

COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Staff Handbook

2014-15

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

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The procedures referred to in this guide may be reviewed or rescinded to meet the needs of C.E.S. or the staff, or to accommodate changes in the law. As program procedures are developed, changed or amended, appropriate revisions will be made to this guide. If there is a discrepancy between a Representative Council policy and this guide, the language of the policy will prevail.

C.E.S. MISSION STATEMENT

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

C.E.S. VISION STATEMENT

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

GUIDING BELIEFS

We Believe:

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

ORGANIZATIONAL STRUCTURE

The Division of Special Education is composed of two primary units of service, the Developmental Disabilities Unit and the Emotional Disabilities Unit. Each of these units is administered by a Unit Director. Each unit also has Program Administrators who serve as lead managers and supervisors of designated programs or program components. Where needed, Team Leaders or Component Leaders (non-supervisory positions) assist Unit Directors and Program Administrators by performing coordination responsibilities for targeted areas of services.

STAFF HOURS

Full-time certified special education staff are scheduled to work from 8:15 AM to 3:45 PM (8:00 AM to 3:30 PM for 30 Lindeman) Monday through Friday. This schedule may vary for some programs and program locations. If different, specific schedules will be formally designated by your administrator following consultation with staff.

Full-time non-certified special education staff are also scheduled to work from 8:15 AM to 3:45 PM (8:00 AM to 3:30 PM for 30 Lindeman) Monday through Friday. This schedule may vary for some programs. If different, specific schedules will be formally designated by your administrator following consultation with staff.

The schedule of work for part time employees (certified and non-certified) is individually determined based upon the needs of each program. Please consult your administrator if you have any questions regarding your work schedule. **Part time employees may not alter their work schedule or add time to their weekly schedule without the prior approval of their administrator.**

Staff needing to arrive later or leave earlier than the prescribed work hours, must obtain permission from their administrator. Under no circumstances should a staff member arrive late without calling their program administrator or leave early without first consulting/seeking permission from their program administrator. **Consistent absenteeism or chronic lateness could result in disciplinary action or termination of**

employment. Leaving work prior to the end of the work day without the permission of your administrator is also grounds for disciplinary action or dismissal. Any staff member needing to leave earlier on a regular basis must submit a written request to the Director of Special Education. The request should include the staff member's plan to make up lost time. The Director of Special Education will submit the request, along with his/her recommendation, to the Executive Director for final approval. Only the Executive Director can grant such a request and staff members should not assume approval without written confirmation.

STAFF ATTENDANCE

It is of the utmost importance that each staff member makes a firm commitment to work on a consistent basis. Chronic absenteeism as well as patterns of absence may be grounds for administrative review. It is expected that all staff will arrive at the building no later than 8:15 (8:00 for TDP Lindeman Campus). Chronic lateness could result in disciplinary action or termination of employment. Staff are also reminded that continual absenteeism results in a loss of consistency and learning for students in your charge. Frequent absenteeism for other than documented health reasons, could result in disciplinary action or termination of employment. **Failure to notify your program administrator in a timely manner of your absence from work is grounds for disciplinary action or dismissal.**

SICK LEAVE

Each staff member based on their position receives or earns sick leave on an annual basis. These sick days accumulate from year to year to a maximum of 180 days. Staff are permitted to use a portion of their yearly sick days (total of 5) for family illness. Absences due to family illness should be specified when calling the program administrator. The family is defined as parents, spouse and children who reside with the employee. Employees may also use a maximum of one (1) sick day in each year to attend to routine periodic medical and dental examinations. This should also be specified when requested.

REPORTING ABSENCES DUE TO ILLNESS

Staff are expected to report all absences due to illness or injury to their administrator. Failure to properly notify your program administrator of your absence could result in disciplinary action or termination of employment.

Please place this call yourself, rather than having someone else call for you. Teachers are expected to have lesson plans in place for each day. Any variation or anticipated difficulty in carrying out the lesson plan for the day needs to be discussed with your administrator when you call in. It is also helpful for you to call your classroom co-worker when you will be absent if you can do so.

In an emergency situation, if you are unable to reach your administrator, please speak to the program's secretary, another administrator, or if needed, the C.E.S. receptionist.

If you plan to be out more than one day, you must contact your administrator as soon as this is known and discuss the situation with him/her. Return from absences due to work related injury will require a doctor's note verifying the staff member's ability to return to work. **In cases of chronic or significant absences, C.E.S. reserves the right to seek independent medical opinions to ensure that a staff member is well enough to fulfill his/her essential job responsibilities.**

ROLE OF ADMINISTRATORS

The administrator (i.e., Unit Director, Program Administrator) of your assigned program has the responsibility for management of all program activities and supervision of staff and students. All activities are subject to his/her approval. Staff are encouraged to communicate their concerns about any student or program issue directly to their administrator. **Incidents involving student or staff injury or that have any potential negative implications for the agency, program, students or staff should be immediately reported to assigned administrator or in his/her absence another C.E.S. administrator.** The administrator is responsible for assisting staff in resolving student instructional concerns and should be kept informed of any changes in student's behavioral or instructional plans. Every effort will be made to meet regularly with staff to assist in the planning and implementation of instructional programs.

Concerns about co-workers, other C.E.S. employees or others who have direct contact with students (e.g., bus drivers, bus aides, etc.), should be brought to the attention of the unit director or program administrator immediately. Staff should also report to their administrators any verbal exchange by a staff member that appears inappropriate or involves use of obscenities or inappropriate or demeaning language directed at students. If such concerns involve suspicion of child abuse you are to report this matter to DCF (see section on Child Abuse/Neglect) and a written report needs to be submitted to the unit director, program administrator or executive director.

Staff hold an important ethical, legal and professional obligation by ensuring that all C.E.S. personnel fulfill their responsibilities to students in a safe fashion and consistent with agency, state and federal laws/regulations.

CODE OF ETHICS

It is imperative that all staff carry-out their roles in accordance with the ethical, legal and professional codes for education professions. Please refer to Appendix section for the Code of Ethics of the Education Profession and the Connecticut Code of Professional Responsibility for Teachers.

INSTRUCTIONAL PLANNING TIME

Instructional planning time is primarily available to full-time staff following the school day, (approximately 2:30/2:45 to 3:45 or 2:20/2:30 to 3:30 for TDP Lindeman Campus). This time has been scheduled for staff to consult with each other, other personnel and parents and to plan instruction.

In accordance with the CESEA Agreement, certified teachers may use time when students are with special area teachers (e.g., PE) as preparation time. Teachers shall not be required to remain with their classes when with special area teachers. However, teachers must ensure that an appropriate number of non-certified staff are available to support special area instruction for their assigned classes and/or monitor students in terms of behavioral or special instructional needs.

Additional consultation time will be made available to certified staff members during program hours on an as needed basis for instructional planning and to meet with administrators, other classroom teachers, support personnel and parents. Requests for additional planning time should be directed to your administrator. If meetings or conferences must be scheduled during class time, every effort will be made to free appropriate staff.

CONFIDENTIALITY

Information about students - names, pictures, or anything that would identify the child; should not be divulged to any person outside C.E.S. without prior consent of the parent. No official information can be released without written consent from the parents. Any request for information by an outside agency or professional should be directed to your administrator.

Staff should always be aware of the importance of the confidentiality issue and must use discretion when talking to parents and other professionals. Staff are requested to refrain from discussing students in public places, and at no time should last names be mentioned. Although e-mail communications are encouraged, they should not be used to convey sensitive information about student performance. All staff have a professional, ethical, and legal commitment to ensure each student's confidentiality.

Staff are required to read the entire C.E.S. Policy/Procedures regarding Confidentiality/Maintenance of Student Records and the E-mail/Electronic Communications policy/procedures. These policies/procedures are to be followed at all times. Failure to follow the agency's confidentiality policy/procedures or e-mail/electronic communications policy/procedures could result in disciplinary action or termination of employment. Extra copies of these documents will be available for reference at the location of student records and staff resource room for referencing.

CONFIDENTIAL FILES

Each student has a confidential student record located in a locked file cabinet in the office. At times you will need to access this information for a variety of purposes (e.g., to review psychological reports, progress reports, or background information).

Each time you review a student record, you must complete the access form located on the inside back cover of each folder. **Please be certain to complete this form each time you access a file.** If you remove a student's folder from the office, please complete the sign out form located on top of the file cabinet. Any folder removed from the office must be returned by the end of the day. **At no time may a staff member remove a student file from the building.** These folders must remain intact and at no time should any of the contents be removed or copied without the permission of your administrator.

MAINTAINING STUDENT FOLDERS

All teachers should maintain a classroom folder for each of their assigned students. This folder should include all assessment materials, the student's current IEP, Activity Sheets, new instructional and behavioral objectives, and copies of any written correspondence between the parent and the teacher. With respect to the current IEP, teachers may elect to access this document electronically vs. a hard copy. Even in these cases, the teacher is responsible for treating this information confidentially (e.g., should not give out their IEP Direct password). (NOTE: Teachers should not duplicate any other student report maintained in the confidential file and place them in their working file for convenience). The contents of this folder will be reviewed periodically by your administrator. This folder should be treated as confidential information and therefore should be kept in a locked desk drawer or file cabinet in your classroom.

This folder will be collected at the end of the school year. The folder should include all of the materials listed above plus all supportive educational records (e.g. graphs/data sheets). The notebook which has traveled between home and school will also be collected and will remain with the student's classroom folder.

AUTHORIZATION FOR VIDEO, SLIDES, PICTURES

No pictures, videos, or slides are to be taken of any child by any person without written permission of the parent. At the beginning of the school year, parents will be asked to sign a general consent form granting us permission to take pictures, videos or slides for overall program purposes (e.g., improving instruction, demonstrating the program) and on special occasions such as parties, and other program activities. These pictures must only be used at the program and must remain at the program site. **Any staff member who wishes to take pictures, slides or videos for personal keepsake must obtain written authorization from the parent prior to taking the pictures.**

STUDENT REPORTS AND SCHEDULES

Quarterly reports on student progress on IEP objectives will be sent to parents. In DLC and PLC, these will be sent home toward the end of November, January, March/April and May/June. In TDP, the dates will be determined by the ending date of each quarter. Mid-year conferences with parents will be held in January.

Each student will have an Annual Review of his/her IEP. This annual review meeting serves as a second conference with parents and therefore teachers and related services personnel will be required to prepare for each PPT a packet that includes performance data for current year IEP goals/objectives, a listing of Current Levels of Performance for applicable targeted areas, an End of Year Educational Progress Report and recommendations, and proposed IEP goals and objectives for the following year.

DEVELOPING INSTRUCTIONAL OBJECTIVES

All instructional objectives must be reviewed by your administrator. Efforts should be made to ensure the maximum clarity and consistency of instructional objectives throughout the program. All new goals/objectives must be approved by your administrator prior to review with parents and/or local school district personnel. The speech

and language pathologists and occupational and physical therapists will meet with classroom teachers to assist them in the development of language and motor objectives, respectively. The School Social Workers and School Psychologists will also develop instructional objectives as deemed appropriate. These goals/objectives should be submitted to your administrator for review/approval, prior to review with the parents and/or school district personnel.

RELATED SERVICES

The related services personnel employed by C.E.S. to support educational programs include: speech/language pathologists, occupational therapists, a physical therapist, a physical education teacher, school nurses, social workers and school psychologists. The availability of certain related services staff may vary from program to program based on individual needs of students served. These staff members will be providing direct service to students or consultation with teachers on various aspects of students' instructional programs. Schedules for these professionals will be determined by student need and IEP requirements.

