistent reports of inappropriate behaviors and modified as is applicable by program personnel.
9. The aim of all Student Behavior Management Systems should be to encourage appropriate behavior leading to positive consequences. However, simultaneously such plans should be developed so as to consistently enforce consequences for serious misbehaviors that could potentially threaten safety and an orderly transportation environment.
10. Rules established for transportation and potential disciplinary action(s) when applicable for more serious infractions, should be conveyed to parents to ensure their knowledge of such efforts to maintain safety for their child and others and to make them aware of potential disciplinary action (s).
11. General student rules of conduct for transportation should minimally include:
 - Students are required to remain seated.
 - Students should keep their seatbelts on at all times.
 - Students should not engage in any verbal threats to other students or transportation personnel.
 - Students should not fight, inappropriately touch, shove or hit other students or transportation personnel.
 - Students should not smoke or ignite matches or lighters on transportation vehicles.
 - Students should not engage in any loud talking/laughter or rowdy behavior that could divert the attention of the driver.
 - Students should not swear, use vulgarity or make obscene gestures to other students, transportation personnel or pedestrians/other vehicle occupants.
 - Students should not touch vehicle controls.
 - Students should not damage the transportation vehicle in any manner.
 - Students should not refuse to follow the driver's directions or disregard his/her valid authority to maintain safety.
 - Students should not throw anything out of the transportation vehicles.

- Students shall conduct themselves in a safe manner at all times when driving to and from school.

12. More serious infractions of agency policy/administrative procedures that also pertain to transportation to and from school on C.E.S. vehicles include:

- physical assault of other students and transportation personnel;
- possession, use of sale of drugs/alcohol;
- sexual harassment of other students or transportation personnel;
- repeated acts of violence or threats of violence;
- repeated acts of bullying against another student;
- stealing or attempting to steal agency or private property;
- intentionally causing or attempting to cause substantial damage to transportation vehicle or equipment;
- intentionally defying the valid authority of transportation personnel in a manner that causes or threatens to cause an unsafe situation for self or others; and
- violating any state or federal law that presents a danger to self or others or property.
- Possession of weapons

These serious misbehaviors/misconduct when committed knowingly and intentionally will result in disciplinary action of suspension or dismissal from the student's C.E.S. special education program and/or C.E.S. transportation services.

13. If an incident occurs on the transportation vehicle that requires immediate attention of program personnel, transportation drivers should be instructed to return to the school or, as may be necessary, legal authorities (i.e., legal or State police station). Location of the vehicle with respect to the program/student's home, at the time of the incident, should be considered when this action is being determined.

14. If a student is having a particularly difficult school day or difficulties when boarding C.E.S. transportation vehicles and use of his/her normal C.E.S. transportation vehicle is not considered safe for him/her or others, the program administrator or his/her designee should request an alternative transportation arrangement from the Transportation Manager or when incidents warrant that the parent/legal guardian provide such transportation.

Disciplinary Guidelines: Consistent with applicable agency policy/administrative regulations, all behavioral incidents/situations that could result in disciplinary action should be immediately reported to the program administrator of the student's assigned C.E.S. program, or when unavailable, his/her designee. Other than in emergency situations as defined by agency policy/administrative regulations concerning student discipline, suspension may not be imposed prior to having an informal hearing with the student, his/her parent or legal guardian and program administrator.

In situations where the disciplinary action relates to transportation to or from school on a C.E.S. vehicle, the informal hearing should include the Transportation Manager and, as is deemed appropriate, the transportation personnel who report/witness the infraction/misbehavior. A written report should be minimally available by the transportation personnel detailing the behavior/incident leading to the consideration of such disciplinary action.

1. A student behavior/incident leading to consideration of suspension/dismissal should be immediately reported to the Transportation Manager.
2. A written report detailing the behavior/incident should be submitted to the Transportation Manager within 12 hours of the behavior incident.
3. The Transportation Manager will immediately report the behavior/incident to the student's C.E.S. program administrator and/or his/her designee (in their absence). The written report should be provided to the program administrator at the time of receipt from the reporting transportation personnel, but no later than 24 hours of the behavior/incident.
4. The program administrator or his/her designee will contact the student's parent/legal guardian to convey the behavior/incident leading to consideration of a disciplinary action.
5. The program administrator will convene an informal hearing to discuss the situation, provide an opportunity for the student, or in the case of student whose disability renders his/her unable to comprehend these procedures, the student's parent/guardian, to respond to the charges; and to formally impose disciplinary action. In determining the length of the suspension or dismissal, the program administrator may receive and consider evidence of past disciplinary problems on transportation vehicles and/or in school. NOTE: In the event of an emergency situation, the hearing shall be held as soon after the suspension as possible.
6. In the event of an emergency situation and when the program administrator or his/her designee is unavailable, the Transportation Manager may convey the behavior/incident to the parent/legal guardian and impose a one (1) day suspension pending a hearing.

This circumstance will be verbally conveyed to the Director of Administrative Services and at first opportunity to the program administrator.

7. The hearing content will be documented in writing or by taping responses.
8. A formal letter documenting the disciplinary action will be forwarded to the parent of legal guardian via Certified, Return Receipt Mail within 24 hours of the informal hearing, outlining the offense and disciplinary action imposed. A copy of this letter and other accompanying documentation will be maintained in the student Confidential C.E.S. File for two years or upon graduation to be removed only if the student.
9. The program administrator will contact the responsible school district to alert them to the sanction and to convey and/or confer regarding the disciplinary action imposed or to be imposed. A copy of the letter submitted to parent/legal guardian will be sent to the responsible school district.
10. Within 24 hours, the program administrator will notify the Director of Special Education, Director of Administrative Services and Executive Director of the disciplinary action taken and the reasons therefore. In the case of property damage that may entail restitution, the Transportation Manager will provide a detailed report to the Director of Administrative Services who, in turn, will contact the responsible school district to discuss/decide upon methods of payment for damages incurred.
11. The student who is suspended shall be given an opportunity to complete any school work including but not limited to examinations which such student missed during the period of suspension.
12. When the behavior/incident leads to a consideration of disciplinary action of dismissal, the program administrator will ask the responsible school district to convene a PPT meeting to formally discuss this action/potential action and to determine an alternative placement consideration.

Communication Guidelines: It is imperative to quickly communicate all details related to student behaviors/incidents on C.E.S. transportation vehicles to necessary agency personnel and as is applicable to parents and the responsible school district. This is a shared responsibility between the administrative personnel of the C.E.S. Special Education program of the student and the transportation department. It requires accurate facts/details about the incident, especially for those that may lead to a

consideration of disciplinary action. Written reports by transportation personnel of behaviors/incidents should be completed in an accurate and timely fashion and submitted to the Transportation Manager and designated program administrators.

1. Parents should be notified of all of their child's serious or recurring problems on C.E.S. transportation vehicles. In such situations, the program administrator and Transportation Manager should confer as to who/when the parents/legal guardians will be notified.
2. Recurring or serious problems should be conveyed to the responsible school district to ensure that they are aware of potential disciplinary actions that might lead to the consideration or, when applicable, changes in transportation arrangements. In the former case, this information should be conveyed by the program administrator. As is applicable to the latter case, this information should be conveyed by the Transportation Manager or both administrators.
3. Program personnel should aim to regularly communicate about their assigned students' behavior on transportation vehicles so that preventive steps can be taken to de-escalate or deal with potential problems related to the student or other students' behavior toward the student. They should seek guidance from appropriate related services personnel and regularly report incidents or unusual circumstances to their program administrator.
4. When parents convey concerns/issues to transportation or program personnel pertinent to transportation services, this information should be conveyed to administrative personnel immediately.
5. When parents or students convey information to program administrators or personnel that pertains to the conduct of transportation personnel, this information should be conveyed immediately to the Transportation Manager for consideration of action or inquiry. When such information concerns serious allegations of misconduct, they should be carefully documented and simultaneously conveyed to the Director of Administrative Services, and/or Director of Special Education and/or Executive Director as deemed necessary by agency policy/administrative procedures.
6. All such communications should be treated confidentially consistent with state and federal law and every effort should be made to immediately explore the situation with involved parties.

Appendix
Student: Search and Seizure Policy, Procedure & Regulations

Student: Search and Seizure Regulations

A. Locker and Desk Searches: The C.E.S. Representative Council provides lockers and desks as depositories for students' personal belongings and school-related materials. Students are required to store personal belongings and school-related materials exclusively in their desks or lockers/storage areas but have no privacy interest in their desks or lockers/storage areas. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all student desks and lockers/storage areas. Consistent with Connecticut Education law, the Representative Council authorizes C.E.S. administration to perform searches of student desks, lockers/storage areas or other school property available for use by students if: 1) there is reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating either the law or the rules of the school; 2) the measures adopted to conduct the search are reasonably likely to produce evidence of the violation, and 3) the physical safety of members of the school community or the prevention of disruption to school operations warrant such action. Students shall be responsible for maintaining desks and lockers/storage areas in an orderly and sanitary condition. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all desks and lockers/storage areas. Consequently the school administration may open and examine any desk or locker/storage area when the physical safety of members of the school community or the prevention of disruption of school operations warrants such action.

B. Student Searches: In order to maintain safety in C.E.S. programs it may be necessary to conduct a search of the personal property or clothing of any student suspected of concealing any weapon, illegal substance or other dangerous object or material. The program administrator or his/her designee is authorized to search a student's personal property or clothing where there exists reasonable grounds for suspecting the search will produce evidence that the student has violated or is violating either the law or school rules pertaining to drugs, possession of weapons or other dangerous objects that may be used to cause harm to the student, other students or staff. This type of search can occur when reasonable suspicion exists and may include a search of student's book bag, lunch bag, other personal belongings or outer clothing garments. Every effort will be made to encourage the student to cooperate with such a search. If the student becomes non-compliant, the clinical staff may be engaged to encourage the student to comply. If resistance persists, local police intervention may be requested to assist with such a search. In cases of a proposed search of a student's person, such a search will be limited to a "frisking" or "pat down. When feasible, the Division Director or Program Administrator will be consulted prior to a search of this kind. The administrator or his/her designee shall be expected to use sound professional judgement in deciding whether a search should be conducted. This form of search will only be conducted in a private area when deemed feasible and shall only be conducted by a clinical or certified staff member of the same sex of the student and in the presence of a second person of the same sex (if possible). Whenever possible the program administrator should be present.

In exercising a judgement to conduct such a search, the administrator or his/her designee shall determine whether such a search would be intrusive in light of the student's age and the nature of the infraction/suspected infraction. The student will initially be asked to empty the contents of all pockets, remove shoes/socks or his/her coat and turn their pockets inside out. If they fail to comply, the staff member conducting the search may press his/her hands against the pockets to check for suspected objects. Additionally, the cuffs of the student's pants may be checked and/or the student's shoes/socks or coat may be removed.

Every effort will be made to encourage the student to cooperate with such a search. When safety is not an immediate issue, a student's parents will be advised prior to conducting such a search. If the student becomes non-compliant or resistant, the local police may be contacted to assist with such a search.

A search of a student which is more intrusive than a "frisking/pat down", shall be conducted only when there exists a potential threat to the physical safety of the student or other members of the school community and/or there exists reasonable grounds that the search will turn up evidence that the student has violated or is violating C.E.S. policies or the law pertaining to the possession of weapons, dangerous objects, illegal substance or similar contraband. In such instances the local police will be contacted to assist the program administrator or his/her designee with the search. In addition, whenever possible a student's parents will be advised prior to conducting such a search.

In cases of a search of the student's belongings or person, an appropriate incident report shall be completed within twenty-four (24) hours of the event detailing the specific violation, the activities undertaken, all persons involved and the outcome of the search. The student's parent(s) will be contacted by telephone to explain the circumstances leading to the search as well as other pertinent information about the search. When deemed necessary, a meeting with the student's parent(s) will be arranged to help form a plan to prevent future issues and if necessary formulate a plan for including regular searches in the treatment plan for that student.

**Appendix
Informal Disciplinary Hearing**

Cooperative Educational Services

Informal Disciplinary Hearing

Date of Hearing: _____ Program: _____

Student's Name: _____ Age: ____ Grade/Grade Equiv: _____

List any pertinent developmental factors: _____

Nexus School District: _____

Attendees of Meeting (in addition to student): _____

Briefly describe the student's act of misconduct/behavioral incident leading to informal hearing

Was this a first offense for student at C.E.S.? Yes No

Do we have prior knowledge of similar offense or incidents prior to attending C.E.S.?

Yes No

If this behavior/incident/offense or similar behavior previously occurred provide pertinent information:

Prior disciplinary actions: _____

Student's response to prior disciplinary actions/interventions: _____

Are there any cultural factors that should be considered? Yes No

If yes, briefly explain: _____

Are there any communication factors that should be considered? Yes No

If yes, briefly explain: _____

Briefly summarize student's explanation of incident: _____

Were there any witnesses to the incident? Yes No

Provide any pertinent information from witness (es): _____

ACTION TAKEN:

- *Repeated Removals: Date(s) _____
- Detention: Date(s):** _____ **Length of time:** _____
- In-School Suspension**
Length of In-School Suspension: _____ days
Specify dates: _____
- Out-of-School Suspension**
Length of Out-of-School Suspension: _____ days
Specify dates: _____
- Other Disciplinary Action (explain):** _____

*twice in a week or six times in year requires an informal hearing

Reason for Out-of-School Suspension: Conduct posed ...

- Danger to** self others **or** both
- Danger to property**
- Disruption of educational process**
 - Represented recurring pattern of incidents
 - Markedly interrupted/severely impeded day-to-day operation of school

Specify or explain why behavior represented: danger to self/others and/or property or serious disruption of educational process and required an out-of-school suspension:

Parent/guardian was informed by telephone: Date: _____ Time: _____

By whom: _____

Disciplinary letter mailed to parent/guardian: Date: _____

Letter cc'd to district contact: _____

Executive Director or designee

Specify designee: _____

This form completed by: _____

Name of Administrator

Program: _____ Position: _____

Attach a copy of Disciplinary Notification Letter and maintain in student's Confidential File.

Note: This record and the formal notification letter should be reviewed at least annually by the program administrator. This record should be expunged if student graduates from high school.

4/24/09 final

6.009.

Policy Concerning Equal Education Opportunity

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 including those listed below no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, because of race, color, religion, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, mental or physical disability, including, but not limited to blindness.

The Executive Director is authorized to designate Compliance Coordinators for these areas of discrimination as required by law. The Executive Director is also authorized to establish administrative procedures that permit program administrators and/or Compliance Coordinators to take necessary steps to ensure equity and to deal with issues/complaints related to equal education opportunity in terms of admission; use of programs; facilities; applied education programs; student rules, regulations and benefits; school-sponsored extra curricular activities; enrollment in courses; counseling and guidance; physical education; health services; and other aid, benefits or services made available to students. This prohibition does not apply to specific program criteria where for example age is a qualifier (e.g., designating a particular C.E.S. program for students' ages 3 to 10 years).

ADOPTED: NOVEMBER 6, 1997

REVISED: June 1, 2000

References: Title VI Civil Rights Act of 1964
Title IX Education Amendments of 1972
Section 504 Rehabilitation Act of 1973
Age Discrimination Act of 1975
Americans with Disabilities Act
CT General Statutes 10-15c

6.009A. Administrative Regulations Concerning Equal Education Opportunity

I. General Requirements:

- 1) The Executive Director will designate a Compliance Coordinator for Title VI (Race, Color, National Origin); Title IX (Sex Equity); Section 504 of Rehabilitation Act of 1973/The Americans with Disabilities Act (Disability).
- 2) Each Compliance Coordinator will maintain full knowledge and familiarity with the requirements of designated laws and agency procedures to deal with complaints or grievances concerning discrimination.
- 3) Each Compliance Coordinator will keep the Executive Director aware of any complaints or grievances as they are made, along with the results/outcomes of ensuing investigations, except where the Executive Director is accused of having perpetrated the alleged discriminatory act.
- 4) The Program Administrator will incorporate into all published guides or student handbooks the following statement: **“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, because of race, color, religion, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, mental or physical disability, including, but not limited to blindness.”**
- 5) All personnel will annually be notified of the importance of maintaining learning environments free of any form of discrimination as well as procedures for notifying students/parents of perceived acts of discrimination.
- 6) Parents/students as is applicable, will annually receive notification of how to initiate a complaint related to a perceived act of discrimination and applicable Discrimination Grievance Procedures and will be notified of the names of specific compliance coordinators to contact related to concerns or formal complaints.
- 7) Each program office will maintain copies of C.E.S. policies and procedures related to Equal Education Opportunity as well as forms to initiate complaints or discrimination grievance procedures.
- 8) As may be applicable and developmentally appropriate, students will receive instruction related to acts of discrimination and information on how to proceed with complaints about perceived discriminatory practices.

Discrimination 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 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.

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, because of race, color, religion, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation, mental or physical disability, including, but not limited to blindness.”

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: Janet Robinson Title: Deputy Executive Director

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

Title IX Coordinator (sex equity/sexual harassment)

Name: Zita McMahon Title: Human Resources Manager

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

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

Name: Anthony Maida Title: Director of Special Education

Mailing Address: C.E.S., 25 Oakview Drive, Trumbull, CT 06611 Phone: 365-8837

Complaint Forms are available from the C.E.S. Personnel 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: 566-7710; TDD Number 566-2301. 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, J.P. McCormack Post Office and Court House Building, Room 222, Boston, MA 02109-4557, (617) 223-9662.

7/02

Policy 6.010. Student Sexual Harassment

It is the policy of the C.E.S. Representative Council to create and maintain a learning environment that is free from unlawful sexual harassment and discrimination on the basis of sex. Sexual harassment is prohibited whether on school grounds, school buses or at school-sponsored activities, programs and events. Sexual harassment can occur adult to student, student to student, between members of the opposite sex, or between members of the same sex.

The C.E.S. Representative Council encourages all victims of sexual harassment and persons with knowledge of sexual harassment to report the harassment immediately. All complaints have the right to be free from retaliation of any kind. Complaints of sexual harassment will be promptly investigated.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether physical, verbal or non-verbal, and any other gender-based harassment, whether initiated by students, school employees, or third parties, when:

- Submission to the conduct is made explicitly or implicitly a term or condition of a student's participation in school-sponsored activities, or any other aspect of the student's education.
- Submission to or rejection of the conduct is used as the basis for decisions affecting a student's academic performance, participation in school-sponsored activities, or any other aspect of a student's education.
- The conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive educational environment.

While an exhaustive list is not possible, the following are examples of specific behaviors that could constitute sexual harassment:

- Unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extra-circular activities, assignments, homework, etc.;
- Any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling,

catcalls, and whistles; sexually graphic computer files, messages or games, etc.;

- Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating;
- Any other unwelcome gender-based behavior that is offensive, degrading, intimidating or demeaning.

ADOPTED: June 1, 2000

Step 1-Informal Level

A student who feels he or she has been the victim of sexual harassment may request a meeting to discuss the matter with the building principal of his/her school in an effort to resolve it informally. In the event the student is uncomfortable, for any reason, with discussing the matter with the building principal he or she may request a meeting with the superintendent of schools (**or any other Administrator or the Personnel Director, etc.**) regarding the alleged harassment. The principal or the school administrator shall schedule a meeting promptly with the complainant to discuss the complaint, but in no event shall the meeting be held later than fourteen (14) days from the receipt of the meeting request.

Step 2-Formal Level

If the complainant is not satisfied with the disposition of his or her complaint at the informal level, he or she may file a formal complaint with the (**building principal, superintendent, personnel department or Title IX compliance officer**). A student need not have brought an informal complaint before filing a formal written complaint. Complaint forms may be obtained from the office of the Superintendent of Schools, as well as from the office of the building principal. In addition, a student complaint may be filed in writing with a teacher or guidance counselor. A student may request assistance of school district personnel in preparing a written complaint. Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the principal (**and or the Title IX Compliance Officer, etc.**).

The written complaint shall be dated and shall state the name of the complainant, the date(s) of the alleged harassment, the name or names of the alleged harasser or harassers, the name or names of any witnesses, and a statement of the circumstances in which the alleged harassment occurred. All formal complaints must be filed within sixty (60) days from the alleged violation. Upon the filing of a written complaint, the complainant shall be provided with a copy of this regulation.

The (**compliance officer/ superintendent/ personnel director/ principal**) shall schedule a meeting promptly with the complainant to discuss the complaint but in no event shall the meeting be held later than fourteen (14) days from receipt of the formal complaint. School officials will, consistent with the need for a thorough investigation of the complaint and principles of fairness; endeavor to protect privacy interests. Whenever a sexual harassment complaint is made, district

personnel will investigate the complaint or refer the complaint for investigation even if the complainant requests that no action be taken or withdraws the complaint. Upon completion of the investigation but in no even later than fourteen (14) days after meeting with the complainant, the investigator shall render a written decision to the complainant as to the disposition of the complaint. The time for rendering a decision may be extended as required for a thorough investigation and fair resolution of the complaint.

If the decision is that sexual harassment has occurred, appropriate action shall be taken to ensure that the harassment ceases and will not reoccur. No adverse action will be taken against a student for filing a complaint of sexual harassment or against any student or other person for cooperating in the investigation of the complaint.

A copy of this policy, regulation and complaint procedure will be distributed to students and parents annually. The administration of each building shall maintain a record of such distribution. In addition, a copy of the policy, regulation and complaint procedure will be posted in each building, and contained in the student handbook.

Policy 6.011. Title IX Policy

Pursuant to Title IX of the Education Amendments of 1972 and its implementing regulations, no individual may be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Persons who feel that they have been denied equal opportunities on the basis of sex may file a complaint with the Representative Council's Title IX Compliance officer, Personnel Office, C.E.S., 40 Lindeman Drive, Trumbull, Connecticut; telephone (203) 365-8828.

ADOPTED: June 1, 2000
Revised (address change only) 7-26-06

Policy 6.012. 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 principals of constitutional law.

Recognizing that the welfare of persons 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.

Reference: Connecticut General Statutes §54-33n (Search of School Lockers and Property)

ADOPTED: June 1, 2000

Policy 6.012A. Procedure – Student Search and Seizure

The Executive Director, school administrator, and law enforcement officials are authorized to search a student's person or personal effects, such as a purse, or book bag, or of 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.

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.

Appendix A

STUDENT: SEARCH AND SEIZURE REGULATIONS

A. Locker and Desk Searches: The C.E.S. Representative Council provides lockers, storage areas and desks as depositories for students' personal belongings and school-related materials. Students are required to store personal belongings and school-related materials exclusively in their desks or lockers/storage areas but have no privacy interest in their desks or lockers/storage areas. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all student desks and lockers/storage areas.

Consistent with Connecticut Education law, the Representative Council authorizes C.E.S.' administration to perform searches of student desks, lockers/storage areas or other school property available for use by students if: 1) there is reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating either the law or the rules of the school; 2) the measures adopted to conduct the search are reasonably likely to produce evidence of a violation; and 3) the physical safety of members of the school community or the prevention of disruption to school operations warrant such action.

Students shall be responsible for maintaining desks and lockers/storage areas in an orderly and sanitary condition. The Representative Council, through the C.E.S. school administration, maintains ultimate control over all desks and lockers/storage areas. Consequently the school administration may open and examine any desk or locker/storage area when the physical safety of members of the school community or the prevention of disruption of school operations warrants such action.

B. Student Searches: In order to maintain safety in C.E.S. programs it may be necessary to conduct a search of the personal property or clothing of any student suspected of concealing any weapon, illegal substance or other dangerous object or material or other fruits of a crime. The program administrator or his/her designee is authorized to search a student's personal property or clothing where there exists reasonable grounds for suspecting the search will produce evidence that the student has violated or is violating either the law or school rules. This type of search can occur when reasonable suspicion exists and may include a search of student's book bag, lunch bag, other personal belongings or outer clothing garments. Every effort will be made to encourage the student to cooperate with such a search. If the student becomes non-compliant, the clinical staff may be engaged to encourage the student to comply. If resistance persists, local police intervention may be requested to assist with such a search.

In cases of a proposed search of a student's person such a search will be limited to a "frisking" or "pat down". When feasible, the Division Director or Program Administrator will be consulted prior to a search of this kind. The administrator or his/her designee shall

be expected to use sound professional judgement in deciding whether a search should be conducted. This form of search will only be conducted in a private area when deemed feasible and shall only be conducted by a clinical or certified staff member of the same sex of the student and in the presence of a second person of the same sex (if possible). Whenever possible the program administrator should be present.

In exercising a judgement to conduct such a search, the administrator or his/her designee shall determine whether such a search would be intrusive in light of the student's age and the nature of the infraction/suspected infraction. The student will initially be asked to empty the contents of all pockets, remove shoes/socks or his/her coat and turn their pockets inside out. If they fail to comply, the staff member conducting the search may press his/her hands against the pockets to check for suspected objects. Additionally, the cuffs of the student's pants may be checked and/or the student's shoes/socks or coat may be removed.

Every effort will be made to encourage the student to cooperate with such a search. In addition, whenever possible a student's parents will be advised prior to conducting such a search. If the student becomes non-compliant or resistant, the local police may be contacted to assist with such a search.

A search of a student which is more intrusive than a "frisking/pat down", shall be conducted only when there exists a potential threat to the physical safety of the student or other members of the school community and/or there exists reasonable grounds that the search will turn up evidence that the student has violated or is violating C.E.S. policies or the law pertaining to the possession of weapons, dangerous objects, illegal substances or similar contraband. In such instances the local police will be contacted to assist the program administrator or his/her designee with the search. In addition, whenever possible a student's parents will be advised prior to conducting such a search.

In cases of a search of the student's belongings or person, an appropriate incident report shall be completed within one (1) school day of the event detailing the specific violation, the activities undertaken, all persons involved and the outcome of the search. The student's parent(s) will be contacted by telephone to explain the circumstances leading to the search as well as other pertinent information about the search. When deemed necessary, a meeting with the student's parent(s) will be arranged to help form a plan to prevent future issues and if necessary formulate a plan for including regular searches in the treatment plan for that student.