Administrators will announce the related services personnel assigned to individual programs. Teachers and related services personnel will meet to establish schedules for individual students. These professionals are also available for consultation regarding general instructional methods and concerns about individual students. If you have any questions regarding related services personnel or services, speak to your administrator or, where applicable, the Unit Director for the designated service area.

LESSON PLAN BOOKS

Lesson plans must be completed each week. They should contain sufficient detail about classroom instructional plans to ensure that in the teacher's absence, substitutes can carry-out prescribed instructional activities. Lesson plans will be periodically reviewed by your administrator. At the close of the school year, all lesson plan books must be submitted to your administrator.

SUBSTITUTES

Since staff members are occasionally out sick, it is essential that lesson plan books and data sheets are up to date. When a substitute is in your classroom, it is your responsibility to explain classroom policies and procedures. Please remember to explain to the substitute the schedule, materials and activities to be used with each child. All emergency procedures (e.g., fire drill procedures) should also be reviewed with substitutes at the start of the school day. In concert with State policy, each classroom must be staffed by at least one certified special education teacher throughout each school day or a substitute teacher meeting state requirements. This may necessitate the temporary changing of staff member's assignment in order to accommodate this regulation. Substitute assignments will be made by your administrator or his designee prior to the start of the school day.

STUDENT SUPERVISION

All students are to be properly supervised by certified staff at all times. **Under no circumstances are children to be left unattended.** It is the responsibility of each staff member to make sure that their class is appropriately supervised, both in the building, on the playground and getting on or off the transportation vehicles. If for some reason you must leave your class (i.e. to speak to a parent or other staff member), please be sure that your students are appropriately supervised and your co-worker knows where you are and when you will be returning. If you need to be away from your class for more than just a few minutes, please let your administrator know to insure proper student supervision. In planning supervision, staff should consider the individual behaviors and developmental level of their assigned students.

Given that instructional objectives for some students may involve teaching them appropriate levels of independence in various activities, or rewarding them with a certain level of independence, there may be times that students will have opportunities to move about the building/campus independent of staff. In these cases teachers/staff should consider the individual behaviors and developmental level of their assigned students and ways to appropriately monitor their students' independent movement to ensure safety. Student safety should always be a primary consideration of such planning. Failure to properly supervise assigned student(s) could result in disciplinary action or termination of employment.

STUDENTS WHO LEAVE GROUNDS

When a student attempts to leave our school grounds for any reason without staff permission, the staff member(s) involved should follow the student (trying to keep him/her in eyesight) without engaging in a “chase” that might lead to dangerous circumstances. Using their walkie-talkie they should contact their immediate administrator to provide the location (street name, etc.) of the student. Regular updates should be provided until the student can be safely returned to the campus. See Appendix J for further information.

BUS DISMISSAL PRECAUTIONS/LEAVING SCHOOL GROUNDS

It is also imperative that staff carefully monitor bus arrival and dismissal to ensure that students enter school or their designated vehicles at the end of the school day. Students should never be permitted to leave school grounds during or at the end of the school day with anyone not authorized/approved by their program administrator. If staff are unsure about someone seeking to remove a student from school grounds they should check with their program administrator. See Bus Procedures Section for more details.

BEHAVIOR MANAGEMENT GUIDELINES

Each program has established guidelines for the appropriate use of behavior management procedures. **These procedures must be reviewed and followed by all staff for each student.** Please review these procedures frequently so that you are able to implement the procedures correctly for all students. When questions/concerns arise about the behavior of students or implementation of procedures, seek the consultation of your administrator as quickly as possible.

These guidelines encourage a commitment to the least restrictive model of treatment and a fundamental concern for the rights of students and their families. When designing interventions, staff should always use the most positive and least restrictive intervention available that are likely to be effective in teaching the student necessary skills. More restrictive interventions should be employed only when less restrictive ones have been demonstrated to be ineffective.

Within the framework of the behavior management guidelines, an individual Behavior Intervention Plan is developed for each student. This plan combines the program’s standard teaching strategies and behavior management procedures with any necessary modifications or additional strategies to meet the individual needs of the student. These plans are developed in accordance with program guidelines and should operate on a principle of fairness and respect for the dignity of the student.

Staff should become thoroughly familiar with agency/program procedures for dealing with dangerous or highly disruptive behavior that might require the use of more restrictive interventions such as seclusion or exclusionary time-out or physical restraint. **Physical Restraint** is to be used only as an emergency intervention to prevent immediate or imminent injury to self or others after less restrictive procedures have proven ineffective. **Seclusion Time Out** may only be used as an emergency intervention to prevent immediate or imminent injury to self or others or as specifically provided for in a student’s IEP. Its use in either case would be subsequent to exhausting less restrictive procedures.

Staff should only use approved and trained physical intervention techniques to prevent a student from engaging in unsafe and/or dangerous behavior. Staff should only utilize seclusion time out rooms when students are engaging in unsafe and/or dangerous behaviors or meeting IEP criteria established for this intervention. All uses of such emergency interventions should be documented on appropriate agency forms (see Appendix for Incident Reports) designated for the use of seclusion time-out or physical restraint. Consistent with State regulations staff should not employ any physical restraint or hold that blocks the flow of air into a student’s lungs whether by direct compression or any other means. Staff use of any unauthorized behavior intervention whether physical or verbal will result in disciplinary action and possibly termination of employment. Consistent with State regulations, parents are to be informed of the use of seclusion timeout or physical restraint with their child on the day of or within 24 hours of the use as an emergency intervention or by the agreed upon method if an IEP criteria for seclusion time-out. Such notification should be made by phone, email or other method (e.g., note to parent). The means of communication with the parent should be documented on the appropriate agency report form. State regulations also require that our written report be mailed to parents within 2 business days of the use

of physical restraint or seclusion time-out as an emergency intervention. Therefore, staff must complete these reports in a timely manner (no later than the end of the workday on which they occur). These reports will be reviewed by program administrators before mailing. When using seclusion time-out as an IEP criteria, the report form should document the method of notification agreed upon at the PPT/IEP meeting.

Failure to follow C.E.S. Behavior Management Guidelines including procedures for use of emergency interventions (e.g., Physical Restraint & Seclusion Time Out) could result in disciplinary action or termination of employment.

TEACHER ASSISTANCE TEAM

The needs of the student's enrolled in the program are quite complex. It is often difficult for a single teacher to independently develop and implement a plan of intervention for a student demonstrating particular difficulty. In an effort to gain assistance to address specific instructional, behavioral and familial concerns, the teacher may at any time request a Teacher Assistance Team meeting by informing your administrator. Every effort will be made to address your concerns as soon as possible.

Although each program's Teacher Assistance Team may be constituted differently, they are all intended to provide a workable format for teachers to discuss specific student problems and obtain feedback from fellow staff members. The goal is to help staff begin solving problems as quickly as possible, rather than struggling with them for an extended period of time. The purpose of the meeting will be to brainstorm a number of possible solutions to the problem and come up with a workable plan of action. Once a plan has been developed the team will assist in its implementation. The Team will meet again to evaluate the success of the plan. The plan will either be continued, modified, or replaced by an alternative course of action.

An administrator will serve as permanent member of the Teacher Assistance Team, with teachers, speech pathologists and other personnel serving on an assigned basis to work on specific problems.

Although the purpose of the Teacher Assistance Team Process is to aid in the resolution of difficult issues, please remember that any emergency situation should be brought to the immediate attention of your administrator.

STUDENT INCIDENT REPORT FORMS

All student incidents or unusual circumstances/events involving students/staff should be **immediately** reported to your assigned administrator or in their absence another C.E.S. administrator. An administrator should not be finding out about a significant incident solely by written reports.

A student incident report form (see Appendix for Incident Reports) must be completed for a student exhibiting any significant or unusual behavior. Significant or unusual behavior includes, but is not limited to: an incident which results in injury to student or staff, destruction of property, leaving school grounds, or a tantrum or aggressive behavior which is not already covered by an approved behavioral intervention plan or which results in a physical intervention (e.g., physical restraint). When an injury occurs as a result of seclusion/restraint a copy of the Incident Report should be attached to the Restraint/Seclusion Form. It may also include an unusual circumstance (e.g., car accident while on field trip) or unusual event (e.g., aggressive activity by student toward program visitor). The student incident report is also used as the written notification to program administrators by staff of any alleged, suspected or documented case of bullying (see section on Student Bullying/Safe School Climate).

The student incident report must be filled out by the staff member who was in charge at the time and all other staff members who witnessed the incident. This form must be completed on the day of the incident and turned in to your administrator. The report should provide accurate, concise details about the accident/situation. It is important that reports are legible and include an accurate listing of all students involved and witnesses to the situation. If a behavioral incident results in injury to either the child who caused the incident or to another child, be sure to complete the section of the form that deals with injury to student. **If a student injury occurs a copy of the Incident Report must be sent to Administrative Services as soon as possible.** An attempt should be made to contact the parent by phone or via note on the day of the incident in order to describe the nature of the injury sustained by their child.

NOTE: A form should be completed even when no injury is apparent. Staff are also expected to inform their administrator of any suspicion of student injury. The incident report should also be used to document considerably unusual behavioral/problematic occurrences reported to staff by parents, bus drivers, etc. or any other behavioral occurrences involving students or staff occurring during the school day.

PARENT-TEACHER COMMUNICATION

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. Staff are encouraged to maintain rules of confidentiality in terms of parent communication. Therefore, they should never discuss another student's/classmate's needs, program or services with another parent. When parents have a question or concern about another student, this information should be immediately shared with your program administrator.

Programs will utilize a variety of mechanisms to foster and encourage family involvement. These may include periodic newsletters, regular telephone contacts with parents, flexible scheduling of parent-teacher conferences (e.g., mid-year Parent Conference and Annual Review IEP/PPT Meeting), 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. **Staff should review the full C.E.S. Policy/Procedures Concerning Parent-Teacher Communication.**

(Note: *Parent is defined as parent/legal guardian and/or other family member assuming responsibility for the student).

PARENT CONFERENCES

Teachers are required to hold at least two flexible parent conferences per school year for each student in their classroom. One of these conferences will be held during the month of January for the purpose of relaying mid-year progress. The second conference should be arranged either at the beginning of the school year or prior to the student's scheduled Annual Review. If a home visit cannot be arranged, an in-school parent conference is to be scheduled. Although Educational Instructors and Instructional Aides may not independently make home visits, they may accompany teachers whenever appropriate. Related Services Personnel are also encouraged to meet with parents of students on their caseload at least once during the year. Related Services Personnel should coordinate the meetings with the student's teacher. Teachers should always inform the related services staff when a meeting is scheduled so he/she can attend or provide information to the teacher regarding progress. In addition to this meeting, related services personnel are required to have two additional contacts with each student's parent. These additional contacts may be in person, by phone or through the student's school/home notebook.

In the event that an evening home visit must be made by an instructional and/or related services staff, then the staff member will be able to receive equivalent compensatory time which will be taken at a time approved by your administrator when he/she is not directly responsible for students. In the event that a required home visit must be made to a neighborhood which the staff member feels is unsafe, then the administrator will arrange for other C.E.S. employee(s) to escort these staff. This arrangement will prevail when both the staff and their administrator are in agreement over the unsafe condition. To facilitate such an arrangement the staff member should provide their administrator ample notice of dates scheduled for such home visits.

It is understood that parent conferences/home visits may not be feasible for every student in the program. When school conferences or home visits can't be feasibly scheduled with parents, staff should meet with their administrator to determine an alternative means of communicating student information to parents.

SUMMARY OF CONFERENCES

A Summary of Conferences form must be filled out for the two required conferences held with a parent. The teacher or related services staff member who held the conference is responsible for filling out this form. Please be

concise as possible, but be sure to provide all pertinent information. A Summary of Conference Form should also be completed for any conversation with a parent that provides significant information or when unusual circumstances have been discussed. Such reports should be shared with your assigned administrator. NOTE: This does not include confidential conversations between clinicians and parents/family members that would typically be recorded in a clinical log.

PARENT OPEN HOUSE MEETINGS

An important component of the parenting program will be an evening open house to be held in the fall. The purpose of this activity will be to give parents the opportunity to visit their child's school, see their child's classroom, meet their child's teacher, and interact with other parents. Each staff member is responsible for seeing that parents receive a copy of their child's schedule and have an opportunity to ask questions about their child's program. Staff are expected to attend this open house. Staff may leave school when the students leave on the day of the open house. Those who are unable to attend due to previous obligations (e.g., attending a university class) should notify their administrator in advance. Staff are also urged to support the parenting program by attending other activities held throughout the year.

PARENT CONTACT

To insure that parents are kept informed of their child's school progress, teachers are asked to contact parents on a regular basis. A log of such contacts should be maintained. To facilitate more frequent contact, teachers are encouraged to utilize daily notebooks to inform parents of progress and to allow parents the opportunity to convey their child's progress at home. Although e-mail communications are encouraged, they should not be used to convey sensitive information about student performance.

PARENT CONTACT CARDS

All children have home and emergency contact cards on file. Staff may access the cards at any time. The card also includes other pertinent information regarding student medical concerns and the names of emergency contact persons. The cards are kept in the card file in the office. **Under no circumstances is a staff member to remove a card from the file.**

HOMELESS STUDENTS

All C.E.S. personnel who are made aware that a student is homeless should immediately inform their administrator or the C.E.S. liaison for homeless students (Christopher La Belle, Associate Executive Director). This will help ensure that the student/parent receive appropriate information about their educational rights. Information about rights and protections under the McKinney-Vento Homeless Education Act are included in the parent guide and posted on program bulletin boards and are available in the appendix section of this guide.

C.E.S. PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE

Certified and non-certified school personnel and licensed health professionals are mandated to report any suspicion of child abuse. Such reports must be made regardless of who is suspected of causing the abuse. The approved C.E.S. Policy and Procedures for Reporting Suspected Child Abuse requires that any school employee (teachers, educational instructors, instructional aides, nurses, physical education teacher, social workers, psychologists and licensed health professionals) who suspects that a child younger than 18 years of age is a victim of abuse by a primary caregiver must report such to the Department of Children and Families (DCF) or a law enforcement agency. The staff member suspecting abuse must call the DCF Hotline (1-800-842-2288) or a law enforcement agency to make an oral report within 12 hours. The oral report must be followed by a written report on DCF form # CYS 136 **within 48 hours of the oral report.** Anyone making a report to DCF or a law enforcement agency may seek consultation to support their suspicion from their administrator, the school nurse, the school psychologist or the social worker. Any school employee who makes a report to DCF or a law enforcement agency must notify their unit director or administrator that a report has been made.

When abuse/neglect is suspected for a student 18 years of age or older with an intellectual disability, staff are obligated to make a report to the Connecticut Office of Protection and Advocacy (P & A). They should call 1-800-842-7303. This oral report must be made followed by a written report using the designated P & A form. Similar to

reports to DCF, any school employee who makes a report to P & A must notify their unit director or program administrator that a verbal report was made.

Other C.E.S. employees (bus drivers, secretaries, custodians) who suspect that a student is the victim of abuse must report this to the student's teacher, administrator, psychologist, social worker or the school nurse. A report will be made by the appropriate school employee if a suspicion of abuse exists.

Any employee who suspects that another C.E.S. employee is demonstrating abusive behavior toward a student(s), must report the information to DCF (or P & A when student is 18 years of age or older) or a law enforcement agency and inform the C.E.S. Executive Director or his/her designee (Associate Executive Director/Unit Director/Program Administrator). Suspension from employment may occur while C.E.S./DCF/law enforcement agencies are investigating these allegations. In these cases, the agency administrator(s) is responsible for notifying the student's parent and investigating the report and submitting reports to the State agencies.

If you report suspected child abuse or neglect in accordance with the law, you are immune from civil and criminal liability in connection with both the report and any court action which may result from the report. In addition, you cannot be fired, discriminated or retaliated against by C.E.S. for making a report.

On the other hand if you fail to report suspected abuse/neglect, you can be fined no less than \$500 nor more than \$2,500 or by the court or possibly be sued for damages if the child is further injured because you failed to act. Anyone who knowingly makes a false report can be fined no less than \$500 or more than \$2,500 or imprisoned or both.

All special education staff (certified and non-certified) should review the C.E.S. Policy and Procedures for Reporting Suspected Child Abuse which will be distributed to you by your Unit Director or Program Administrator. See Appendix N for State Department of Education Mandated Reporting Procedures.

C.E.S. PROCEDURES FOR YOUTH SUICIDE PREVENTION AND INTERVENTION

The C.E.S. Representative Council has approved policies and administrative procedures concerning youth suicide prevention and intervention which are reviewed with the staff each school year. Any staff member who is confronted by a student who makes a statement of suicidal thinking, or informs a staff member that another student has expressed suicidal thoughts, or for any other reason suspects that an attempt of suicide is possible by a student, should notify their administrator immediately or in their absence, the Associate Executive Director or Unit Director. If none are available, notify the Executive Director.

All special education staff (certified and non-certified) should review the C.E.S. Policy and Procedures for Youth Suicide Prevention and Intervention which will be distributed to you by your Program Administrator.

NUTRITION AND PHYSICAL ACTIVITY FOR STUDENTS

As a participant in the National School Lunch Program and the National School Breakfast Program, C.E.S. has adopted policies consistent with the Connecticut Nutrition Standards for Foods in Schools (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/HFC/SummaryCNS2013.pdf>). The type of food and drink available to students while in school is limited to those included in the List of Acceptable Foods and Beverages (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322432>).

Please be sure to plan snacks and cooking activities according to C.E.S. Guidelines.

These agency guidelines also encourage physical activity to promote our student's overall health and well-being. Teachers are encouraged to provide students with opportunities for physical activity beyond scheduled physical education classes. Recess or supervised playground time provides excellent opportunities for physical activity which

helps promote students' alertness and attention in class as well as other academic and social benefits. Classroom schedules should be developed to provide time within each school day to enjoy supervised physical activity.

TUBERCULOSIS SCREENING

C.E.S. has adopted a policy that requires all permanent staff to C.E.S. to present documentation of having been screened for tuberculosis. Documentation may be provided in any one of the following manners:

- Permanent 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.
- Permanent 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, sent to Human Resources, and filed in the employee's personnel file.
- Permanent 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.

After initial employment C.E.S. staff members only need to be tested if they are exposed to any one of the risk factors listed below. If you should experience any of the following risk factors either while at work or away from work, please inform the school nurse or your administrator. Tuberculosis screening will be provided to insure the exposure has not led to an infection. You are at risk if any of the following conditions apply:

- 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. and have not been screened for TB;
- 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.

HEALTH

A school nurse is available to programs during each school day. The nurse will provide medical attention to students as necessary and monitor and update students' medical files. Any emergency or unusual health situation should be immediately reported to the school nurse. If the nurse is not available, alert your administrator. The nurse is also available to answer questions you may have regarding general health issues and specific questions about individual students.

C.E.S. has also contracted with a local pediatrician to serve as medical advisor to the special education program. The school nurse and Developmental Disabilities Unit Director have direct contact with the medical advisor. Any questions for the medical advisor should be directed to these C.E.S. staff.

PANDEMIC FLU

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

As we know from recent experience, pandemics such as the recent H1N1 (Swine) Flu outbreak can impact our schools/programs. We strongly urge staff who are sick to stay home to help prevent the spread of illness. This is particularly important when you have influenza-like illness (fever with a cough or sore throat). Staff who become ill during the work day may be asked to go home if they are experiencing flu-like symptoms. They may be required to stay home for up to seven days with a confirmed case of the flu.

During the year, C.E.S. will be providing information and procedures to help reduce the spread of any type of flu or other contagious illnesses that may occur. You may also be getting periodic notices about strategies you should be using to keep yourself and students healthy.

Another way to prevent the flu is to consider getting flu shots for yourselves and where applicable your children. Flu shots are generally available from your family's doctor. You can also find out how to get flu shots at other community sites by contacting your local public health office. We will alert you if there are any other options we are informed about related to getting flu shots.

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

FIRST AID EMERGENCY TREATMENT

All accidents and situations requiring first aid must be reported to the school nurse and administrator. First aid will be administered by the school nurse. In her absence, the administrator will respond to such needs. First aid treatment should not be administered by staff unless approved by your administrator. A staff member may take action, however, if emergency first aid treatment is needed to insure the health of the student. **Staff should be familiar with Medical Emergency Protocol found in Appendix H.**

There may be times that emergencies occur when an administrator or nurse are not present. In such cases (e.g., when you are on a field trip), staff members will need to make a determination about the best course of action including whether to call for emergency services through 911. The staff member should notify the appropriate administrator as soon as possible after dealing with such an emergency. An "Emergency Procedures" sheet will be found in each field trip folder as a reference.

In the event that the individual requires emergency medical treatment by a physician, the individual will be taken to his/her private physician or the designated hospital emergency room. Transportation via ambulance or C.E.S. vehicle will be determined by your administrator and school nurse.

Any individual requiring such emergency medical treatment will be accompanied by a staff member designated by the unit director or program administrator. This procedure for first aid applies to both staff and students.

All accidents and situations requiring any first aid treatment must be recorded on the appropriate form before the end of the school day in which the accident occurred.

Parents of students are to be telephoned by a school nurse, administrator or teacher as soon as possible after the accident and preferably prior to treatment. Such notification is to be followed by a written note to the parent including all treatment and any need for further follow up. A copy of such notification shall be kept on file.

AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)

There are two AEDs in 25 Oakview Drive and there is also one AED at the 30 Lindeman Campus. The Oakview AEDs can be found on the wall outside the nurse's office and in the hallway area between the TDP Student Support Center and fitness room. The AED at 30 Lindeman is located in the fitness room. In case of an emergency, the person or persons trained to perform CPR will need to have the AED in order to provide the best possible emergency care. A list of personnel trained in CPR and the use of the AED is posted on various bulletin boards throughout the building. If an emergency were to occur, please follow the emergency procedures found in Attachment I. People trained in CPR and the use of the AED will respond accordingly. It is important for all to know the location of the device in case you are called upon to go and get the device.

The waiting room to the nurse's office will remain unlocked so that access to emergency equipment will be available when the nurse is not in the building either prior to or after the school day. The AEDs in the TDP hallway area and 30 Lindeman are also accessible prior to and after school hours.

MANAGING LIFE-THREATENING FOOD ALLERGIES

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

If you receive any information about a student regarding an allergy to food or any other substance, please bring it to the attention of the school nurse and your administrator immediately.

FIRST AID SUPPLIES

First aid equipment should be taken on all field trips along with student emergency folders. First aid supplies are available in the nurse's office.

ADMINISTRATION OF MEDICATIONS

Administration of any medication (prescription or over the counter medication) to pupils is permitted only in accordance with the following procedures as regulated by State statute:

1. written authorization of the parent/guardian to allow C.E.S. staff to administer the specific medication
2. written authorization from the physician for the medication
3. complete record of administration of medication
4. all medications are to be administered by the school nurse or in the absence of the nurse, by the administrator or staff member designated by the administrator.