6.013. Employment of Behavior Management Strategies by C.E.S. Programs

Cooperative Educational Services (C.E.S.) utilizes a comprehensive approach to address the behavioral, educational and social-emotional needs of students. An integral component of each program's treatment process is a behavior management system. Each system is rooted in principles of proactive behavior management and is guided by a least restrictive treatment model. More restrictive interventions, should they be necessary, are implemented in a predictable and consistent manner which afford the student the opportunity to make choices. Consistent with Public Law 99-210, the systems also include the use of physical restraint and seclusion time-out, which can be used as emergency interventions to prevent immediate or imminent injury to self or others, or, in the case of seclusionary time-out, its use can be prescribed in a student's Individual Education Plan (IEP).

The C.E.S. Representative Council authorizes the use of such behavior management strategies and emergency interventions when necessary, appropriate and in keeping with specific written administrative procedures as approved by the Executive Director. Staff will receive annual training on the use of proactive behavior strategies and the safe use of more restrictive interventions such as physical restraint and seclusion time-out. Data will be maintained related to use of more restrictive and/or emergency interventions and when requested be made available to the Commissioner of Education.

ADOPTED: June 1, 2000

6.013A. Guidelines – Employment of Behavior Management Strategies by C.E.S. Programs

Following are Behavior Management Guidelines for:

Developmental Learning Center
Preschool Learning Center
Therapeutic Day Program

6.014 Policy and Administrative Procedures Regarding Prohibition Concerning Recommendations for the Use of Psychotropic Drugs by Students

Cooperative Educational Services believes that the use of psychotropic drugs by students is a personal decision to be made by the parents of students. Therefore, it is the policy of Cooperative Educational Services to prohibit any school personnel from recommending the use of psychotropic drugs for any child. This policy does not prohibit school health or mental health personnel or the Planning and Placement Team from recommending that a child be evaluated by an appropriate medical practitioner, or prohibit school personnel from consulting with such practitioner with the consent of the parents or guardian of such child. Nor does this policy prohibit C.E.S.' consulting physicians (e.g., consulting psychiatrist, consulting neurologist, etc.) from directly discussing with parents/guardian the benefits 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.

REFERENCES: CGS 10-212b. Policies Prohibiting the Recommendation of Psychotropic Drugs by School Personnel as amended by: P.A. No. 03-211 An Act Concerning the Provision of Medical Care for Student's Health Care Needs

ADOPTED: November 1, 2001
C.E.S. Representative Council
REVISED: October 2, 2003

6.014 Administrative Guidelines for Prohibition Concerning Recommendations for the Use of Psychotropic Drugs by Students:

1.a. For the purposes of this C.E.S. policy, school personnel include program administrators, teachers, substitute teachers, student teachers, educational instructors, instructional aides, secretaries/clerical staff, speech pathologists, audiologists, occupational and physical therapists. These educational personnel are prohibited from recommending to parents/guardian the use of psychotropic medications for their child.

1.b. For the purposes of this C.E.S. policy, school health or mental health personnel include the school nurse, school psychologists, and school social workers, C.E.S. medical advisor and consulting physicians or nurse practitioners (e.g., consulting psychiatrist, consulting neurologist, etc.). These staff may recommend that a student be evaluated by an appropriate medical practitioner for consideration of psychotropic drugs.

1.c. For the purposes of this C.E.S. policy, psychotropic drugs means prescription medications for behavioral or social-emotional concerns such as attention deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to stimulant medication and antidepressants.

2. Because of the challenging behavioral, developmental, emotional and/or physical problems presented by students attending certain C.E.S. education programs, there may be instances when C.E.S. school personnel observe behavior, developmental, emotional or physical symptoms in a child that may benefit from, or require medical attention (e.g., psychotic symptoms including hallucinations, delusions, or highly disorganized thought processes; facial tics; severe depression with or without suicidal ideation; severe hyperactivity, self-injurious behavior, impulsivity, or inattention; obsessions and/or compulsions; severe aggressive outbursts, etc.). In such instances, such school personnel should communicate these concerns to the program administrator who will consult the appropriate school health or mental health personnel to determine the best course of action for communicating these concerns to the student's parents/guardian. The program administrator may also with parent consent consult with an appropriate medical practitioner designated by the parents/guardian. This course of action shall not include a recommendation to parents/guardian that he/she seek psychotropic drugs for their child. As reflected in the C.E.S., policy, the decision to place a child on psychotropic drugs is strictly between the parents/guardian and a physician.

Additionally, this course of action may include communicating to the parents/guardian that these symptoms have been observed, and that it is the belief of the C.E.S. school health or mental health personnel that these symptoms may benefit from, or require, medical attention. As such, the recommendation to the parents/guardian would be to seek

the advice of a physician (e.g., psychiatrist) regarding the observable symptoms. Because C.E.S. has in its employ, consulting physicians (e.g., psychiatrist, neurologist), the parents/guardian may be offered the opportunity to discuss the observed symptoms with one of C.E.S.'s consulting physicians. It will be made clear to parents at the time of such consultations, that they may seek the advice of their own physician or that they may choose to disregard the recommendations made by C.E.S. consulting physicians. The C.E.S. consulting physician may discuss the benefits of certain psychotropic drugs to address the student's observable symptoms or may recommend a specific psychotropic drug for them to consider and/or discuss with their child's private physician.

3. C.E.S. school and/or school health or mental health personnel (i.e., consulting physicians, school nurse, school psychologist, school social worker) will obtain written permission from a student's parents/guardian in order to speak with or obtain information from a child's private physician. Such permission will be obtained using the *C.E.S. HIPPA compliant Authorization for Release of Health Information Form*.

4. C.E.S. school, school health or mental health may report at a student's PPT meeting the student's progress or lack of progress and the behavior(s) demonstrated by the student that may be interfering with his/her ability to learn in the classroom or school environment. The Planning and Placement team may recommend a medical evaluation as part of a reevaluation to determine the child's educational needs for his/her individualized program.

5. When a student attending a C.E.S. program is being administered psychotropic drugs, C.E.S. school personnel may verbally or in writing receive information about such medications from parents/guardian. Such information should be conveyed to appropriate C.E.S. school health and mental health staff. Any questions raised by the parents/guardian or advice sought by parents/guardian about such medications should be directed to C.E.S. school health and mental health staff.

6.015**Policy on Bullying Behavior**

Cooperative Educational Services (C.E.S.) recognizes that it is the responsibility of program personnel to maintain a secure and safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior in school, school-sponsored activities on or off school grounds and transportation to and from school. Therefore, bullying behavior, of any form, will not be tolerated.

Consistent with legislative requirements the C.E.S. Executive Director is authorized to develop and implement a Safe School Climate Plan that contains the essential elements outlined in Public Act 11-232 *An Act Concerning the Strengthening of School Bullying Laws*.

Bullying takes many forms and may include many different behaviors, such as, but not limited to:

1. Physical violence and attacks;
2. Verbal harassment or taunts, name-calling and use of disparaging language, including disability-, ethnically- or racially-based verbal abuse and gender-based disparaging language;
3. Sexual harassment including unwanted sexual attention or insulting or degrading sexual remarks or conduct;
4. Harassment, threats and intimidation;
5. Extortion or stealing of money and possessions;
6. Exclusion from the peer group;
7. Using the Internet as a means of harassment and intimidation (i.e., Cyber-bullying).

Adopted by Representative Council on: 10/13/02

Revised by Representative Council on: 9/7/06

Revised by Representative Council on: 10/2/08

Revised by Representative Council on: 11/3/11

Definitions:

“Bullying” is 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. This 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.

“Cyberbullying” - 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. In order for it to be identified as “cyberbullying” requiring school/program intervention, the students involved must attend school in the same district.

"Electronic communication"- means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.

"Hostile environment" - means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

"Mobile electronic device" - means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

"Outside of the school setting" - means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

"Prevention and intervention strategy" - may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through

high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

“School-Sponsored Activity” - shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

“School Climate” - The quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

“School Employee” - A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach employed by a local or regional board of education or working in a public elementary, middle, or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students, enrolled in a public elementary, middle, or high school, pursuant to a contract with the local or regional board of education.

“Off Campus Bullying” - The new law explicitly requires school districts to prohibit bullying which occurs outside of the school setting if such bullying 1) creates a hostile school environment for the victim; 2) infringes on the rights of the victim at school; or 3) substantially disrupts the education process or the orderly operation of a school.

“Harassment” – Any physical or verbal hostility toward someone with legally protected status. Such status pertains to race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (Including past or present history of mental disability), physical disability, learning disability, mental retardation, genetic information, prior criminal conviction, or other lawfully protected status. Such hostility can be severe, persistent, or pervasive.

C.E.S. SAFE SCHOOL CLIMATE PLAN

Cooperative Educational Services (C.E.S.) recognizes that it is the responsibility of program personnel to maintain a secure and safe school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior in school, school-sponsored activities on or off school grounds and transportation to and from school. Therefore, bullying behavior, of any form, will not be tolerated.

Leadership and Administrative Responsibilities:

Safe School Climate Coordinator:

Under the direction of the C.E.S. Executive Director, the agency will appoint a safe school climate coordinator effective no later than July 1, 2012 and each school year thereafter. The coordinator's duties include:

- Monitoring and implementing the safe school climate plan;
- Collaborating with the safe school climate specialists on matters pertaining to bullying;
- Providing data to the superintendent, district, and CSDE regarding bullying;
- Meeting at least twice annually with the safe school climate specialists to make recommendations concerning amendments to the district's safe school climate plan.

Safe School Climate Specialist:

Each C.E.S. school-based program unit will designate a safe school climate specialist, starting no later than July 1, 2012. This specialist will be the program administrator or a designee of the administrator. The specialist's duties include:

- Investigate or supervise the investigation of reported acts of bullying in accordance with the district's safe school climate plan;
- Collect and maintain records of reports and investigations of bullying in the school and act as the primary school official responsible for preventing, identifying, and responding to reports of bullying in the school.
- Coordinate annual in-service training for their respective school-based program unit on the prevention, identification, and response to bullying, and the prevention of youth suicide collaboratively with the Safe School Climate Committee;
- Chair the Safe School Climate Committee in each school-based program unit.

Safe School Climate Committee:

Each C.E.S. school-based program unit will establish a committee (or designate an existing committee) no later than July 1, 2012 that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in school, school related activities, on transportation vehicles to and from school sponsored activities. Each school-based program unit administrator must appoint at least one parent or guardian of a student enrolled in the school to the committee. It is recommended that the Safe School Climate Specialist is the chair of the committee. The responsibilities of the Safe School Climate Committee are to:

- Receive copies of completed forms from bullying investigations;
- Identify and address patterns of student bullying;

- Review and amend school practices related to bullying;
- Review and make recommendations to the district's Safe School Climate Coordinator regarding the districts safe school climate plan;
- Educate all school community members (students, school employees, parents/guardians) on issues related to bullying;
- Collaborate with the district's Safe School Climate Coordinator in the collection of data (allegations and verified acts of bullying; school climate assessment results); and
- Perform other duties determined by the principal/program administrator related to the identification, prevention and response to school bullying;
- Any parent/guardian serving on this committee may not have full access to information that would compromise the confidentiality of any individual student(s).

Professional Development

C.E.S. will minimally provide annual in-service training program to all school employees that must include information addressing the prevention of, identification of, and response to bullying, and the prevention of and response to youth suicide. This professional development will be determined by the Safe School Climate Specialists and the Safe School Climate Committee in each school-based program unit. It may also include:

- Classroom management;
- Positive youth development;
- Positive relationship building;
- Managing the cyber-arena;
- Conflict resolution;
- Cultural and gender diversity training;
- Violence prevention.

Assessment

Require each school-based program unit on or after July 1, 2012 and at least biannually thereafter, to complete a school climate assessment, and submit the assessment to the CSDE. While required biannually, it is recommended that the assessment is completed annually if prior survey data or bullying data supports a need for improvement. Each program within a unit will contribute data for the unit assessment. The assessment should align with the National School Climate Standards that provide a comprehensive and standards-based approach to overall school climate. C.E.S. will utilize the school climate assessment instruments developed by the Connecticut State Department of Education. The Safe School Climate Plan will be monitored using the assessment data from these school climate assessment instruments.