* A medication tracking form must be signed by the receiving staff when medication arrives with the student. The form and medicine must be given to the school nurse immediately.

A more detailed policy/procedures related to administration of medications is available in the Health Office and from the Director of Special Education, unit director or program administrator.

PROHIBITION CONCERNING RECOMMENDING PSYCHOTROPIC DRUGS

It is the policy of C.E.S. to prohibit any educational personnel from recommending the use of psychotropic drugs for any child. Consequently, all educational personnel should refrain from making recommendations to parents/guardians about the use of psychotropic drugs or engaging in the conversation about the benefits of psychotropic drugs/medications that might be construed as a recommendation. The policy does not prohibit school health and mental health personnel from recommending that a child be evaluated by an appropriate medical practitioner or C.E.S. consultant physician nor prohibit certain educational personnel (i.e., unit directors, program administrators) from consulting with such medical practitioners with the consent of the parents or guardian of such child. Only C.E.S. consulting physicians (e.g., Consulting Psychiatrist) may directly discuss with parents/guardian the benefits of psychotropic drugs to address behavioral, developmental, emotional and/or physical problems by their child or recommend a specific psychotropic drug for them to consider and/or discuss with their child's private physician. **All special educational staff should review the C.E.S. Policy and Procedures for Prohibition Concerning Recommendations for the Use of Psychotropic Drugs by Students.**

CLASSROOM/OFFICE MAINTENANCE

It is the responsibility of each staff member to ensure that their classroom or office is clean, safe and orderly. Materials should be maintained in an organized and well kept manner. If you are planning any structural changes for your classroom/office, you are to seek the approval of the program administrator so as to insure that such changes do not violate fire safety regulations or present a safety hazard to your students. In the event that you perceive that anything in your classroom, instructional area or outside the building might present a potential hazard to the students, please immediately inform your administrator. At no time should extension cords be used in classrooms or office areas. To facilitate the cleaning of classrooms at the end of the school day, please put materials away and place student chairs on desks and table tops. This should be completed by 2:30 so that the building custodian can begin cleaning classrooms immediately after dismissal. Staff should not bring furnishings of any kind into their assigned classrooms without first receiving the approval of your administrator.

Each classroom (office area) is provided with bulletin boards for displaying materials. No materials should be taped or pinned to other areas of the room walls. It is important that you not hang or mount materials that will block airflow through vents in classroom ceilings. Nor should you tack any items to ceiling tiles since this may destroy the protective integrity of the tiles. You may suspend items from the ceiling brackets that support the tiles but again please make sure that such items are not interfering with airflow through the vent.

When special materials are used in the classroom (i.e., paints, sand, etc.), staff are asked to take precautions to protect classroom floors, walls and furniture. After use of such materials, clean-up should be immediate so that there is no danger presented to either staff or students.

Food is frequently required in classrooms/instructional areas as a program component or by virtue of the inability of some students to eat elsewhere (cafeteria). Staff should take steps to minimize custodial clean-up by washing tabletops following snack/food activities and to store food in a fashion that helps to avoid the attraction of "vermin". All food items stored in classrooms/instructional areas for snacks or used as reinforcers should be maintained in sealed containers. At no time should there be any cooking done in classrooms.

ACTIVITIES OF DAILY LIVING (ADL) ROOM

This resource room is available to classrooms on a scheduled basis. Classroom or related services staff should solely utilize this room at the time(s) that are scheduled to be in this resource area. Each program has a designated storage area(s) (e.g., cabinet or closet) with supplies/equipment. The key for this closet is available from your program secretary and should be returned at the conclusion of your scheduled use of the ADL Room.

Clean-up of the ADL Room must take place at the conclusion of your use of this room. This includes washing dishes, cleaning table and counter tops and sweeping up any debris on floors. All of these clean-up activities represent good instruction for students and time to complete these activities should be factored into your schedule time in the ADL Room. Failure to properly clean-up after your use of the room may result in losing access to this room so it is important to make sure that this requirement is fulfilled. Staff are also responsible for making sure that all appliances are properly turned off (e.g., stove) and that all cooking supplies/equipment are returned to the appropriate area.

A supply of communal cleaning supplies will be available for general use. If you see these supplies are running low please alert your program administrator or secretary. Staff should also report any damage they observe or if they find the room not cleaned prior to their use to their program administrator.

PLAYGROUND

Playground areas are available to provide students opportunity for physical activity/recess. A major goal is to increase physical activity of our students. Therefore, teachers are encouraged to regularly schedule these opportunities for their assigned classrooms. During these recess times, staff should closely supervise students and engage them in age-appropriate physical activities. Although an aim for students might be to encourage independent play amongst students, staff should refrain from sitting and watching students from a distance. Remember physical proximity of an adult is an effective behavior management strategy.

The playground area has a rubber surface with various pieces of equipment. Please make sure that students use the equipment/playground areas appropriately and safely. For instance, students should not stand on top of the sandbox ledge nor jump off any playground equipment. Students on or near swings should be monitored to ensure that they are safe and if on swings not exerting a speed that could pose a risk to themselves or others. Students should not be allowed to hang on basketball rims either. Students should also not be allowed to climb the fences that border each of the playgrounds.

Staff are also asked to immediately report any damage to playground equipment or surface and any potential dangers in the playground areas to their administrators. This will lead to quicker repairs/resolutions to these problems so that we can maintain the playgrounds as safe options for our students.

During the winter months it is important to note that the playground surface cannot be shoveled. This may limit your accessibility during periods following snowstorms.

FITNESS ROOM/GYM

The fitness rooms at 25 Oakview and 30 Lindeman and gym/gross motor rooms at Oakview are other program locations available to provide opportunities for physical activity. The availability of the gym/gross motor rooms are regulated by schedules. Therefore there may be limited open times available. When using these areas for either scheduled or open times, students should be involved in structured activities that are closely supervised. Staff should attempt to actively engage students in structured activities so as to ensure age-appropriate behavior management, physical fitness and safety. Staff should not use any specialized equipment (e.g., climbing wall) without seeking direction or prior approvals of the Physical Education Teacher or their administrator. Staff are also reminded of their responsibility to report to their administrator any damage to equipment or facilities while they are in these areas.

The Fitness Rooms have an assortment of equipment specifically designed for exercise. The use of such equipment should be well thought-out in terms of its appropriateness for your assigned student(s). The use of this equipment also necessitates that you have discussed its use for specific students with the school nurse to ensure that the student(s) involved are not subject to any special physical restrictions. Once this consent has been received, the staff should also seek the guidance of trained personnel (e.g., PE Teacher) to make sure that they know how to properly/safely operate the equipment. Staff should not allow students to exceed what are age-appropriate/physically appropriate distances/duration and speeds related to specific equipment. All damages to equipment should be reported to the PE Teacher and your administrator. Any injuries occurring while using the fitness equipment or in the gym/gross motor room should be immediately reported to the school nurse. Staff are reminded that an AED is located on the wall outside the nurse's office and the hallway area between TDP Student Support Center and the fitness room at 25 Oakview Drive and the Fitness Room at 30 Lindeman if needed for cardio vascular emergencies.

NOTE: The Fitness Rooms may be used by staff before or after staff hours. Staff should follow all prescribed instructions related to the use of specific equipment. Staff are personally responsible for any injury that occurs while utilizing the fitness equipment. Avoid using the equipment alone.

STAFF LOUNGE/DINING AREAS

Staff are encouraged to eat their lunch in designated staff dining areas. Those using this room are asked to please observe the following procedures. When any cooking is done, please wash utensils or equipment and return to storage areas. Do not leave utensils or dishes in the sink area. Refrigerators are provided for storage of foods and beverages. Label your food to avoid confusion with other staff. Staff are asked to maintain the cleanliness of the refrigerators, as this is not a customary custodial responsibility. Staff should also wipe down the microwaves after each use. Also staff are requested not to store materials or personal belongings in the staff dining area. All waste should be disposed in the proper receptacles provided. Please make every effort to clean-up your eating area when done with lunch. It is everyone's responsibility to keep the staff lounge/dining areas clean.

POSTING OF GENERAL MATERIALS

Posting of materials anyplace other than on bulletin boards must be avoided. Sheetrock walls deteriorate rapidly if either tape or push-pins are used on them. Consequently, general posting of materials throughout the building must be prohibited.

BORROWING MATERIALS

If you should need to borrow any materials from another classroom or office area, please make sure that you do so with consent from the staff member in that room. In fairness to others, please make every effort to return borrowed materials as quickly as possible. Additionally, each program has designated areas where it centrally stores resources for student instruction (e.g., supply closets, library shelves, etc.). Removing items from these areas may require completing a sign out sheet.

BROKEN, STOLEN ITEMS OR DAMAGED PROPERTY

If anything from your room is broken or missing, please report it immediately to the program administrator. Staff should take every precaution to ensure the proper maintenance of the materials in their room and, when possible, to minimize students' destruction of school property. When agency property or furnishings are damaged, staff should immediately inform their administrator or program secretary so that arrangements can be made for repair. Frequently such damages may lead to an unsafe learning environment so staff should be vigilant in making sure that an administrator is aware of any damage.

PROGRAM RESOURCE MATERIAL

Program resource materials are available in various designated areas in each program site. These materials are for program use only. Under no circumstances should these materials be removed from the school building without prior approval. In the best interest of developing their resource areas, these materials should be returned to their designated location and should be properly cared for when borrowed/used. Staff should not retain borrowed material for more than 1 week nor permanently store these materials in classrooms.

PROCEDURE REGARDING FIELD TRIPS/COMMUNITY INSTRUCTION

As part of our ongoing effort to integrate children with disabilities into the community and to promote broader generalization of skills and behavior, staff members are encouraged to involve students in appropriate educational field trips. Field trips are special in nature (i.e., scheduled for one day only) while community instruction is scheduled to take place on a regular basis as part of a student's planned instructional program. In any case, it is essential that the appropriate request forms be submitted to your administrator 5 days prior to the date of any proposed community-based instructional activities/field trips. All trips must be approved by your administrator. Written parental permission is required of all participating students and transportation arrangements must be made through your administrator. Generally, the farther in advance your trip is planned, the more likely it is to be approved. Field trip request forms, community instruction forms and parental permission slips may be obtained from the secretary.

General Guidelines:

- A. The Permission to Participate in Community Experience Program form must be signed and returned by all students in order to verify parental permission (verbal permission is not sufficient for insurance purposes).
- B. Excessive cost to parents should be avoided and under no circumstances should a child remain behind because of cost.
- C. Make sure you have written approval from the administrator before notifying the parents and requesting their permission.
- D. Adequate supervision must be provided for all field trips and community instruction. In some instances, you may wish to involve one or more of the parents.
- E. All transportation of students must be done in vehicles provided by C.E.S. The program administrator will make the arrangements for field trip and community instruction transportation. When C.E.S. staff are involved in driving C.E.S. vehicles, they must have a

public service license with appropriate endorsements and follow all agency procedures related to operating a C.E.S. vehicle.

- F. The requesting teacher must make arrangements for the supervision of those students not participating in a particular field trip or community instructional trip and see to it that they are involved in educational activities at the program site. It is imperative that staff not prohibit students from participating solely because their involvement might be complex or an inconvenience. Valid behavioral and/or medical reasons shall be considered in terms of both student's safety and safety of others. Whenever possible reasonable accommodations should be made to allow students to participate in such activities.
- G. Field trips and community instruction trips should be scheduled to begin and end well within the school day. In planning field trips, staff should select the nearest possible locations to the base site so as to minimize travel time (e.g., arrange trip to grocery store closest to agency vs. 20 miles away).
- H. Whenever possible, field trips and community instruction trips should be scheduled to allow for administration of medication at the program site. When such scheduling is not possible, teachers should consult with the program administrator and subsequently the school nurse to ensure that appropriate training in administration of medication can be scheduled well in advance of the field trip/community instructional activity.
- I. Completed permission forms should be turned over to the administrator and will remain in the student's confidential file.

The following procedures are to be followed with regard to specific planning of educational field trips:

Educational Field Trip (one day only)

1. Fill out the Educational Field Trip Request Form and submit it to your administrator as far in advance of the proposed activity as possible.
2. If a scheduled field trip is beyond the scope of the community experience program form, the PERMISSION TO ENGAGE IN A SUPPLEMENTAL EDUCATIONAL ACTIVITY FORM must be sent to the parents of all participating students. This form should also explain to parents the nature and educational purpose of the field trip, costs and any changes in normal transportation arrangements, if any.
3. Although some field trips are planned as reinforcement activities, whenever possible staff should tie these activities to appropriate student instructional goals/objectives. Choose the closest locations for activities to maximize instructional time.

Educational Field Trip (after school hours)

The procedures to be followed for arranging an after school hours field trip are the same as those listed above. However, please be advised that such field trips and required transportation are much more difficult to arrange during times when school is not in session. Since activities are C.E.S. sponsored and might involve a group of students, the C.E.S. staff member(s) requesting such consideration should discuss well in advance (at least 4 weeks prior to the event). Cost and complexity of rearranging transportation must be considered in making such arrangements. In addition, the student's district must be called in advance with these alternate transportation arrangements.

Community Instruction Trip

1. Community Instruction refers to regularly scheduled instruction that takes place in community environments and is designed for specific students to teach specific objectives.
2. Fill out Community Experiences and Community Based Instruction form and submit to program administrator as far in advance as possible.
3. Appropriate student instructional goals/objectives should be available to support the stated educational purpose of the community instruction trip.

USE OF PERSONAL VEHICLES TO TRANSPORT STUDENTS

Consistent with agency policy, C.E.S. employees are forbidden to utilize their own vehicles for the purposes of transporting students. This prohibition applies to both school activities and school-related activities.

DRIVING C.E.S. TRANSPORTATION VEHICLES/PUBLIC SERVICE LICENSE

In order to drive a C.E.S. vehicle, a staff member must obtain and maintain an additional endorsement to their to CT driver's license. The Public Passenger endorsement required is the "V" endorsement. Prior to applying for the "V" endorsement, and each year after that, the staff member must attend a driver safety training course. That course will be offered periodically during the school year at C.E.S.

Some staff, due to the nature of student IEPs for their assigned classrooms, may be asked to obtain a Public Service License in order to facilitate more regular community-based instructional/educational field trips. In such instances, the agency will pay for some associated costs related to obtaining/maintaining their license (e.g., cost of license, cost of drug testing). Staff will require updated physical examinations to obtain/renew their license and where possible will be encouraged to use their agency health insurance coverage. The agency has made arrangements with First Aid Immediate Medical Center for these physical so staff should use only this facility when the agency is paying for such physicals.

In using C.E.S. vehicles, all procedures of the C.E.S. Transportation Department should be followed. Staff should consult with the C.E.S. Transportation Manager or their Program Administrator if they have questions about vehicle procedures. Any vehicle damage should be immediately reported to the Transportation Manager and Program Administrator.

Consistent with state legislative requirements, those staff with Public Service Licenses will periodically be involved in random drug testing. Staff notified that they have been selected for such testing must follow the prescribed requirements. Test results will be provided to both the staff member and agency. **Results that indicate use of illicit drugs will be grounds for disciplinary action including termination.**

CONTACT WITH STUDENTS AFTER PROGRAM HOURS

Staff are prohibited from working privately with any currently enrolled C.E.S. student. Staff are prohibited from having contact with students after program hours without the consent of the parent and knowledge of their Program Administrator. Any contact by students after program hours should be reported to their Program Administrator. **Staff should never provide personal contact information to students (e.g., cell phone numbers, personal e-mail addresses, home addresses or social networking sites like Facebook).**

USE OF VIDEO FOR INSTRUCTION/REINFORCEMENT

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/recreation purposes should include quality of the overall presentation and its individual parts; fair and accurate representation of the facts; appropriateness regarding content in relation to the age and 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 staff (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 staff 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 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.

Staff should review the full C.E.S. Policy/Procedures for the Use of Video for Instructional/Reinforcement and become familiar with their procedures.

FIRE DRILL PROCEDURES

Fire drills will be scheduled in accordance with state requirements. They will be held regularly and can include announced and unannounced drills. In case of a fire (fire drill), the teacher should take primary responsibility for directing children to appropriate exits. Appropriate exits for each classroom are posted near the classroom door. Teachers should direct students to the designated report center for their classroom. The other staff members in the room should make sure that all doors are closed and that all electrical appliances are shut off. These staff members should then assist the teacher in evacuating the children. If you are alone in the classroom at the time of the alarm, your primary responsibility is to make sure that all of the children are safely evacuated. If possible, try to shut off appliances and close doors.

Every effort to move children out of the building as swiftly and safely as possible should be taken. Unless so designated for drill procedures, teachers should not take time to obtain coats or other outer garments.

Once children are safely in their designated areas, the teacher should count students and immediately report any missing children to their administrator.

Report Centers - Represents the designated area where staff/students should gather outside of school building. The program administrators will report to these designated gathering centers to receive a student count.

Temporary Shelter - In case of actual fire during inclement weather, every effort will be made to locate shelter sites (i.e., neighboring houses, office buildings, staff cars, or C.E.S. Lindeman locations). A determination of need for such sites will be made by the administrator and staff will be instructed on appropriate procedures for leading students to these areas.

Return Signal - Students and staff will remain in designated areas until the return signal has been given.

Area of Rescue Assistance - There are two Areas of Rescue Assistance located on the second floor of the Oakview facility. Please become aware of their location. These areas should be used when an individual can not be safely evacuated from the building. In the case of an actual fire remain in this area until the fire department arrives. An emergency telephone line is also available in these areas to alert the fire department that an individual is in the Area of Rescue Assistance.

Fire drill procedures should be prominently displayed in the classroom at all times. Staff members should make sure that all substitute teachers are aware of these procedures.

EMERGENCY PROCEDURES

C.E.S. has a School Safety Plan that covers various forms of response. Staff should be familiar with this plan including the various warning signals and the procedures for these major forms of response (e.g., secure facility/lockdown, evacuation and shelter in place), that will be used to respond to specific types of emergency situations. Although there can be no textbook responses to various emergency situations, all staff must be aware of recommended procedures and use their best judgment in dealing with each possible emergency.

Consistent with state regulations practice crisis/emergency drills will be scheduled periodically during the year (state law requires that every third monthly drill be a crisis/emergency drill). All staff must participate in these drills and follow designated procedures. Failure to do so may result in disciplinary action.

BUS PROCEDURES

In the interest of safety for students, procedures for loading and unloading buses have been developed. In order for this system to work efficiently, it is important that all staff are at their assigned stations at 8:30 A.M. for unloading and 2:30 P.M. for loading (8:20 AM and 2:20 PM for 30 Lindeman). Staff should head toward their assigned stations in a timely manner so that buses can be safely and promptly loaded and unloaded.

It is important that we meet our students at their transportation vehicles and monitor their entry into the building and into their classrooms. Younger or more disabled students, in particular, will require closer supervision throughout this entire process.

If a student is having difficulty on the bus, it may be necessary to take him/her off the bus prior to 8:30. This will be done when it is decided that in the student's best interest he/she should be removed from the bus. The instructional team for that student will be called upon to assist in resolving the problem for that student.

Regarding dismissal, it is necessary that students are either escorted to or are supervised getting on their vehicles so that we can be certain as to whether or not a student has boarded the vehicle. As a precaution, staff members are advised to check the vehicle to be sure that the driver of the vehicle is in the vehicle when the student boards. This is due to the fact that drivers sometimes leave their vehicles when their vehicle is in the line to receive students.

Furthermore, students should only be loaded onto vehicles in the rear of the building after the vehicle has reached the side of the building and where the sidewalk begins. Do not allow students to walk to their vehicles until the vehicle has reached this point in the line.

Buses should be loaded and unloaded in designated areas only. Please wait for each bus to reach the designated area before loading or unloading children. As the curb area is cleared, the next bus in line will move up.

1. Staff should head to designated bus areas by 8:25 (8:15 at 30 Lindeman) in order to begin unloading buses promptly at 8:30 AM (8:20 AM for 30 Lindeman).
2. Make sure that students are taken or directed to their classrooms or waiting area immediately after arrival so as to avoid undue congestion in the hallway/sidewalk. Staff supervision should be available in your classroom to ensure student safety.
3. Schedule the end of your school day so that you can have your students ready to board buses at dismissal time.
4. Begin loading buses promptly at 2:30 PM (2:20 PM for 30 Lindeman).
5. It is necessary that students are supervised getting on their vehicles so that they can be certain as to whether or not the student has boarded the vehicle.
6. Staff members as a precaution should make sure that the drivers of the vehicle is in the vehicle when the student boards.

Staff should also refrain from using their walkie-talkie during dismissal except as it relates to dismissing students. This will help avoid the difficulty for the bus duty staff who are trying to get students safely on the buses and to have to wait for others as they make their plans for meetings, etc. before they can call for missing students. Please respect this request except for emergency needs.

Once a student boards the bus, and only at that time, does he or she become the responsibility of the school district. Program responsibility shall end when the student boards the bus at the close of the school day. Until such time, staff are responsible for the health and safety of the students.

Staff are reminded that they should abide by regulations concerning confidentiality AT ALL TIMES. This includes their relationships to the bus drivers who transport children to and from special education programs.

1. No bus driver is permitted to enter classrooms during program hours without the program administrator's approval. If the bus driver does enter the classroom, he should be directed to the office for appropriate consent.
2. Staff members should convey no confidential information to bus drivers about students or their family members. Information shared should only be pertinent to the student's behavior as it might relate to the child's conduct on the bus ride to and from school.
3. If a bus driver requests advice on how to manage a student on the bus, you should seek the advise of your program administrator prior to providing specific suggestions. Although every effort should be made to assist the bus driver who is experiencing difficulties with student management, program staff are required to follow the same procedures as outlined in the behavior management guidelines.
4. Any report of a student accident or behavioral incident occurring on the school bus which is conveyed to a staff member, should be documented on the appropriate program form. The accident or incident should be immediately reported to your administrator who will determine and direct staff as to the appropriate follow up (e.g., contacting parents).
5. **Staff should not release students to individuals unknown to them unless they have received prior notification from the student's parent or administrator. When possible, these notifications by parents for changes in routine transportation arrangements should occur in writing. When changes are requested by someone other than the parent the request should be verified. Discuss with your program administrator any changes requested to ensure their awareness. Any unauthorized departure from school grounds (e.g., student leaves school grounds in a private vehicle) should also be immediately brought to the attention of your program administrator.**

PURCHASING

If a teacher or related services staff member wishes to purchase instructional materials for their classroom, they must submit a written request containing a list of needed materials. The request should include the name of the company, the ordering address for the company, the price for each item, the quantity of items requested, the catalog item number and the page number of the catalog on which the item is described. Your administrator must approve all purchase orders as well as C.E.S.' Chief Financial and Operations Officer. You will be informed of the final decision as to your request by your administrator.