The Essential Requirements of the Safe School Climate Plan

The safe school climate plan must:

- Be approved by the C.E.S. Representative Council and submitted to the Connecticut State Department of Education no later than January 1, 2012. Within thirty (30) calendar days of C.E.S. Representative Council approval, the plan must be available on the C.E.S. website, and on each individual school/Program websites;

- Be included in each program’s publication of rules, procedures, and standards of conduct for schools, and in all student handbooks;
- Require each school/program to provide all school employees with a written or electronic copy of the plan at the beginning of each school year;
- Prohibit discrimination and retaliation against an individual who reports, or assists in the investigation of, an act of bullying;
- Prohibit bullying
 - on school grounds;
 - at a school-sponsored or school-related activities, whether on or off school grounds;
 - or school bus stop, school bus, or other transportation vehicle owned, leased, or used by C.E.S.;
 - through the use of an electronic device or electronic mobile device owned, leased, or used by the district.
- Prohibit Bullying Outside of the School Setting if bullying
 - creates a hostile environment for the victim
 - infringes on the rights of the victim in school
 - substantially disrupts the educational process or the orderly operation of the school

Reporting Requirements

- Enable students and parents to file written reports of acts of bullying to any school employee. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses;
- Provide student mechanisms to anonymously report bullying to any school employee (i.e. Bullying Box). Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying;
- Require students and their parents be annually notified of the process for reporting acts of bullying;
- Parents are encouraged to call school employees or school/program administrators if they feel bullying has occurred and will be asked to submit a written request to initiate an investigation;
- School employees who witness acts of bullying or receive reports of bullying must immediately contact the Safe School Climate Specialist not later than one school day and must then submit a written report not later than two school days after making their oral report;
- Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying promptly after the receipt of the written report. In

- investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action;
- Safe School Climate Specialist must review all anonymous reports provided that no discipline or action be issued solely on the basis of an anonymous report;
 - School/program administrators or designee must notify the appropriate law enforcement agency when they believe any act of bullying constitutes criminal conduct;
 - Program administrator or designee (e.g. Safe School Climate Specialist) will notify parents/guardians of any student who commits any verified acts of bullying and parents/guardians of students against whom such acts were directed not later than 48 hours after the completion of the investigation. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law;
 - Program administrator or designee (e.g. Safe School Climate Specialist) will invite the parents/guardians of the perpetrator and victim of the bullying to separate meetings to communicate the measures being taken to ensure the student's safety and prevent further acts of bullying;
 - If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying;
 - A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate;
 - Each school/program will document and maintain records related to reports and investigation of bullying using designated log and maintain a list of the number of verified acts of bullying using designated log (see appendix), along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law;
 - Verified acts of bullying log must be available to the public in main offices and submitted to the CSDE annually. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination

would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date.

Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying;

- C.E.S. Discipline Policy 6.008 contains guidelines for appropriate disciplinary action related to verified acts of bullying.

Intervention Measures:

The swift and consistent actions of the staff and administrators will contribute to building a social climate in which students feel that they can trust that all adults are involved in their safety. Therefore, consistent steps of intervention must be taken upon awareness of an incident, or continued threatening situation.

Steps for intervention may include the following:

- Intervene immediately to stop the bullying behavior;
- Talk to the student who engaged in the bullying behavior and the student who was victim of this behavior separately. If there are several students who engaged in bullying behavior, separate them also;
- Inform the student who engaged in the bullying behavior and the student who was victim of this behavior of the unacceptable nature of the behavior and the consequences imposed through the school discipline plan;
- Inform the parents of both the student who engaged in the bullying behavior and the student who was victim of this behavior, invite them to at least one meeting to discuss the matter, and construct a plan of action to prevent the reoccurrence;
- If peer mediation is deemed appropriate, give special consideration to the intimidating nature of this situation and preserve a balance of power;
- If students are frequent victims, involve this student in social skills groups, or assertiveness skills development sessions;
- Monitor the behavior of the student who engaged in the bullying behavior and the student who was victim of this behavior and the victim regularly as intimidation may continue unseen;
- If the bullying circumstances do not change, despite concerted efforts by school staff, consider options such as, change in class assignment, rearrangement of transportation, etc...as consequence, he/she, not the victim, may be removed from the class or situation;
- Encouragement of student to seek help when victimized or witnessing victimization;
- Provide adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- Provide school-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- Develop on a case-by-case basis interventions for students, who repeatedly bully or are bullied repeatedly, such as counseling or discipline. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee);

- A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

Prevention Measures:

In order to perpetuate a safe social climate free of bullying, the agency will:

- Implement a program positive behavioral interventions and supports;
- Implement procedures to confront bullying in any form;
- Listen to all parties involved in incidents;
- Investigate as fully as possible all written and anonymous reports;
- Treat all verified acts of bullying that are similar in nature and severity in a consistent fashion;
- Inform parents of both the perpetrators and the victims of bullying incidents and invite them to at least one meeting;
- Promote via grade appropriate bullying prevention curricula the use of a range of teaching and learning styles and strategies that challenge bullying behavior and promote a safe school climate;
- Avoidance of sex-role stereotyping;
- Modeling by teachers of positive, respectful, and supportive behavior toward students;
- Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
- Promote open management styles that facilitate communication and consultation throughout each school setting;
- Maintain an accurate log of verified bullying acts (see appendix);
- Provide annual training in bullying and safe school climates as well as prevention of and response to youth suicide;
- Require Beginning Teachers involved in the C.E.S. TEAM Program to include training regarding the prevention and identification of, and response to, school bullying as well as youth suicide in their Classroom Management and Climate module;
- Promote the use of interventions that are least intrusive and most effective.
- Hold regular discussions about bullying with administration, staff, students, and parents;
- Develop an anonymous method of student reporting of incidents;
- Support victims of bullying by means of individual and peer counseling;
- Initiate efforts to change the behavior of those students who have engaged in bullying behavior through class discussions, counseling, reinforcement and sanctions, where appropriate;
- Utilize resources from the CSDE that have been created as part of their state-wide Safe School Climate Resource Network;
- Annually submit a letter to all parents about bullying and reporting procedures (see appendix);
- Designate a week in October where each school-based program unit will conduct safe school climate awareness activities.

Sample Parent Letter

Dear Parents and Families,

In recent years, the Connecticut legislature has passed various laws and amendments concerning bullying behavior in schools. This year the Connecticut Legislation passed a new School Bullying Law with significant changes. Consistent with this legislation, we are asking that parents/guardians immediately inform school personnel (e.g., your child's teacher, program administrator) of suspected bullying behavior directed against your child or another child. Bullying has been re-defined (see reverse side of letter). You may formally notify any school employee in writing or feel free to call either your child's teacher or program administrator if you feel bullying has occurred.

It is also important for you to know that consistent with this legislation your child may report acts of bullying to any school employee including his/her teacher, other educational personnel (e.g., school nurse, school psychologist, school social worker), non-certified staff member (i.e., bus aid, teacher assistant) and /or program administrator. If your child is uncomfortable making such a report, they may anonymously make a report by leaving a note using a bullying box at school. When possible, 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 counseling or disciplinary action, including suspension from school or in more severe cases, dismissal or expulsion. The law requires us to notify parents/guardians of students who commit any verified acts of bullying and the parents/guardians of students against whom such acts were directed no later than 48 hours after the completion of the investigation. It also requires us to invite parents/guardian of the perpetrator and victim of bullying to separate meetings to discuss acts and to communicate the measures being taken to ensure the student's safety and prevent further acts of bullying.

We are fully aware that incidents of bullying are rarely committed in view of the supervising adults. Victims are most vulnerable in situations beyond the eyes of staff, such as, playground, buses, restrooms, and bus stops. The most likely adult to be informed by a victim is the parent. Parents are often reticent to inform the school due to the student's fear of reprisal. However, without parent input on this, the school personnel are uninformed and therefore, unable to intervene to stop this behavior. It is important that the school staff and the parents continue to work together to protect the safe environment of the school. If there is a custodial parent who does not live at your child's primary residence, please note that the recent law changes requires us to make a copy of bullying notices available when requested. Please inform your child's program administrator if you or they would like us to make a copy of this notice available to such a parent and provide us their name and address in case it is not presently part of our records.

We thank you for your understanding of this important matter. Feel free to contact the administrator of your child's program if you have any questions.

Cooperative Educational Services
Log of Verified Bullying Incidents

The Program Administrator shall maintain a listing of verified acts of bullying and this list shall be available for public inspection upon request

Unit: _____

Safe School Climate Specialist Completing Form:

School Year: _____

ONLY RECORD VERIFIED ACTS OF BULLYING*

This list shall not contain any student personally identifiable information

| | Date(s) of Incident | Name of School | Grade Level |
|-----|----------------------------|-----------------------|--------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

*Since bullying involves repeated acts over time, verified acts of bullying tallied on this log need not represent each separate act unless these specific acts are distinct acts of bullying.

12/11

Cooperative Educational Services

Log of Bullying Reports

This listing is to document and maintain records related to reports and investigations of bullying incidents.

Unit: _____

Safe School Climate Specialist Completing Form:

School Year: _____

This list shall not contain any student personally identifiable information

| | Date(s) of Incident(s) | Name of School | Grade Level | Outcome of Investigation. Include was Bullying Verified*. |
|-----|-------------------------------|-----------------------|--------------------|--|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

*For incidents where bullying was verified, please transfer information to Log of Bullying Incidents.

12/11

Policy No. 6.016 - Homework

Cooperative Educational Services (C.E.S.) believes homework and other out-of-class assignments are an extension of clearly defined classroom activities. The amount and degree of difficulty of homework should take into consideration the student's age, developmental level, grade, ability, and level of independence.

The purpose of homework is to:

- strengthen basic skills;
- enrich student learning through application;
- develop initiative, responsibility and self-direction;
- build independent study skills;
- teach budgeting of study time;
- build confidence by ensuring successful learning experiences;
- foster social communication;
- and promote parent understanding of the curriculum.

The special education needs and requirements in a student's Individual Education Program (I.E.P.) or Section 504 plan may also influence how homework is assigned to students.

Adopted by Representative Council on: 3/1/12

Six to Six Magnet School

Handbook Policy -

Policy Statement

Homework is an extension of clearly defined classroom activities and should be appropriate to the age, ability, and level of independence of students. Teachers should assign meaningful homework that fosters lesson enrichment, application, review and the practice of skills that have been previously taught. In addition to assigned homework, students are expected to read independently every day to develop and enhance their literacy skills.

The definition of homework:

Tasks assigned by school teachers that are meant to be carried out during non-school hours (Cooper, 2002).

The purpose of homework is to:

- strengthen basic skills;
- enrich student learning through application;
- develop initiative, responsibility and self-direction;
- build independent study skills;
- teach budgeting of study time;
- build confidence by ensuring successful learning experiences;
- foster social communication;
- and promote parent understanding of the curriculum.

The special education needs and requirements in a student's Individual Education Program (I.E.P.) or Section 504 plan supersede the guidelines of this policy.

C.E.S. Special Education Division

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.

6.017

SIX TO SIX FAMILY INVOLVEMENT POLICY

From its inception, the Six to Six Interdistrict Magnet School has adopted and implemented the Yale University Bush Center's Comer-Zigler model (CoZi) for school reform. This model's primary focus is on family involvement. To ensure family participation it is the policy of Six to Six that:

- Families participate in school governance by membership on the School Planning and Management Team as well as on our Parent Teachers Association.
- The school provides multiple opportunities for family members to participate in the daily life of school by volunteering in classrooms and by taking part in school-wide events and activities.
- Family members participate as class parents, buddy families, literacy volunteers, and read-aloud volunteers.
- Families participate in a Family/School/Community partnership planning team that is responsible for developing relationships with neighborhood organizations, not-for-profits and the business sector.
- Families are encouraged to avail themselves of the resources that both the school and our community provide through the Family Resource Center and the work of our Family/School coordinator.

Rationale: Research indicates that high performing schools encourage high parental involvement. Recognizing that parents and families are not only a child's first teacher but a child's lifetime coach, it is essential that schools make clear to parents and families what opportunities they have to participate in their child's formal education and to provide input to policy for school governance.

Adopted: 10/3, 2002
C.E.S. Representative Council

6.018

Policy on the Pledge of Allegiance

Policy

All full time schools managed by Cooperative Educational Services, in accordance with Connecticut statute 10-230, will provide time in each school day for students to salute the flag of the United States of America. The time provided shall not be construed to require any person to recite the Pledge of Allegiance.

Rationale

It is important for students to understand the culture of the country they live in. The Pledge of Allegiance is a part of that culture and helps provide a daily focus on our role as citizens.

Reference:

PA No. 02-119

Adopted: 10/3/2002
Cooperative Educational Services

6.019 Policy & Procedures Concerning Parent-Teacher Communication

Cooperative Educational Services (C.E.S.) recognizes that a child's education is a responsibility shared by the parents*/family members of enrolled students, the nexus school district and C.E.S.' various programs/services. To support a goal of educating all students effectively, C.E.S. programs/services, the students' nexus school district and parents must work as knowledgeable partners. Therefore, it is the policy of C.E.S. to encourage ongoing communication and collaboration with families in order to establish and maintain programs and practices that enhance parent involvement and meet the specific needs of students and their families.

To ensure that this occurs, C.E.S.' Executive Director delegates to its program administrators the responsibility to facilitate a broad variety of opportunities for families to connect frequently with the program/service in which their children are enrolled. Each option should:

- Encourage strong home-school partnership(s);
- Provide for consistent and effective communication between the families and school personnel;
- Offer families ways to assist and encourage their children to do their best;
- Offer ways for families to support classroom learning activities; and
- Provide opportunities for families to have a voice in the planning and decision-making related to their child's program.

Programs should consider a variety of mechanisms to foster and encourage family involvement. These may include periodic newsletters, required regular contact with all parents, **two (2)** flexible parent-teacher conferences **each school year**, home visits, program drop-in hours for parents, awards/student recognition ceremonies, support groups, training activities and the use of technology as both a form of communication and means of providing assistance and information about how to assist their child with homework assignments or other forms of learning activities.