PETTY CASH

Petty cash is used for emergency purposes only. The use of petty cash funds should have prior approval of your program administrator. No individual petty cash receipt should total more than \$50.

REQUESTING CUSTODIAL SERVICES

If anything in your classroom needs repair, or if you are in need of custodial assistance you should notify your program administrator of the request. To assist the program administrator write a brief note and a work order will be submitted. This will help to facilitate and ensure more immediate assistance. In cases of emergency situations that may require custodial assistance (i.e., broken windows, clogged toilet/sink) the program administrator should be verbally notified immediately. **To avoid confusion, please be sure to direct requests for custodial services to the program administrator and not to the custodian.**

TRAVEL

C.E.S. reimburses travel for pre-approved C.E.S. business, such as home visits, PPT's and attending conferences. Travel reimbursement must be submitted on the approved C.E.S. travel expense voucher and authorized by the unit director and/or immediate supervisor for reimbursement. **In order to receive travel reimbursement for use of personal vehicles for business purposes, a current copy of a car insurance card must be on file with the agency. A photocopy of your card will need to be submitted to your program administrator.**

Staff will be reimbursed at the approved travel reimbursement rate determined by the C.E.S. Representative Council for authorized travel. Tolls and parking fees are reimbursable only with receipts. Travel for less than one (1) mile is not a reimbursable expense.

Vouchers must be submitted at the end of each month to the program administrator. Vouchers of less than \$25.00 may be reimbursed through petty cash. Those exceeding this amount will be submitted to Administrative Services by your administrator by the 10th of the month following the month for which reimbursement is requested. Reimbursement requests for travel other than the immediate preceding month will not be accepted. C.E.S will not reimburse or pay any motor vehicle fines incurred with either C.E.S. personal or rented vehicles.

FACILITY GUIDELINES

Both the 30 Lindeman and 25 Oakview Drive facilities are mixed-use buildings which means that they house a variety of programs and enterprises under one roof. As a result, we have to be sure that the uses of the various areas are defined and regulated to prevent interference between and among the various functions. In general, the operation of the building and the flow of traffic has been designed to promote a positive atmosphere for student learning and professional development for adult learners and visitors. Consequently, it is important that adult visitors and students respect the need for a highly professional milieu that is free of unnecessary distractions and excessive noise. Each of the educational areas is self-contained for serving students and therefore students should be in the conference areas of the Oakview building only when they are performing supervised functions which are part of their programming (i.e., collection activities, food preparation). (See Appendix A – subject to change)

Each program will have its own entry to the building and the transportation drop-off and pick-up system will be designed around those points of entry. No other entry areas are to be used in the acceptance or dismissal of students. It is also important for everyone to know that a major construction project will be occurring at 25 Oakview Drive this year. This work may impact the facility points of entry. You will be notified of these changes as they occur.

FACILITY SECURITY

The building doors for the 30 Lindeman and 25 Oakview facilities are operated by an electronic security system. The system is designed to activate an alarm if the doors are left open or are propped open. **Please do not prop the doors open or keep a door open for more than 2 1/2 minutes. This will activate the alarm.**

During the school day, entry to 25 Oakview is restricted to the main door, the side door and rear door (see map). All other entrances for 25 Oakview will be locked. Staff working at 30 Lindeman can access the building through the front entrance.

NOTE: For 25 Oakview, you can access the main, side and rear doors from 7:00 AM to 6:00 PM using your ID badge and for 30 Lindeman access if from 6:30 AM to 6:00 PM.

The facility and grounds are also equipped with video cameras that can be used to either monitor significant issues in the facility or grounds and/or record activity or facility entry that may be inappropriate. This element of our security system may also prove extremely helpful in providing video footage that can assist us in our investigation of incidents occurring in our facility or areas of our grounds. They will be periodically reviewed for this purpose.

BUILDING HOURS

The 25 Oakview Drive facility will be open for staff between the hours of 7:00 AM and 6:00 PM. The 30 Lindeman Drive building will be open from 6:30 AM to 6:00 PM. Unless there are special arrangements made in advance all staff will be expected to be out of the building by the time stipulated. Special provisions must be made for any use of the building outside of the normal Monday through Friday time period and the hours designated above. The building is never accessible on holidays observed by the agency or inclement weather days when the offices are closed.

PARKING

Regular staff working at 25 Oakview will continue to park in their assigned spots. Staff are required to display their parking tag at all times while on the premises. Staff who do not have an assigned spot will park in the lower lot in spaces 100-150 only. Lindeman parking will be in the assigned areas designated for this facility. It is important for staff to abide by assigned areas since some parking areas are reserved for other tenants at Lindeman or visitors/other agency functions at Oakview. Spaces in the front of both building are reserved for visitors and designated staff.

C.E.S. is not responsible for any damage, vandalism or theft that may occur to your vehicle while parking at C.E.S. However, you should report such instances immediately to your program administrator.

ID BADGES

Staff members will receive an ID badge which opens the exterior doors at various locations. During the school day, entry to 25 Oakview is restricted to the main door, the side door and rear door (see map). This badge is assigned to each employee who is responsible for the badge. Your badge should be visibly worn at all times during the work day and should not be loaned to anyone. Please make sure you have the badge with you during outdoor school activities so that you can re-enter the building. You are required to turn in your ID badge at the end of the year or upon termination of employment with C.E.S.

Should you lose this ID badge, report the loss immediately to your administrator who in turn will notify the Administrative Services office. Each badge has its own code built into it and consequently codes for lost badges will be removed from the system for security reasons. There will be a charge of \$20 to have a new badge issued.

VISITORS

All visitors must sign in at the front foyer/receptionist area of the building. A list of visitors should be provided to the receptionist daily. They will be asked to wear a visitor's badge. Any individual spotted in the hallway not wearing a visitor badge should be reported to your administrator. If feasible, keep these individual's in your eye sight so that their location can be reported to your administrator. Do not allow visitors to enter the building from any of the program entrances. They should be directed to the front entrance to sign in and receive a visitor badge. If a visitor has somehow managed to enter the building from a program entrance, accompany them to the front foyer/receptionist area.

Remember that it is essential that staff are aware of visitors being in the building and of protecting the confidentiality of students. Please confine your discussions with visitors to classroom activities, curriculum and instruction methods. Do not discuss confidential issues regarding individual students unless prior permission from parents has been obtained.

If you desire to have a family member or friend visit your assigned program, the prior permission of your administrator will be required. Such visits will be asked to sign the visitor log, wear a visitor's badge and sign appropriate confidentiality forms if they will have access to student information by virtue of spending appreciable time in a specific classroom area.

No visitor will be allowed to take photographs or video students unless the proper parent consent forms have been signed.

TELEPHONE ACCESS

Telephones are intended to be used for program business only. Each program has phones which have been designated to be used by staff to contact parents and other professionals working with your student. Please avoid using the phones in the program offices. Staff needing to make calls for emergency or unusual situations, should charge the call to their credit card or home phone. The telephone in the staff dining areas have been set up to make local and credit card calls to serve the personal needs of staff.

If a staff member receives a phone call during program hours, a message will be taken and put in the staff member's mailbox. With the exception of an emergency situation or when staff are on morning or lunch breaks, staff members should not leave their classroom to accept or make calls. Staff may make personal calls during program hours in cases of emergency. Please call collect or use a calling card.

TELECOMMUNICATION DEVICES FOR THE DEAF (TDD)

There is a TDD phone available in the receptionist area for any staff, student, parent or visitor use. Anyone needing training should contact the Developmental Disabilities Unit Director.

PERSONAL COMMUNICATION DEVICES

Personal communication devices should be kept off during program hours. Staff are asked to restrict use of their personal communication devices to breaks/lunch. They should not make or receive personal calls or messages in classroom/instructional areas during program hours. In certain situations, staff may seek the permission of their program administrator to keep their personal communication devices on during program hours.

PHOTOCOPY MACHINE/PRINTERS

Program photocopy machines and printers are not intended for personal use and should be utilized for program purposes only.

PERSONAL COMPUTERS/TECHNOLOGY ACCESS/SOCIAL NETWORKING

Personal Computers (PCs) that are available in each program site or assigned to staff are intended for program business or instruction only.

C.E.S. programs also have access to the Internet to gather information, learn concepts and research subjects. Some staff will also have access to e-mail and may be assigned an e-mail account. With these resources comes responsibility. It is extremely important that you follow the rules and ethics that cover computer use and computer networks. See Appendix section for various agency guidelines related to Internet, e-mail, Social Networking and website use. **Electronic mail should not be utilized to share confidential student information since e-mail messages are not entirely secure.**

Consistent with agency policy, staff using the agency network are not permitted to view, send or display offensive messages or pictures or to use obscene or defamatory language. Staff are also prohibited from sending or intentionally receiving defamatory, harassing or obscene mail or discriminatory remarks on the network. Staff should also not knowingly violate copyright laws, share their password or use another's password or knowingly trespass into another's folder, work or files. Staff are also not permitted to use C.E.S. computers, devices or agency access to the network for personal or commercial purposes. This includes not making personal on-line purchases on C.E.S. computers/devices. Staff are also not permitted to install any personal software on agency computers/devices.

Staff are also reminded that they should have no expectations of privacy when using C.E.S. equipment/technology services and that administration reserves the right to bypass any or all individual or group passwords to determine the activity on any or all computers, computer devices, software and/or other electronic resources as well as network access privileges. You are also cautioned of the importance of using professional discretion in your personal use of websites and social networking sites such as My Space, Twitter, YouTube and Facebook (See Social Networking Guidelines in Appendix). You should never access personal social sites from agency computers or facilities, nor should staff provide students access to their personal e-mail/website addresses or social media/networking sites for any reason. For example, it is not appropriate for staff to "friend" a student or otherwise establish special relationships with selected students or parents/guardians and it is not appropriate to give students in general access to personal postings unrelated to school. Always maintain appropriate professional boundaries with respect to these forms of communications.

It is also important for staff to realize their professional responsibilities as education personnel in what they write or present on social media/networking sites. You may subject yourself to potential legal actions by a

parent/student, fellow employees or other individuals that view your social media/networking postings as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Since such activities are outside the scope of your employment you may be personally liable for such claims.

It is also imperative for staff to comply with policies concerning confidentiality in their postings on social media/networking sites. For instance, never post names of students or pictures of students or school related activities on personal sites. If you are unsure about the confidential nature of information you are considering posting, consult with your program administrator/immediate supervisor.

Do not link to the agency website or post agency material on your social/media/networking site without permission of your program administrator/immediate supervisor. All agency polices that regulate off-duty conduct apply to social/media/networking activities including but not limited to polices related to illegal harassment, code of conduct and protecting confidential information. Violations may lead to disciplinary action up to and including termination of employment.

All staff will be required to sign an Acceptable Use Technology Agreement obligating them to adhere to agency policy/procedures.

DELAYED OPENING/SCHOOL CLOSING/EARLY DISMISSALS

Announcements of school cancellations or delayed opening will be made on radio stations WICC (60 AM) and WEBE (108 FM) and TV stations NBC30/WVIT, WFSH TV (Hartford/New Haven), WFSB 3 (Fairfield), Channel 3 Eyewitness News, WTNH Channel 8 and MYTV 9 as well as via our Blackboard Connect 5 System as quickly as this decision is reached. You may also log on to ctweather.com. School cancellations will require that the school day be made up. This will occur either in June or if we experience numerous cancellations could occur during the scheduled recess period(s) as designated on the academic year calendar for your program. When a delayed opening is announced, staff are expected to arrive as follows (1 hour delay by 9 AM; 90 minute delay by 9:30 AM). Since buses are coming from many different towns, there is no way to predict when they will arrive. It is our intention to be able to remove students from buses as they arrive on days which have a delayed opening. Staff should continue to listen to the aforementioned radio stations in case a change is made from a delayed opening to school closing.