Rationale: Considerable evidence indicates that meaningful involvement of parents, family members, guardians and/or other family members assuming responsibility for the schooling of children improves the quality of education significantly. Cooperative Educational Services' believes that closer connections of parents and other family members responsible for the home care of children within our programs/services can result in enhanced academic performance, improved behavior, reduced absenteeism, and enhanced school programs. Therefore, all parents/guardians and family members of students enrolled in our programs/services are expected to take an active role in the education of their children.

Reference: Connecticut General Status 10-221

Adopted: April 3, 2003, C.E.S. Representative Council

Revised: October 7, 2010 C.E.S. Representative Council

*Parent is defined as parent/legal guardian and/or other family member assuming responsibility for the student.

6.020 Policy and Procedures Concerning Promotion/Retention

Cooperative Educational Services (C.E.S.) recognizes that all students should be placed in instructional programs in which they can achieve academically as well as emotionally, socially and physically. It is our expectation that given a strong learning community, a vast majority of the students will progress throughout their school years. However, some individuals may require somewhat less or more time to develop their educational potential. We will make every effort to support these students, but there may be some few cases where an additional year in a grade may be necessary. It is the belief of C.E.S. that this would be an action of last resort.

Rationale: Cooperative Educational Services (C.E.S.) believes in assessing children developmentally and makes grade placement decisions based on what we know about a particular child. We look at children closely, and assess them using observation, work sampling, and both informal and formal testing. We share our findings with families through family conferences, progress reports and a portfolio sharing night.

There are times when a child’s cognitive, emotional and social development does not match that child’s chronological age. After looking at work samples, and using a variety of assessment techniques and meeting with families, we may recommend that a child be retained. Usually the child’s chronological age makes them younger than their current peers, and so we grant that child “the gift of time” by having them repeat a year in the same grade. Retention is an option when we believe that a year with the same curriculum, and ideally, the same teacher, will benefit the child.

In a departmental situation, promotion is dependent on attaining a passing average for subject area courses. The completion of a summer course of study may be required for promotion in some cases. As in the elementary school, retention decisions will be made using observations, work sampling, and informal and formal testing, along with teacher and parent reports.

These decisions are not made lightly, and are done on a case-by-case basis. A team of teachers, and specialists will collaborate with families to arrive at these difficult decisions. Children are often identified as candidates for retention in January. A member or members of the IST observe the child and conference with the teacher and the family about the concerns that have been observed and possible recommendation of retention. A final decision will be made by May in consultation with families.

Reference: Connecticut General Statute 10 – 221
Adopted: 5/8/03 C.E.S. Representative Council

6.021 Policy/Procedures for the Use of Video for Instruction/Reinforcement

Cooperative Educational Services (C.E.S.) permits the use of 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/recreational 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 development level of the students; and the overall suitability/appropriateness for a school setting.

Videos used for either instruction or reinforcement/recreation should be carefully previewed and evaluated for content and program appropriateness prior to classroom or program use/viewing. This advanced planning and preparation will allow educational personnel (e.g., teachers) to establish appropriate learning objectives, develop educationally sound follow-up activities and/or establish the reinforcement/recreation value and rationale for the time spent viewing the particular video recording. It is imperative that educational personnel be sensitive to the variability among parental attitudes, values and receptivity toward videos of all types. They should also carefully check the content/ratings of such videos to ensure an appropriate correlation to the age/maturity level of the viewing students. Reviews should take into consideration 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. Videos should be legally acquired and as reflected in accompanying administrative procedures be approved for use in the classroom/program. Parents will be annually notified about this policy and procedures. Parent consent will be obtained for PG and PG 13 videos when warranted and for all R rated videos used for instructional purposes.

ADOPTED: C.E.S. Representative Council
June 5, 2003

Instruction Procedures

The use of videos is encouraged at all levels of instruction provided that it gives support to instructional learning objectives and that the material is directly related to curriculum content and specific curriculum goals. Video resources should not only enhance the instructional activity but should also address the different learning styles and modality preferences of the students with whom it will be used. Consistent with agency policy, educational personnel must:

- preview the video in its entirety prior to classroom/program use or viewing;
- establish appropriate learning objectives for the use of the video and where deemed appropriate educationally sound follow-up activities using the agency Video Approval Form (Form A);
- check the rating of the video to ensure that it correlates with the age/developmental/maturity level of the students involved and the grade level restrictions listed below;
- seek the approval of their assigned program administrator or supervisor for any video rated PG, PG 13, or R;
- obtain parental consent using Parent Consent Form B for any video rated PG or PG 13 when the content includes 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; and
- obtain parental consent for any video rated R prior to its viewing by using the designated agency form (Form B).

A list of videos that may be used to support instructional activities/specific curriculum goals will be available for parental review at the school site. The list will be updated throughout the year if new, administrative approved, videos need to be added.

The agency Video Approval Form (Form A) must be completed for any video used for instructional purposes, that are not on the approved list, and be submitted to their program administrator/supervisor at least five (5) school days prior to anticipated viewing.

Restrictions:

- Preschool students are restricted to G rated videos.
- Elementary school students are restricted to G and PG ratings.
- Middle and High School students may view G, PG and PG 13 rated videos.
- PG and PG 13 rated videos require the approval of the program administrator/supervisor and the permission of the parent, when warranted, as noted above, prior to viewing. R rated videos require both the approval of the program administrator/supervisor and the permission of the parent prior to viewing.
- Educational personnel (e.g., teachers) must prepare an alternate instructional activity for those students who are not allowed to view the video.

Reinforcement/Recreation Procedures

Videos for reinforcement and/or recreation purposes must be legally acquired and be approved by the program administrator prior to being used in the classroom/program. Certain G or PG rated videos may be routinely used as a replacement for outdoor recess (e.g., due to inclement weather) and can be used without any prior consent. The program will maintain a listing of G or PG rated videos/movies that are approved for use and do not require parental consent. For all other videos (including G or PG rated movies not on the approved list) educational personnel must complete the designated agency Video Approval Form (Form A) at least five (5) school days prior to the designated viewing date to seek their program administrator's approval. Consistent with agency policy, educational personnel must:

- preview the video in its entirety prior to classroom/program use or viewing;
- develop a written explanation of how the video will serve as a reinforcement/recreation activity for its intended students using the agency Video Approval Form;
- check the rating of the video to ensure that it correlates with the age/developmental/maturity level of the students involved and the grade level restrictions listed below;
- seek the approval of their assigned program administrator or supervisor for any video rated PG or PG 13;
- obtain parental approval for any video rated PG or PG 13, when the content includes sexual language, behavior or innuendo; violence, criminal behavior, religious themes, promotion of violence of any type, drug use, horror or frightening themes and other more mature themes. Parent consent should be obtained for each individual video shown for reinforcement/recreation purpose using Form B.

Restrictions:

- Preschool students are restricted to G rated videos.
- Elementary school students are restricted to G and PG ratings.
- Middle and High School students may view G, PG & PG 13 rated videos.
- PG and PG 13 rated videos require the approval of the program administrator/supervisor and the permission of the parent, when warranted, as noted above, prior to viewing.
- Educational personnel (e.g., teachers) must prepare an alternate reinforcement/recreational activity for those students who are not allowed to view the video.

Field Trips to Movies/Video Presentations

With regard to field trips to movie theaters or other similar video presentations, the educational personnel must complete the agency Video Approval Form (Form A) in addition to the agency Field Trip Request Form. Parental permission will be required for students to attend movies outside C.E.S. (Parent Consent - Form B). Consistent with school video viewing procedures grade level rating restrictions will apply.

FORM A – VIDEO APPROVAL FORM

All educational personnel must follow guidelines related to the use of commercial video use in the classroom. The video/movie must be legally acquired. The educational personnel requesting approval must view the video in its entirety prior to seeking administrative approval. If the video is not on the program's approved list, this form must be completed. Administrative approval must be obtained at least 5 school days prior to the proposed viewing date.

Teacher's Name: _____ Program: _____

Class or Program Activity: _____

Title of Video: _____

How was Video Obtained? _____ Rating: _____

Purpose for Showing Video: (check all that apply)

- Instruction Recreation/Reinforcement
- Field Trip Activity (i.e., movie theater)

For Instruction: Curriculum Connection/Relevance: _____

Specify Instructional Objectives for Use of Video: _____

Planned Follow-Up Activities: _____

For Recreation/Reinforcement: How will video serve as a recreation/reinforcement activity? _____

State Behavioral Objectives for Use of Video: _____

Planned Follow-Up Activities (if applicable):

Provide Names of Educational Personnel who Previewed Video:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Date Video Previewed: _____

Comments about video related to content and impact on students viewing video:

Program Administrator's Approval: Approved Not Approved

Add to Approved Video List: Yes No

Seek Parental Consent: Yes No

Signature: _____ Date: _____

4/03

FORM B – PARENT CONSENT FORM TO VIEW VIDEO OR ATTEND MOVIE

This is to inform you that our class will be viewing the following video/movie:

_____ in part _____ in total

which has been rated: G PG PG 13 R*

**only for instructional purposes*

This video/movie is being shown:

as part of an instructional lesson on _____ or
Date(s)

as part of a reinforcement/recreation activity on _____
Date(s)

Where applicable:

_____ in _____
(Name of Theater) (City)

The video/movie is being shown to support the following instructional objective(s) or if being shown as a reinforcement/recreation activity to support the following behavioral objectives:

If you do not grant permission, your child will be involved in an alternate instructional activity or alternate reinforcement/recreation activity during this period. Where applicable, your child's grade will not be impacted by your decision. Please return this form only if you do not want your child to participate in the viewing of the film.

- I do not give permission for my child to view this video/attend this movie.

Print Name

Date

Signature

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive* notice and opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

C.E.S. has developed a policy regarding these rights. C.E.S. will notify parents and eligible students of these policies annually at the start of each school year or after any substantive changes. C.E.S. will also notify parents and eligible students annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605*

6.023 Smoking/Tobacco Use Policy

Cooperative Educational Services (C.E.S.) prohibits smoking or any other use of tobacco products by students in any of its school buildings or school vehicles at any time. There shall also be no smoking or any unauthorized use of tobacco products by students at any school-sponsored activity during or after program hours on or off school grounds. Consistent with its discipline policy and procedures, any smoking or use of tobacco products in any of its school buildings, school vehicles, or at any school-sponsored activity during or after program hours may result in disciplinary action. As part of the student's health curriculum, all students are provided with instruction regarding the ill effects of smoking/use of tobacco products.

Adopted: By C.E.S. Representative Council on October 2, 2003

Revised: 1/10/13

Legal Reference:

CGS 10-19
CGS 19a-342
CGS 21a-242
CGS 53-198

6.024 Student Survey Rights Policy

Consistent with the requirement of the Protection of Pupil Rights Amendment (PPRA) and as revised by the No Child Left Behind (NCLB) Act of 2001, Cooperative Educational Services gives parents and “eligible students” (students who are 18 years or older or emancipated minors), certain rights regarding the agency or its program(s) conducting surveys, collecting and using information for marketing purposes and conducting certain physical exams. These include the right to provide written consent to participate in federally funded research projects, special studies or surveys concerning protected information as defined below*; to opt out of certain surveys or physical exams related to the survey; to inspect certain research or survey materials (protected information surveys and instructional materials); and to receive annual notification of district policy including how they may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education when they feel their rights have been violated.

*Protected Information relates to surveys that seek student information in the following categories:

- Political affiliations or beliefs of the student or student’s family;
- Mental or psychological problems of the student or student’s family;
- Sexual behavior or attitudes;
- Illegal, anti-social, self-incriminating or demeaning behavior;
- Critical appraisals others with whom respondents have close family relationships;
- Legally recognized privileged relationships such as with attorneys, doctors and ministers;
- Religious practices, affiliations or beliefs of the student or parents; or
- Income other than that required by law to determine program eligibility.

C.E.S. will seek written consent of parents or “eligible students” whenever protective information surveys, are conducted in whole or in part. This consent must be received prior to actual student participation in the survey.

Parent and eligible students will receive notice whenever any of the following activities are to occur and will have the right to opt out of them:

- Activities involving collection, disclosure or use of the personal information obtained from students for purposes or marketing or selling or otherwise distributing the information to others;
- Any protected information survey, not funded in whole or in part by ED; and
- Any non-emergency, invasive physical exam or screening related to the survey required as a condition of attendance, administered by the school or its agent and scheduled by the school, and not necessary to protect the immediate health and safety of a student or of another student, except for hearing, vision or scoliosis screenings, or any other physical exam or screening permitted or required under State law.

Parents and “eligible students” have the right to inspect protected information surveys of students including instructional materials, documents used to collect personal information from students for the above marketing, sales, or other distribution purposes and instructional materials as part of the educational curriculum.

Consistent with this policy, the Executive Director or his/her designees will annually notify parents and “eligible students” of this policy via parent/student guides or handbooks.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Adopted: By the C.E.S. Representative Council on October 2, 2003

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive* notice and opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

C.E.S. has developed a policy regarding these rights. C.E.S. will notify parents and eligible students of these policies annually at the start of each school year or after any substantive changes. C.E.S. will also notify parents and eligible students annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605*

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

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

C.E.S. Program Administrators will require parents to request such permission, in writing.