In the event of a delayed opening on scheduled early dismissal days (see Academic Calendar for these dates) students will be dismissed at their regular time (2:30 PM at 25 Oakview and 2:20 PM at 30 Lindeman)) so as to maximize the benefits of the school day. This will be true of all early dismissal days except November 26, 2014 and December 23, 2014. If a delayed opening were to occur on this date student dismissal will remain at 12:30 PM at 25 Oakview (12:20 PM at 30 Lindeman).

Early dismissal due to inclement weather will be announced by your administrator when such a decision is reached. Your administrator will let you know when staff may leave based on the anticipated arrival times of school buses.

STUDENT NOTIFICATION SYSTEM (Blackboard Connect 5)

C.E.S. will periodically utilize a student notification system (Blackboard Connect 5) for the purpose of informing staff (and parents) about school emergency situations including inclement weather announcements. This type of system typically enables us to use various forms communication (e.g., phone, cell phone or e-mail) to alert you of important information. Although it does not fully replace other forms of communication for such announcements, it does offer us a means of alerting or reminding staff about emergency closings or other emergency circumstances. You will receive a memo about this system that will ask you to provide us with necessary contact information (e.g., one primary phone # and e-mail address). Please update us if this information should change during the year so that we can update the system. It does take time to make changes so please make us aware of changes as soon as possible.

TIMESHEETS/PAYROLL DISTRIBUTION

The administrator or program secretary is responsible for completing timesheets every other Friday. Consequently, non-exempt employees must complete and submit an individual timesheet on designated dates.

Certified (exempt) personnel must inform the program secretary if there has been any change in your normal work schedule (i.e., personal day, leave without pay).

Unless otherwise indicated, paychecks will be deposited in your designated account every other Friday during the course of the school year. Refer to Payroll Schedule (in Appendix). A copy of your paycheck is emailed to the email address you provided at the time of hire.

It is the intent of C.E.S. to insure that staff receive their payroll checks on a timely basis. You are responsible for notifying the payroll office of any direct deposit changes in your account. You should do so in a timely manner.

STAFF MEETINGS

Staff meetings will be scheduled on a regular basis by your administrator(s). Please be prompt for these meetings so as to avoid delays in their completion. Staff should not schedule any activity in conflict with this meeting unless they have received prior approval from the program administrator. Any staff who has an item to be included in the meeting agenda should contact their administrator prior to the start of the meeting.

STAFF COOPERATION

Maximum cooperation among staff is essential to the smooth operation of the program. Our strength lies in an effective team approach, with each staff member providing his or her own input and expertise. Any conflicts which may arise among staff members must be aired and resolved as quickly as possible, in order to maintain a healthy and productive learning environment. The value and importance of working together cannot be overemphasized.

STAFF MEDICAL EMERGENCY FORMS

All staff should fill out a staff medical emergency form. A copy will be kept on file at the program and another will be kept on file at the Personnel Office. PLEASE BE SURE THAT YOU FILL IN ALL REQUIRED INFORMATION and that you update this form when there are significant changes. Make sure you list all known allergies, other health problems, and medications you are taking that would be important to know in case of a health emergency.

REQUESTING PERSONAL BUSINESS DAYS

Up to two (2) personal days are available to full-time staff to conduct necessary personal business that cannot be conducted outside of their normal working hours/school year (i.e., legal, religious, health/medical, other emergency obligations, etc.). These days are only intended for such purposes. They are a protection for unforeseen emergencies and if used frivolously may not be available when absolutely needed.

A full-time employee hired after January 1 of any given year shall be given one personal day for the remainder of the school year. Part-time staff will receive a pro-rated number of personal days in accordance with their annual contract percentage/date of hire.

As per Teacher Contract, teacher requests for personal days will be limited to whole or half-day increments. For all other 7.5 hour employees, requests for personal time will be considered in 90 minute (1.5 hour) units. For 7 hour employees, partial time off requests for personal time will be considered in 90 minute (1.5 hour) units and these employees if full-time/full-year will receive 15 hours yearly.

An employee desiring to take a personal day shall file a request at least 48 hours in advance of the designated day to his/her immediate administrator and then enter the request into the Employee Self Serve. If for any reason you do not need to take the personal time as requested, you must go into the Employee Self Serve to cancel as well as notify your program administrator. The request must be cancelled prior to the submission of payroll for that pay period. The request shall state the reasons for the personal day by general category. **A personal day shall not be used to extend vacation or holiday periods.** In order to safeguard the needs of the children, your administrator and Director of Special Education have responsibility to approve the request. Requests by multiple staff member for the same day will be approved only according to the availability of substitutes.

If there is an emergency situation and 48 hours prior notice is not possible, the staff member must indicate the nature of the emergency to his/her program administrator immediately upon return to work. Approval as a personal business day will be based on the nature of the emergency.

LEAVE WITHOUT PAY DAYS (LWOP)

C.E.S. school program personnel are considered to be academic employees and are scheduled to work 187 days in accordance with the approved school calendar for the year. It is expected that staff will be present for each contracted work day. **Staff should plan significant life events (i.e. vacations, honeymoons) to occur during scheduled school breaks indicated on the school calendar.** The consistent attendance of staff is critical to an effective program. The absence of a staff member for less than a major reason places an unfair burden upon colleagues and compromises student programs. Whereas C.E.S. administration may consider emergency situations/other unusual circumstances as reasons for Leave Without Pay (LWOP), this will not include unexpected vacation opportunities given as gifts or discounted travel plans that might require an extension of C.E.S. scheduled breaks/vacations or holidays. When a special circumstance occurs, approval of LWOP days will be at the discretion of the Executive Director.

Any absence from work by an employee when the absence is not permitted and/or recognized by a policy or contract provision is considered a Leave Without Pay (LWOP). In judging whether or not to grant a leave without pay, the administration will consider whether or not a prudent person could have planned the absence at some other time, whether or not the person is in control of setting the circumstances of the situation, and whether or not the situation is of such importance that it outweighs the factors of disruption to programming for children and the safe deployment of remaining staff. Where they have time and discretion, staff members are required to plan personal events in a manner which does not remove them from their service to children. Emergency situations that are significant will be judged on their individual merits.

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 the approval of the Division Director and Executive Director. Approval of requests for Leave Without Pay days will be at the sole 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)).

BEREAVEMENT LEAVE

In the event of death in the immediate family which includes parent, spouse, child, sibling, grandchild, grandparent or anyone other than immediate family with whom the employee resides, a staff member may take up to three (3) (part-time staff are eligible for prorated days based on their part-time annual contract percentage). If additional bereavement leave is required due to unusual circumstances, the Executive Director, upon application, may grant additional days either with or without pay.

In addition, one paid leave day per year is granted for employees to attend the funeral of any other person not included in the categories listed above.

JURY DUTY

Staff should immediately contact their administrator when notified to serve on jury duty. A time off request form must be completed with a copy of your jury duty summons attached. 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 should be paid for up to twenty (20) jury day served. An employee shall furnish C.E.S. with evidence of such compensation as well as attendance for day of jury duty

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

STAFF INJURY

All injuries incurred by any employee in the course and scope of their employment must be immediately reported to their administrator using the required First Report of Injury form (Worker's Comp Form). This form must be fully completed at the earliest possible opportunity after the injury but no later than 24 hours from time of injury.

In addition, when a student injures a staff member, the staff member should meet with their Program Administrator to discuss the incident in detail at the earliest opportunity, again taking into account the need for any medical care, but normally no later than 24 hours from the time of the incident and excepting only medical circumstances that prevent such meeting.

Further, in any situation in which a staff member believes that they have been the victim of an intentionally violent and hostile attack by a student in the course and scope of their employment, the staff member *must* include this information in the discussion with their Program Administrator and *must* be sure to include this information on the First Report of Injury form in the appropriate place. "Intentionally violent and hostile attack" means that the student has acted of his/her own volition, deliberately and with purpose to harm or injure, or has deliberately acted in such a way that the student knew or should have known that the likely outcome or result would be harm or injury. In such situations, the staff member also has the right to contact the police department to file charges.

Various other forms (e.g., Student Incident Reports) consistent with the type of injury received must also be completed by the employee and submitted to the Program Administrator, and in the event of possible exposure to blood borne diseases, completed by the employee and the school nurse. All appropriate forms for reporting injury are available from the Program Administrator or secretary. As noted, the First Report of Injury and completion of other forms must be done promptly, as Workers' Compensation reports must be completed and sent to the Associate Executive Director's Office within 24 hours of first knowing of the injury or as soon as possible after all necessary emergency medical care has been provided.

If non-emergency medical attention is required due to a work related injury, staff must go to First Aid Immediate Medical Center (Trumbull) or St. Vincent's Immediate Health Care Walk-In Clinic (locations in Bridgeport, Fairfield and Shelton). The Personnel Office will provide a verification of employment to present to First Aid Immediate Medical Center or to St. Vincent's Immediate Health Care Walk-In Clinic.

If an injury has resulted in an employee's absence from work, the staff member must provide a doctor's note verifying their ability to return to work.

Any questions about Workers' Compensation can be answered by the Associate Executive Director's office.

DRUG-FREE WORK PLACE

The Representative Council of Cooperative Educational Services has approved Drug-Free Work place policy and procedures for both students and staff. These policies will be made available by your program administrator at the beginning of the school year and reviewed in detail. Illicit drugs and/or alcohol is prohibited on school premises, during any school activities, wherever they may be, and in any work place under the control of C.E.S. Please refer to the Appendix D for more complete information regarding the procedures for enforcing the policy.

STAFF LUNCHES

All staff are provided with one-half hour for a duty free lunch period. Staff are encouraged to take this time as assigned. It is requested that staff members do not leave the building during their lunch period. If an emergency arises and you must leave the building, please notify the program administrator to receive permission to do so. Be aware that your prompt return from lunch ensures that all staff will receive their full lunch period. A designated time will be assigned to each staff member and these times may not be changed without prior approval of your

administrator. If you are ordering take-out, please let the receptionist know. If possible, please bring money to front desk ahead of time.

SMOKING

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

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.

DRESS

All employees shall dress in attire which is appropriate to their responsibilities and which will best allow them to carry out their specific job duties. In recognition of the important role that members of the staff play in setting an example for the students, it is expected that staff will present a neat, clean and professional appearance at all times. Staff are encouraged to avoid wearing jewelry that can be easily damaged in their contacts with students or clothing/jewelry that could more easily lead to injury. **Staff should not wear apparel that references drugs, tobacco products or alcohol, or offensive words, phrases or sayings.** Given that staff may have hand to body contact with students during the course of the day they should also maintain their fingernails at an appropriate length for these types of instructional practices (e.g., hand over hand). Shirts and/or blouses which reveal the abdomen, chest, undergarments or excessively short skirts or shorts should not be worn.

POSTINGS: LEGAL

Various laws and regulations governing public agencies require posting certain legal notices, including notices of staffing vacancies.

In each of the staff dining areas there will be bulletin boards which will be used for legal postings. In addition, CESEA will be allowed to post materials in the same place.