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

Use in the classroom or technology area

Appropriate use of electronic devices and systems enrich the teaching and learning process by permitting access to external references and learning tools including on line texts, interpretations, and other resources thereby connecting the classroom to the world. Use of electronic devices is inextricably linked to greater success in the acquisition of skills and competencies and prepares students for post-secondary education, the workplace and life.

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

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

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

Use in non-instructional areas

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

Inappropriate use

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

Electronic devices should not be used during a lock down.

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

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

Security

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

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

Adopted by the C.E.S. Representative Council on October 2, 2003
Revised 11/07/2013 RC

Legal References (s): CGS 10-233j

Policy No. 6.026

PARTICIPATION IN THE SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC), AND THE CONNECTICUT MASTERY (CMT) BY C.E.S. STUDENTS

It is the policy of Cooperative Educational Services (C.E.S.) that all students enrolled in C.E.S. programs have an opportunity to participate in the standard administration of the Smarter Balanced Assessment Consortium Test, and the Connecticut Mastery Test in science. If standard participation is not possible, students participate in the statewide testing by taking the standard test with accommodations or with designated supports as specified by the State Board of Education.

Accommodations are available to 1) students identified as needing special education; 2) students identified disabled under Section 504 and 3) English Language Learners (ELLs). Testing accommodations are provided as indicated in the student's Individual Education Plan (IEP) and/or Section 504 Plan and in accordance with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*.

C.E.S. shall appoint at least one SBAC/CMT district test coordinator.

REFERENCES: Connecticut General Statutes Title 10-14n and 14q Statewide Mastery examination
Connecticut General Statutes Title 10-145b(m) Teaching Certificates

Adopted by the C.E.S. Representative Council on October 2, 2003.
Revised by the C.E.S. Representative Council on May 1, 2014.

Administrative Guidelines for the Smarter Balanced Assessment Consortium Test and the Connecticut Master Test

All students enrolled in C.E.S. programs must have the opportunity to achieve statewide student expectations by participating in general education curriculum and statewide assessments. This includes the opportunity to participate in efforts to assess student outcomes by use of the SBAC and CMT. All C.E.S. students will participate in the statewide testing in accordance with the testing protocol as established by the State Board of Education.

District Test Coordinator C.E.S. shall appoint at least one District Test Coordinator to oversee the administration of the SBAC/CMT. C.E.S. shall submit to the State Department of Education, the name of the coordinator. If the person designated as the District Test Coordinator needs to change, C.E.S. shall appoint a new test coordinator and shall inform the appropriate State Department of Education office as soon as the new person is identified.

The District Test Coordinator shall be responsible for receiving, checking the inventory and securing testing materials prior to testing and collecting and returning completed test documents and secure testing materials at the conclusion of the testing. The District Test Coordinator will interface with the State Department of Education, and the testing vendor to be sure all testing procedures are followed. The District Test Coordinator shall report any difficulties that may arise in C.E.S. administration of the SBAC/CMT that would impact the successful completion of the test for all students and shall immediately communicate such to the State Department of Education. The District Test Coordinator shall be encouraged to attend on an annual basis, the workshop for test coordinators sponsored by the State Department of Education.

The District Test Coordinator shall also be responsible for training test examiners in the administration of the SBAC/CMT, including the procedures for ensuring test security as identified below. Such training shall take place prior to the start of the testing window each year.

The District Test Coordinator in collaboration with the school or program administrator shall provide training and information to teachers as to the procedures to be used to identify those students needing accommodations or alternate assessments.

Universal Administration of the SBAC and CMT

Students enrolled in regular or special education, (unless otherwise indicated on a student's IEP or Section 504), shall take the universal administration of the SBAC/CMT test at the time of the statewide administration. The SBAC assessment includes a wide variety of embedded universal tools that will be administered to all students in accordance with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*.

Administration of the SBAC and CMT with Designated Supports and Accommodations

Designated Supports for the Smarter Balanced assessments are those features that are available for use by any student for whom the need has been indicated by an educator or team of educators with parent/guardian and student agreement. C.E.S. will use a written process for making decisions about using designated supports. Designated Supports need to be identified prior to assessment administration and entered into the state electronic assessment system. All Designated Supports must be administered to eligible students in accordance with the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*.

Students eligible for special education through an Individualized Education Plan (IEP), English Language Learners (ELLs), or who have a Section 504 plan, and have a documented need for Accommodations will be given the SBAC or CMT with such identified accommodations. The accommodations will be provided in accordance with *the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* and based on individual student documented need in the IEP or 504 Plan.

Test Security

All SBAC/CMT test materials are “secure” with the exception of the Practice Tests, and SBAC/CMT Test Coordinator and Test Examiner Manuals. All other SBAC/CMT test materials are “secure” and must be handled in a manner that ensures test security.

Any breach of test security is a serious matter with far-reaching consequences. Any C.E.S. personnel found to be in violation of test security may be subject to sanctions including, but not limited to; 1) disciplinary action by the C.E.S. Representative Council, and 2) civil liability pursuant to federal copyright law. In addition, sanctions for C.E.S. certified personnel might also include the revocation of Connecticut teaching certification by the State Board of Education (Section 10-145b(m), CGS). The State Department of Education will investigate all such matters and pursue appropriate follow-up.

Examples of test security include, but are not limited to copying test materials, failing to return test materials, coaching students, giving students answers and/or changing student’s answers. Such acts may lead to the invalidation of an entire school district’s student test scores, disruption of the test system statewide and legal action against the individual(s) committing the breach.

Procedures for Securing Test Materials

The SBAC is an electronically administered assessment using individualized user names and passwords to access a secure state testing system. Therefore, other than as a student accommodation to use a paper version of the assessment, there are no SBAC test materials to secure.

For the Science CMT, the District Test Coordinator, after receiving and inventorying the testing materials prior to the actual start of the testing period, will store the materials in a designated locked closet or program or school office. Just prior to the testing window, the test examiners will be given answer documents and pre-id labels for his/her students to prepare the documents for testing. Any student without a pre-id label will have to bubble-in all the needed demographic information.

Just prior to the testing window, all the materials needed for testing will be distributed to each school, fifth and eighth grade teacher or program and secured in a locked closet or cabinet. One test examiner in each grade, school or program shall be designated to distribute to each test examiner in his/her area the secure testing materials and answer documents needed for the tests scheduled for that day. At the end of each school day, that designated test examiner shall collect test materials and answer documents and return them to the locked cabinet.

At the conclusion of the testing window, the District Test Coordinator shall collect all answer documents and secure testing materials and prepare them for return to the testing vendor. The District Test Coordinator will ensure that all secure test items that were received are returned.

The District Test Coordinator will ensure that an answer document for each child in fifth and eighth grade is returned for scoring. The District Test Coordinator will also ensure that all secure test materials are returned to the test vendor as well.

Designated Supports Process

Designated supports will be made available to students for whom a need has been identified by school personnel familiar with each student's needs and testing resources. A complete listing of available designated supports is available in the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines*.

Designated Supports will be made available to identified students through an Instructional Support Team (IST), 504, or PPT meeting. Decisions to provide instructional supports will include clear documentation identifying the need and reason for providing the support.

All embedded designated supports must be activated prior to testing by entering information in the TIDE system.

**Title I Parent Involvement Policy
for Six to Six Interdistrict Magnet School**

The Six to Six Interdistrict Magnet School endorses the parent involvement goals of Title I and, therefore, encourages the regular participation by parents of Title I eligible children in all aspects of our school program.

To ensure family participation, it is the policy of Six to Six that:

- Title I families are encouraged and supported as members of our school community. From its inception, the Six to Six Interdistrict Magnet School has viewed the education of children as a cooperative effort among the parents, the school and the community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.
- The principal of Six to Six will conduct, as NCLB requires, an annual meeting for all Title I families. The meeting’s purpose will be to inform our families of Six to Six’s participation in Title I and to encourage feedback and participation from all parents in the education of their children. In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program at Six to Six.

These meetings shall be used to provide parents with:

1. Information about programs provided under Title I at Six to Six
 2. An explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided;
 3. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
 4. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;
 5. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.
- The Six to Six community of staff and families will develop a School-Family Compact that outlines how parents, staff, and students will share the responsibility for improved academic achievement. The compact will stress the importance of ongoing communication between teachers and parents, as well as outline the school’s responsibility to provide high-quality curriculum and the parent’s responsibility to support their child’s learning.
 - For convenience to our Title I families, the annual Parent Involvement Policy Review meeting will be offered on various days and times at the Six to Six facility. By design, Six to Six is open from 6 a.m. to 6 p.m. for school programs,

and often even later than 6 p.m. for extracurricular activities; offering a variety of meeting times and days for parents is a standard practice at Six to Six.

- In an effort to keep Title I parents involved in the planning, review, and improvement of school programs, they are encouraged to participate in the school governance by membership on the School Planning and Management Team, as well as in our Parent – Teacher Association. Families also participate in a Family/School/Community Partnership planning team that is responsible for ensuring that programs, structures, and opportunities are in place for families and community members to play integral roles in the school.
- Title I families are made aware of the multiple opportunities for family members to participate in the daily life of school by visiting in classrooms, volunteering, and taking part in school-wide events and activities. Title I families and non-Title I families are expected to engage in all aspects of the school’s curriculum and its philosophy of teaching social justice themes.
- Each Title I family meets with a child’s classroom teacher at least two times per year. It is during these meetings that parents will have explained to them our state’s academic content standards and student achievement standards. In addition to these meetings, classroom newsletters are distributed periodically, as well as a weekly school wide newsletter that is sent to all families. Families are encouraged to communicate with staff in person, by phone or through email.
- The Family Center at Six to Six provides a wide range of services for all families throughout the community. These programs support parents in educating their children at home and build capacity for involvement in school. These services include, but are not limited to:
 - Parents as Teachers program for children birth to 3
 - Playgroups for children birth to 3
 - Lending Library of parenting information
 - Information about community resources
 - Toy and Book Banks
 - Family Literacy activities
 - Workshops for families
 - Support for teachers in communicating and working with parents as equal partners

Pursuant to federal law, Six to Six will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

6.028 Homeless Students

Consistent with federal law (McKinney-Vento Homeless Education Act) and state requirements, Cooperative Educational Services (C.E.S.) will make a reasonable effort to identify homeless children attending its programs, and to collaborate with “nexus” local/regional school districts to ensure that any identified homeless student continues its enrollment free of any barriers that may exist in terms of agency policies/procedures (e.g., transfer of records, immunization records). Further, it is the policy of C.E.S. that no child or youth shall be discriminated against or stigmatized in its school-based programs because of homelessness.

Definition of Homeless – In accordance with the McKinney-Vento Act “homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence” and includes those:

- living with a friend, relative or somewhere else because they lost their home and whose family can’t access permanent housing due to financial constraints;
- who are staying in a motel or hotel due to a lack of adequate alternative accommodations;
- who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; or
- living in an emergency or transitional shelter or domestic violence shelter.

Rights of Students in Homeless Situations – The McKinney-Vento Act protects the educational rights of students experiencing homelessness. In general its protections include the right to enroll in, attend and succeed in school. Specifically, the act ensures that children and youth:

- can go to school with children who are not homeless;
- stay in the school they went to before becoming homeless or whatever school/program they were enrolled in last (school of origin), if that placement is feasible*
- can choose to enroll in any public school program in the attendance area they are currently living in;
- receive transportation to their school of origin if their parent/guardian requests such transportation;
- can enroll in school without giving a permanent address;
- can enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment;
- receive the same special programs and services, if needed, as provided to all other children served in these programs; and
- can enroll and attend classes in the school program of choice even while the school and parent seek to resolve a dispute over enrolling the student.

*If a school district sends the child to a school program other than the one requested by the parent, the school district must provide a written explanation and offer the parent a right to appeal this decision.

C.E.S. Requirements – Consistent with federal and state requirements, C.E.S. will make a concerted effort to identify students who may be homeless. To this end it will:

- designate an appropriate staff person to serve as its educational liaison/contact for students in homeless situations;
- regularly notify parents/students of the educational rights of students in homeless situations, which will include an annual notice to parents/students in a published parent/student guide/handbook;
- post general information about rights of students in homeless situations. This will include general posting for parents/students in every program office area (e.g., general announcement bulletin boards);
- inform C.E.S. educational staff of rights of students who are homeless;
- assist parents and/or students identified as homeless in getting appropriate/eligible services;
- collaborate with the local (nexus) school district educational liaison for homeless education in helping parents and students to receive eligible/needed services;
- collaborate with state coordinator and community personnel responsible for the provision of services to children and youth in homeless situations; and
- work collaboratively with parents in resolving disputes/addressing barriers and securing information about available program/services (e.g., health, mental health, dental, etc.).

Adopted by the C.E.S. Representative Council on: October 7, 2004

Legal Reference: McKinney-Vento Homeless Education Act

Policy # 6.029 Police Involvement

Cooperative Educational Services (C.E.S.) recognizes the appropriateness of cooperation with law enforcement officials in the investigation of criminal activities. C.E.S. also recognizes its responsibility for the welfare of students while they are in attendance at school. This includes protecting each student's constitutional rights, assuring due process in questioning and arrest and protecting students from any form of illegal coercion. Simultaneously, C.E.S. understands that some of its students may at times engage in criminal activity that may warrant police intervention at school. In such cases, the Executive Director authorizes administrators to make appropriate decisions on when to seek police involvement. When police are investigating possible criminal acts, which occurred, or may have occurred, on school property or during school-sponsored activities, they may question students at school in accordance with agency questioning procedures. When investigating a possible criminal violation which occurs off school grounds and is not part of a school program activity, law enforcement officials will be encouraged to question students in their homes. However, when such matters deal with public safety and require speedy investigation questioning students in school may need to occur. In such cases, the same agency questioning procedures will be observed.

Procedures for Cooperation with Law Enforcement Authorities

- 1) C.E.S. is concerned for the safety and welfare of all students and school personnel in school and at school-sponsored activities. For this reason, the administration* of C.E.S. may request police involvement for any criminal act committed by students and/or staff on school property or at school-sponsored activities. Generally police should be notified immediately of acts of significant vandalism, suspected drug/alcohol possession/distribution, assaults, weapon possession, significant threats and any significant school disturbance. *(Note: Consistent with 10-233g(b) no school administrator shall interfere with the right of a C.E.S. teacher or other employee to file a complaint with a local police authority in cases of threats of physical violence or actual physical assaults by a student against such teacher or employee).
- 2) When a law enforcement official contacts the agency/program about possible criminal activity by a student based upon probable cause or when the officer has a search warrant or an arrest warrant, the officer shall be admitted to school property in the exercise of his/her official duties.
- 3) Under certain circumstances, C.E.S. administrators shall have the authority (except as noted in Procedure #2) to limit police or another law enforcement official's (e.g., probation officer) involvement on school property when such involvement is considered unwarranted or inappropriate in light of the educational interests and welfare of students.
- 4) Consistent with state requirements, C.E.S.' cooperation with law enforcement officials shall include the obligation of C.E.S. personnel/employees to turn over physical evidence, indicating the commission of a crime to appropriate law enforcement officials or to an administrator within two (2) school days after receipt of such physical evidence.

The C.E.S. administration in turn shall turn over such evidence to appropriate law enforcement officials within three (3) school days of its receipt.

- 5) The C.E.S. Executive Director or his/her designee will establish appropriate lines of communication with local law enforcement officials in order to effect their cooperation needed for the security of school facilities and the safety of students and staff.
- 6) C.E.S. personnel/employees who have knowledge of incident(s) of a criminal nature should report this information immediately to their administrator who in turn will report such information to the appropriate law enforcement agency. This cooperation, however, does not negate the right of C.E.S. personnel to maintain the confidentiality of certain communications with students as set forth in Connecticut General Statutes 10-154a.
- 7) When the C.E.S. Executive Director receives information from a local law enforcement official that a C.E.S. student has been arrested for a felony (as required by Connecticut General Statute 10-221), the Executive Director shall maintain this information confidential in accordance with Connecticut General Statute 46b-124 and in a secure location. This information will only be disclosed to the appropriate C.E.S. administrator(s) of the school in which such student is enrolled. The administrator(s) may disclose this information only to special/related services staff or a C.E.S. consultant (e.g., Psychiatrist, Psychologist) for the purposes of assessing the danger posed by such student to himself, other students, or school personnel/employee or to school property; to effectuate an appropriate modification of such student's educational plan or placement; and for disciplinary purposes.
- 8) If requested by the court prior to a court disposition, the C.E.S. Executive Director, or his/her designee, shall provide information on a C.E.S. student's attendance, adjustment and behavior and any recommendations regarding the proposed conditions of probation included in the probation officer's investigation report.
- 9) Before allowing a student placed on probation to return to school, the C.E.S. Executive Director or his/her designee may provide to a Connecticut Court information on the attendance, adjustment and behavior of a C.E.S. student along with recommendations for conditions of sentencing or disposition of the case.
- 10) Consistent with Section 46b-124 of Connecticut General Statutes, when a court releases the identity of a C.E.S. student adjudicated as a delinquent as a result of a felony to the C.E.S. Executive Director, this information may solely be used for school placement and disciplinary reasons.

Questioning Procedures

The questioning procedures apply to a student complainant and/or witness from whom the police have been asked to question or they have asked to take a statement from.

- 1) Students will be questioned as confidentially and inconspicuously as possible. Questioning will generally take place in a C.E.S. office area or an area away from instructional activities.
- 2) An attempt will be made to notify the student's parent/guardian* so they may be present during the taking of statements or questioning. If the investigation deals with incidents other than public safety, the questioning of the student(s) will be delayed until the parent or guardian is present.
- 3) If the parent/guardian is unable to be present and allows questioning to proceed, the administrator or his/her designee will be present.
- 4) If the investigation deals with matters of public safety, which require speedy investigation, and the parent/guardian cannot be reached or cannot be present, then the administrator or his/her designee will be present during the questioning.

*Note: The parent/guardian has the right to refuse permission for police questioning of a child who is a minor.

Arrest on School Grounds

If the police arrest a student on school grounds, the administrator shall notify the parent/guardian. A student who has been arrested may be removed from the C.E.S. school grounds by the police department. The parent/guardian will be notified of the police action and given directions on how to get to the local police station.

Adopted by the C.E.S. Representative Council on: October 7, 2004

Legal Reference(s): Connecticut General Statutes 10-154
Connecticut General Statutes 10-221
Connecticut General Statutes 10-233d & g
Connecticut General Statutes 46-124
Connecticut General Statutes 46b-140

Policy # 6.030 – Staff/Student Non-Fraternization

Cooperative Educational Services (C.E.S.) believes that all staff members shall maintain professional relationships with students conducive to an effective educational environment. It requires all staff members to conduct themselves in a manner, which will maintain the authority and respect necessary in an educational setting. Therefore, any dating relationships or other social relationships, which may reasonably be perceived to be dating between any staff member and any student, is expressly prohibited. Staff members shall not entertain students or socialize with students in such a manner as to give an impression to students, parents and the public that a dating relationship exists. While C.E.S. encourages positive, warm and supportive relationships with students, all agency personnel shall maintain a professional, ethical relationship with students and refrain from improper fraternization or undue familiarity with students. Additionally, staff members shall not have any interaction of a sexual nature, with any student at any time regardless of the student's age, status or consent.

Adopted by: C.E.S. Representative Council on: October 7, 2004

Legal References: Connecticut General Statutes 10-53a-71
Connecticut General Statutes 10-151

Staff/Student Non-Fraternization Guidelines

Staff members are expected to use good judgment in their relationships with students both inside and outside of the school context including but not limited to the following guidelines:

1. Staff members shall not make derogatory or sexually suggestive comments to students or other staff in the presence of students.
2. Staff members shall not associate with students at anytime in any situation or activity, which could be misconstrued as a date.
3. Staff members should not invite students to parties or special gatherings that are not considered sanctioned extra-curricular activities.
4. Any sexual relationship, contact or sexually nuance behavior or communication (verbal/non-verbal or written) between a staff member and a student is prohibited.
5. Dating between staff members and students is prohibited.
6. Staff members shall not send students on personal errands.
7. Staff members shall immediately report known violations of this policy to their assigned administrator.

Staff Contact with Students After Program Hours Guidelines

C.E.S. does not assume responsibility if a parent and staff member mutually agree to arrange for non-school sponsored activities (e.g., “baby-sitting”). However, it realizes that such services may be requested of staff who in turn may choose to carry-out such requests. It is suggested that staff members consider the following guidelines when considering such activities:

1. Staff members should never schedule an activity with a student after program hours without the expressed consent (preferably written) of the student’s parent/guardian.
2. Staff members should inform their assigned administrator in advance of all scheduled activities with students that are not part of their program responsibilities.
3. Staff members should avoid scheduling an activity that would involve them being alone with a student or group of students.
4. Staff members should avoid arranging student activities at their home.
5. Staff members should avoid arranging activities that can be misconstrued as a “date”.
6. Staff members should report to their assigned administrator any personal contact made by a student to them.
7. Staff members should refrain from providing personal counseling services (paid or unpaid) outside of program hours to students related to sexual behavior, substance abuse, mental or physical health and/or family relationships that haven’t been officially approved by the agency, district or their assigned administrator.
8. Staff members should refrain from providing students with their personal telephone numbers or address as a means of encouraging personal contact after program hours.

Policy 6.031 Comprehensive Nutrition and Physical Activity in Schools

Consistent with the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265), and An Act Concerning Childhood Obesity and Physical Exercise in Schools (PA 13-173), C.E.S. recognizes the importance of physical education and nutrition education for all students to promote healthy lifestyles that include physical activity and consumption of healthful foods in accordance with the USDA requirements and the Dietary Guidelines for Americans.

It is the policy of Cooperative Educational Services that:

- A C.E.S. Wellness Committee is established that engages students, parents, teachers, food service professionals, health professionals and other interested community members in developing, implementing, monitoring and reviewing district wide nutrition and physical activity policies and procedures.
- All students enrolled in C.E.S. schools and programs will have opportunities, support and encouragement to be physically active on a regular basis.
- All students in preschool and elementary programs are required to have 20 minutes of physical activity daily.
- Foods and beverages sold or served at school are required to meet the healthy food certification under Section 10-215f of the Connecticut General Statutes.
- C.E.S. staff will provide students clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, schools and programs of C.E.S. will participate in available federal school meal programs including the School Breakfast Program, and the National School Lunch (including after-school snacks.)
- C.E.S. will provide nutrition education and physical education to students to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- A Pool Safety Plan will be implemented for all courses and activities at a school pool.

The Executive Director is authorized to establish administrative procedures to ensure that C.E.S. schools and educational programs are supporting wellness, good nutrition and regular physical activity as part of the total learning environment.

Adopted by C.E.S. Representative Council on: June 1, 2006
Revised November 7, 2013

References: An Act Concerning Childhood Obesity and Physical Exercise in Schools (PA 13-173)
An Act Concerning Pool Safety at Public Schools (PA 13-161)
Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)
CT General Statutes 10-221o
CT General Statutes 10-215f

Regulations of CT State Agencies Section 10-215b-1
Regulations of CT State Agencies Section 215b-23
CT General Statutes 10-221p
USDA Regulations 210.11 (a) (2)

Administrative Regulations Concerning Comprehensive Nutrition and Physical Activity in Schools

C.E.S. Wellness Committee

The Executive Director shall appoint members to the C.E.S. Wellness Committee. Members shall include students, parents, administrators, teachers, educational support staff, food service professionals, health professionals and other interested community members. The role of the committee will be to develop, implement, monitor and review and, as necessary, revise the school nutrition and physical activity policies and procedures. The committee will also serve as a resource to C.E.S. schools and programs for implementing those policies and procedures. The C.E.S. Wellness Committee shall report on an annual basis to the Executive Director the results of monitoring school nutrition and physical activity and suggest recommendations for modifying procedures and activities.

Nutrition Education and Promotion

Standards Based Sequential Nutrition Education. The C.E.S. Wellness Committee will establish a task force to develop and implement a nutrition education curriculum to be used at C.E.S. schools and educational programs. The nutrition education program shall:

- be consistent with the State Department of Education's *Healthy and Balanced Living Curriculum Framework*.
- focus on students' eating behaviors
- be based on theories and methods proven effective by published research

Nutrition education shall be designed to help students learn:

- nutritional knowledge such as benefits of healthy eating, essential nutrients, deficiencies, weight management, supplements, food preparation, handling and storage
- nutrition-related skills such as planning a health meal, food labels, evaluating info, misleading info, and advertising
- how to assess ones personal eating habits, set goals for improvement and achieve these goals.

The nutrition education curriculum shall be both developmentally and culturally appropriate. Strategies and skills should be different for students at different stages of cognitive development. The nutrition education curriculum should also present opportunities for students to learn about cultural diversity related to food and eating.

Nutrition education shall be taught as part of the comprehensive school health education curriculum. It shall also be linked to other content areas so that children will have daily exposure to nutrition concepts and messages.

Professional Development for Educational Staff. C.E.S. Wellness Committee shall seek, plan and provide ongoing professional development training opportunities for all staff who work with students. This is an essential component of the plan as appropriate

training in nutrition and comprehensive school health education affects the quality of instruction and increases the extent to which teachers implement the curriculum.

Educational staff members are role models for students and have a significant impact upon student's nutritional behaviors. Professional development training will include information to address staff awareness of their own nutrition and ways to improve their eating practices.

Professional development training will take into account the developmental and cultural needs of the diverse student population that make up C.E.S. programs. Surveys will be conducted to assess the nutritional understandings and educational needs of teachers and support staff that may be addressed through professional development training.

Ongoing professional development may include, but not be limited to:

- Building staff awareness of existing eating habits
- Learning about the food guide pyramid
- Understanding the role of nutrition in human development
- Information on foods eaten in various cultures
- Identifying nonfood classroom celebration activities
- Identifying non-food reinforcers
- Information on healthy snack ideas
- Activities to encourage healthy eating habits for all school community members inside and outside of school
- Ways to provide family nutrition education

Professional development may be provided by:

- Nutrition Education Teachers
- School Nurse
- Local health care providers, e.g. pediatricians, dentists, dieticians
- Local health departments
- Other experts in the field of health, nutrition and physical education

Nutrition Promotion. The C.E.S. Wellness Committee shall assist schools and educational programs to conduct nutrition education activities and promotions that involve parents, students and community. Schools and educational programs shall participate in activities that promote a healthy school nutrition environment. Such activities may include marketing campaigns that promote healthy nutrition and physical activity. Marketing shall be accomplished through signs and posters throughout the school environment and information included in newsletters to staff, parents and students.

Physical Education and Physical Activity

C.E.S. requires, per PA 13-173, that all students in elementary school grades have a minimum of 20 minutes of physical exercise each day. This may be accomplished through physical education class and/or daily recess.

Standards Based Sequential Physical Education. The C.E.S. Wellness Committee will identify a task force to establish specific learning goals and objectives for physical education. A sequential, developmental appropriate curriculum will be designed, to help students develop knowledge, motor skills, self management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.

The Physical Education Curriculum will be based upon the State Department of Education's *Healthy and Balanced Living Curriculum Framework* and *Physical Education—A Guide to K-12 Program Development (2000)*.

The Physical Education Curriculum will guide students in how to live actively, energetically and fully in a state of well-being and identify the concepts and skills necessary to accept responsibility for self and well-being.

Daily Recess. Recess provides opportunities for physical activity, which help students to stay alert and attentive in class and provides other educational and social benefits. C.E.S. educational staff shall develop schedules that provide time within every school day for preschool, elementary and middle school students to enjoy supervised recess. Staff supervising recess shall encourage students to be physically active. The schools shall have playgrounds or other facilities and equipment available for free play. Recess shall complement, NOT substitute for, physical education classes.

Staff members shall not deny a student's participation in recess or other physical activity as a form of discipline, nor shall physical activity be used as a punishment. Generally recess shall not be used for remediation or for catching up on assignments.

Incorporating Physical Activity into the Classroom. To approach the nationally recommended amount of physical activity (at least 60 minutes per day) and to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. The C.E.S. Wellness Committee will seek professional development training to support implementation of physical activity in the classroom. The physical education teachers will work with the classroom teachers to incorporate physical activity concepts into the classroom schedule.

The C.E.S. Wellness Committee will share various ideas, website addresses and resources for incorporating physical activity into the classroom with the educational staff. Programs, such as Feelin' Good Mileage Club, will be given out and explained to all teachers to incorporate into their individual classrooms. During the National Physical Fitness & Sports Month, participation in activities such as Project ACES (All Children Exercising Simultaneously) will be encouraged.

Nutrition Standards for School Foods and Beverages

Nutrition Guidelines and Menu Planning for School Meals. The C.E.S. schools and educational programs participate in the National School Lunch and School Breakfast Program through an agreement with the Bridgeport Public Schools. All food served to C.E.S. students as a part of those national programs are provided by Bridgeport Public Schools Food Service. C.E.S. Wellness Committee intends to work collaboratively with

the Bridgeport Food Service to implement guidelines for providing healthy and nutritious breakfast and lunch food.

C.E.S. shall provide all students an opportunity to participate in the School Breakfast Program by scheduling time for breakfast or by providing “grab and go” breakfast and allowing breakfast to be eaten in the classroom prior to class starting or during a break.

Each C.E.S. student shall have at least a 20 minute lunch period.

Other Foods and Beverages

- Vending and School Stores. Each year the C.E.S. Wellness Committee shall review and modify the C.E.S. Nutritional Guidelines (Appendix A). The C.E.S. Nutritional Guidelines shall be in accordance with healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.

All items offered for sale to C.E.S. students shall be in accordance with those guidelines and standards.

C.E.S. schools and educational programs operate school stores for purposes of providing reinforcement for students as well as classroom fund raising. School store sales are to be limited to before or after meal periods. (Meal Period means the periods during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.) The C.E.S. Wellness Committee shall work with educational staff to develop suggestions for items to be available for sale at the school store. Any food items available for sale shall meet the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.

C.E.S. schools and educational programs allow the operation of vending machines for student and staff use. Any vending machine available for student use shall have for sale only foods that meet the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.

Nutrition Practices in the Classroom. Healthy snacks including beverages should be nutritious and in suitable portions. Families will be given a list of healthy food items and will be encouraged to send only those healthy foods for snack. Teachers should promote healthy snack choices.

- Any snacks provided to students by educational staff and food prepared as part of the curriculum shall meet the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.
- Celebrations in the Classroom. Educational staff will encourage families to send alternatives to food items for classroom celebrations. Families will receive ideas/activities for celebrations that are not food related. It is recommended that if food is served, it will meet the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.

Other School Based Activities to Promote Student Wellness

Food Rewards and Punishment. C.E.S. encourages alternatives to foods and beverages as rewards for academic performance or good behavior, unless this practice is part of a student's IEP.

The C.E.S. Wellness Committee will work with the educational staff in the Special Education Programs to review current practices of reinforcement and make modifications to ultimately achieve the objective of replacing food and drink as reinforcement with non-food reinforcement. Educational staff will develop lists of non-food reinforcement items that are equally motivating to students. They will also develop a list of highly motivating group activities that will entice groups of students to work toward achieving a group goal.

Educational staff will begin replacing food and drink with identified non-food items and activities and monitor success with students.

Educational staff shall not withhold food or beverages as a punishment.

Sharing Food. Staff shall discourage students from sharing foods and beverages to prevent potential problems for children with food allergies or other dietary restrictions.

Staff Wellness. C.E.S. supports and encourages the efforts of our staff to achieve and maintain their health and wellness. C.E.S. Wellness Committee will strive to implement and promote activities that assist employees in achieving their personal goals toward healthier lifestyles.

C.E.S. also recognizes that staff acts as role models for our students. C.E.S. Wellness Committee will strive to support staff to meet that role, by encouraging staff to engage in regular physical activity and healthier eating habits.

Communication and Promotion

Consistent Health and Nutrition Messages and Promotion. Students shall receive positive verbal and non-verbal messages about healthy eating and physical activity throughout all aspects of the school environment. All foods and beverages sold or served at school will be consistent with the C.E.S. Nutritional Guidelines. The C.E.S. Wellness Committee shall encourage foods and beverages consumed by adults in view of children to be consistent with C.E.S. Nutritional Guidelines. Schedules and classroom practices will encourage physical activity, rather than limit physical activity. Messages about healthy eating, nutrition education and physical activity will be regularly visible in newsletters, bulletin boards, etc. Students will have access to water during the school day and signage will encourage students to drink water.

Engaging Families. Families shall be encouraged to support and promote healthy eating and physical activity habits. There shall be parent representation on the C.E.S. Wellness Committee. Healthy eating seminars shall be offered to parents and families. Nutrition information and physical activity suggestions will be including in home/school

communications including newsletters, school website, and other methods of communication with families. Families will receive a list of foods that meet the C.E.S. Nutritional Guidelines to be used when planning for snacks or celebrations. Families will be given suggestions about ideas for celebrations and rewards that are not food related. The staff and families will work together to ensure that fundraisers are consistent with positive health messages. Homework in Health Education shall include assignments that students can complete with their families (i.e. preparing healthy recipes, analyzing media messages, reading food labels, etc.)

Engaging Students. Students shall be encouraged to take an active role in the promotion of healthy eating habits and physical activity throughout the school. Students shall be asked to participate in nutrition and fitness surveys. Student made posters promoting positive health messages will be displayed throughout the school. C.E.S. educational staff, families and students shall encourage participating in fundraising physical activity events, (i.e. walk-a-thons, bike-a-thons, jump roping, and basketball tournaments). Families and students shall be asked to take part in planning health promotion events, (i.e. National Nutrition Month, Turn Off the TV Week). Students shall be given Health Education and Physical Education assignments that encourage them to promote healthy living within their school and homes.

Monitoring and Policy Review

The C.E.S. Wellness Committee shall monitor, evaluate and report to the Executive Director on an annual basis, the activities and efforts of educational staff to improve student nutrition and physical activity. The School Health Index and corresponding goals and objectives identified to serve as the basis for these procedures will be reviewed and modified annually.

The identified priorities are:

- to develop a standards-based and sequential physical education and nutrition curriculum
- to implement the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.
- for food offered to students for snack, for celebrations and for sale in the school store and vending machines
- to provide professional development activities to assist educational staff in teaching and incorporating principles of good nutrition and physical activity into all educational activities and,
- to promote good nutrition and increased physical activity to students, staff and parents.
- Program administrators along with the C.E.S. Wellness Committee shall ensure compliance with these policies and adherence to the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes.

Successful implementation will be identified through the following activities:

- review of physical education and nutrition curriculum
- survey of teachers as to use of non-food reinforcers
- the presence of promotional posters throughout C.E.S. schools and educational programs
- presence of foods consistent with the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes at celebrations
- presence of foods consistent with the healthy food certification requirements under Section 10-215f of the Connecticut General Statutes in school vending machines and school stores
- demonstration through classroom walkthroughs of information regarding good nutrition and physical activity in classrooms and classroom instruction

Policy # 6.032 Tuberculosis Screening for C.E.S. Students

It is the intent of Cooperative Educational Services to maintain a healthy school environment for its students. All students who are entering school at C.E.S. for the first time and have not been just previously enrolled in a public school in Connecticut will be screened for risk factors for tuberculosis prior to enrollment. Any student found to meet the criteria for being at risk for tuberculosis as identified by the *May 2005 Department of Public Health Guidelines for Tuberculosis Control Screening* will be required to be tested for tuberculosis by their licensed health provider and submit documentation of the results of the test.

If a record of a health assessment (HAR-3) for any student submitted in accordance with Connecticut General Statutes Sections 10-206 (b) and (c), in the 6th or 7th grade and the 10th or 11th grade identifies the student as being at high risk for tuberculosis that student shall be required to be tested for tuberculosis. Testing shall be provided by the student's licensed health provider and documentation of the results of the test shall be submitted.

Adopted by C.E.S. Representative Council on: 9/7/06

Reference(s): Connecticut General Statutes Sections 10-206 (b) and (c)
 May 2005 Department of Public Health Guidelines for
 Tuberculosis Control Screening

Procedures

Due to the current low rates of transmission of tuberculosis in all parts of Connecticut, routine screening for tuberculosis for all students at school entry or for any of the required examinations is not required. It is required that at the time of original entry to school and at each mandated examination, an assessment be made of the risk of exposure to tuberculosis. Prior to initial entry to school, parents will be informed of the risk factors for tuberculosis and instructed to get a tuberculin test for their child if any of the factors exist. At the time of each mandated health assessment, the student's licensed health care provider shall assess the risk and provide a test for any student known to have any of the risk factors in accordance with the procedures identified below. Any student found to be positive must have an appropriate management plan developed, including determination of school attendance while receiving treatment. Students are considered to be at risk for tuberculosis infection if they have any of the following risk factors:

- 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 to 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.

A history of BCG vaccination is not a contraindication to testing nor should it be considered in interpretation of the skin test result.

Type of Test and Recording Results

The intradermal injection test (Mantoux test) is to be used.

Negative Test Results

In general, an induration of 0-9 mm obtained by screening by the Mantoux test should be considered negative. **If testing is being done as part of a contact investigation following discovery of a potentially infectious case, induration of 0-4 mm should be considered negative.** No further evaluation is indicated unless the student has a chronic unexplained cough or is a result of contact to a known infectious case of tuberculosis. In such instances, the student will be referred further medical evaluation.

Positive Test Results

In general, induration of greater than or equal to 10 mm by the Mantoux should be considered positive. **If testing is conducted as part of a contact investigation, induration greater than or equal to 5 mm should be considered positive.** These criteria apply to all students, including those who have received BCG vaccination in the past. Students with positive test results will be referred for further medical assessment and treatment. A symptom screen and chest x-ray should be performed to rule out active TB disease on all students with a positive skin test. Treatment for students with positive test results will be determined by the treating physician. Students with positive test results will be allowed to attend school based upon the recommendation of the treating physician.

Any child with a positive test will be reported to the local health department and the Connecticut Department of Public Health Tuberculosis Control Program.

Student Name: _____

Tuberculosis Risk Assessment Questionnaire

(to be given to each student prior to enrolling if enrolling in a Connecticut school for the first time)

1. Was your child born in Africa, Asia (including the former Soviet Union), Latin America, Haiti, Dominican Republic or Eastern Europe? _____
2. Has your child traveled to any of the continents or countries listed above? _____ If yes, did your child stay for more than a week and interact with local people including friends and family? _____
3. Has your child had contact with any person either known or suspected of having TB disease? _____
4. Does your child have close contact with someone with a positive tuberculin skin test? _____
5. Does your child spend time with anyone who has been in jail (or prison) or a shelter? _____
6. Does your child spend time with anyone who injects illegal drugs or has HIV? _____
7. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test? _____
8. Does your child have a household member who was born in any of the countries or continents listed in question #1? _____
9. Does your child have a household member who has traveled to any of the countries or continents listed in question 1? _____

If the answer is yes to any of these questions, student must have a tuberculosis test prior to enrolling in school.