If a staff member wishes to post non-agency materials on bulletin board, the prior permission should be secured from the appropriate administrator.

EVALUATION OF SPECIAL EDUCATION PERSONNEL

The Representative Council recognizes that the process of teaching children with special needs is an extremely complex one, and that the appraisal of this process is a difficult and technical function. Therefore, appraisal of teacher performance (certified personnel) will be conducted on an annual basis and will serve these purposes:

1. To raise the quality of instruction and education service to the children,
2. To raise the standards of the teaching profession as a whole,
3. To aid the individual staff member to grow professionally.

All licensed/non-certified personnel will receive summative evaluations at the end of the academic year. In addition, all newly hired non-certified personnel shall serve a probationary period of four (4) months. Probationary employees shall be evaluated prior to the end of their third month of their employment by their immediate supervisor (i.e., unit director, program administrator). In completing summative and probationary evaluations, the program administrator may seek input from the classroom teacher related or related services personnel with whom the non-certified staff member works. This can be done via written or verbal input supplied by these certified or licensed personnel.

PROFESSIONAL DEVELOPMENT

PA 12-116 eliminated the requirement that certificate holders successfully complete 90 CEUs every 5 years as a condition of renewal. However, as of July 1, 2013, C.E.S. will make available a program of professional development not fewer than 18 hours per school year, most of which must be done in small groups or individually. Professional development is expected to be connected to areas of need determined as part of the C.E.S. Teacher Evaluation Plan.

TUITION REIMBURSEMENT PLAN

C.E.S. has a Tuition Reimbursement Plan for certified and non-certified personnel. Eligible employees include those who have had at least two years of continuous employment at C.E.S., work 20 or more hours per week, have a two year attendance rate of 95% or better and received a recommendation from their program administrator.

Eligible courses for tuition reimbursement must be from an accredited school and/or organization, must occur outside work hours and be designed to improve skills from one's current position at C.E.S. or be part of a planned program leading to an academic degree/professional certification related to a professional career at C.E.S.

Reimbursement is limited to the cost of the course only and one course per semester. Reimbursement will be at a maximum of 70% of the total cost of the course but may not exceed \$750. C.E.S. reserves the right to reimburse at less than the maximum rate based on available funds and the amount of applications received for a given year.

Reimbursement will only be made if the employee successfully completes all course requirements, receives a grade of B or better or passing grade (if a course solely offers pass/fail grades). A non-certified staff member must continue as a C.E.S. employee through the completion of the course to remain eligible for reimbursement. Certified staff 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.

Staff seeking reimbursement must submit the agency application form (which is available in program offices and the human relations office) by designated dates for each application period. Fall semester application deadline: July 1st; Spring semester deadline: December 1st; Summer semester deadline: May 1st.

Applications will be reviewed and approved by the Executive Director and C.E.S. Leadership Team within 30 business days of the application deadline. Staff will receive a written notification of the decision.

CONFERENCE ATTENDANCE

Staff attendance at conferences/workshops on work days must be approved in advance (minimally 15 days prior to the event) by your administrator even if there are not registration fees involved. Staff should not register for conferences/workshops on work days without the administrator's prior approval (see Conference Reimbursement section).

REQUESTS FOR CONFERENCE REIMBURSEMENT

Requests for conference reimbursement should be submitted to your administrator on the appropriate form which is available in the office. This form contains space for indicating the name and location of the conference session and the itemized expenses for which the staff member is seeking reimbursement. In all cases, reimbursement is subject to the prior approval of the Director of Special Education.

Although staff are encouraged to request reimbursement for conferences/training sessions related to their job responsibilities, available funds are limited to those prescribed in each approved program budget. Reasonable conference/training session fees will generally be approved when funds are available. However, only when necessary will costs for accommodations or transportation be considered for reimbursement. Granting of conferences/training session requests is subject to the availability of substitutes.

Staff should not assume approval until appropriate reimbursement forms are returned to them reflecting approval. Consequently, staff are advised to submit written requests prior to making formal arrangements for conferences/training sessions to ensure that adequate reimbursement funds are available or that the request is deemed appropriate for reimbursement. It is recommended that staff submit such requests at least 15 days prior to the registration deadline to provide ample time for these considerations.

EMPLOYEE ASSISTANCE PROGRAM

An Employee Assistance Program (EAP) is available to C.E.S. employees and their family members. This program is made available through Family Services Woodfield, a human services agency with locations in both Bridgeport and Monroe. This benefit is a voluntary program that can help employees and their family members obtain professional support in dealing with personal, emotional, family or health problems. Employees are encouraged to seek help through the EAP when they are having problems which they are unable to resolve on their own. While these can be work related, problems of a personal nature can also be addressed via EAP. Staff may make self-referrals by calling (800) 593-0381 or administrators/supervisors may also suggest use of EAP. However, use of EAP is always a personal decision.

Staff will be given an appointment within 48 hours of their call to EAP. Individuals may use the service at no charge for up to three visits per year. Additional visits, if agreed to by the client and counselor, will be billed to the staff member and/or appropriate insurance company. For more information look for EAP brochures in the main office of your program.

SEXUAL HARASSMENT

It is the policy of C.E.S. to provide a businesslike work environment free from all forms of employee discrimination, including incidents of sexual harassment. When an employee feels he/she is being subjected to sexual harassment, the affected employee should immediately report the occurrence by filing a written statement of complaint with the C.E.S. Title IX Compliance Coordinator (Christopher LaBelle, Associate Executive Director, C.E.S, 40 Lindeman Drive, Trumbull, CT 06611 – phone (203) 365-8828). For further details regarding Sexual Harassment, please refer to C.E.S. Personnel Policies and Procedures Manual. **Staff should also review the C.E.S. Policy/Administrative Regulations concerning Student Sexual Harassment and become familiar with procedures related to student and/or parent complaints concerning sexual harassment. (See Appendix E for copy of Annual Notice regarding Sexual Harassment).** It provides important contact information for making a complaint.

STUDENT BULLYING (Safe School Climate)

Consistent with new State Legislative Bullying requirements, each school district must develop a safe school climate plan by January 1, 2012. This plan will be developed over the initial months of this school year. Once developed the district plan will be annually included in this guide. Annual training for all staff which includes information addressing the prevention and identification of, and response to bullying will also be required. C.E.S. has also designated as of July 1, 2012 a Safe School Climate Specialist who will investigate or supervise the investigation of reported acts of bullying in accordance with the district's safe school climate plan. C.E.S. has also assembled a committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in our programs (see Appendix P for C.E.S. policy statement and reporting forms).

C.E.S. encourages all staff to help promote a safe and secure school climate, conducive to learning and teaching, and free from threat, harassment and any type of bullying behavior. 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.

The expansive definition of "bullying" includes, but is not limited to, written, verbal, or electronic communications, or physical acts or gestures that are based on any actual or perceived differentiating

characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

Students and/or their parents/guardians are encouraged to communicate concerns that may constitute bullying by filing written reports of conduct that they consider to be bullying. When such reports are made to staff, they should be promptly forwarded to their administrator or his/her designee for review and action. Students may make informal complaints of conduct that they consider to be bullying by verbal reports to staff. Students who make informal complaints may request anonymity. Such informal reports should be shared immediately with the administrator or his/her designee for review and action.

To this end, all staff who witness acts of threatening behavior, harassment or bullying or receive student or parent reports of this kind should orally notify their administrator or his/her designee no later than 1 school day of witnessing bullying or receiving a report. School employees must file a written report using an Incident Report Form no later than 2 school days after making their oral report. It is important for us to keep track of all acts that could be considered bullying and seek advice when you are uncertain if the act constitutes bullying.

Teachers should develop specific class rules against bullying and have ongoing dialogue with students about the impact of bullying behaviors on others (e.g., their classmates and other students attending C.E.S. programs). All staff are also asked to regularly foster/promote a classroom/school environment free from threat, harassment and any type of bullying behavior. This can be done by both consistently addressing bullying and applying positive behavioral supports and immediate interventions when bullying is observed. Staff are also encouraged to create a positive school atmosphere by promoting the concept that caring for others is a valued quality and that includes pro-social and helpful behavior by students. Teachers are also encouraged to utilize a curricula that promotes positive communication, friendship, assertive skills and character education. Staff should avoid sex-role stereotyping and other references about students that might lead to bullying. Encourage student collaboration and a supportive atmosphere at all times.

Staff should review the C.E.S. Policy/Administrative Regulations Concerning Bullying Behavior/Safe School Climate Plan on the C.E.S. website (www.ces.k12.ct.us) and become familiar with these procedures.

PLEDGE OF ALLEGIANCE

Connecticut Law (PA 02-119) requires that each school make available a time each day for students to recite the "Pledge of Allegiance". Consistent with this law, each C.E.S. program will designate a daily time for this activity. The law does not require any person to recite the "Pledge of Allegiance". Therefore, staff should respect the wishes of any student who does not wish to recite the "Pledge of Allegiance" during this designated time. Please alert your administrator if any parent contacts you about this new requirement and/or wishes to exclude their son/daughter from this activity.

AMERICANS WITH DISABILITIES ACT/SECTION 504

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Cooperative Educational Services recognizes its responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who have disabilities. No discrimination against any person with a disability will knowingly be permitted in any program and practices of C.E.S. C.E.S. does not discriminate on the basis of disability in admission to its programs, services or activities, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. C.E.S. also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the ADA of 1990 and Section 504 of the Rehabilitation Act of 1973. If you have any questions, complaints or concerns about admission criteria, building accessibility or require

special accommodations regarding school-related activities or require additional information please contact C.E.S. Section 504/ADA Compliance Coordinator (Christopher La Belle, Associate Executive Director, 203-365-8202).

NON-DISCRIMINATION

C.E.S. is committed to preserving a positive and productive learning/work environment free of all forms of student/staff discrimination. Consistent with various federal and state anti-discrimination laws no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any C.E.S. program or activities 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. C.E.S. has designated individuals to serve as Compliance Coordinators for specific areas of discrimination (see listing below). Although C.E.S.' formal discrimination grievance procedures encourage complaints, concerns or issues be resolved at the lowest possible level, individuals have the right to process such complaints directly with the designated Compliance Coordinator or may file a complaint with the Connecticut Commission of Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106, telephone number (860) 566-7710 or (800) 477-5737 or <http://www.state.ct.us/chro/>. Connecticut law requires that a formal written complaint be filed with the Commission within 180 days of the date when the alleged discrimination occurred. Furthermore, you may also file a complaint with the U.S. Department of Education, 33 Arch Street, Suite 900, Boston, MA 02110-1491, phone (617) 289-0111, TDD (877) 521-2172, Fax (617) 289-0150, or e-mail OCR.Boston@ed.gov.

Listed below are the names of the C.E.S. Compliance Coordinators, their C.E.S. mailing address and work telephone number. Formal written complaints should be submitted to them for the area of discrimination as designated. Complaint forms are available from the C.E.S. Human Resources Office, C.E.S. administrators or school/program offices.

C.E.S. Compliance Coordinators

Title VI Coordinator (Race, Color, National Origin)

Name: Esther Bobowick Title: Director of Professional Development Services
Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611
Telephone Number: (203) 365-8850 TDD Number: (203) 365-8813

Title IX Coordinator (Sex Equity/Sexual Harassment)

Name: Christopher LaBelle Title: Associate Executive Director
Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611
Telephone Number: (203) 365-8828 TDD Number: (203) 365-8813

ADA/Section 504 Coordinator (Disability)

Name: Christopher LaBelle Title: Associate Executive Director
Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611
Telephone Number: (203) 365-8828 TDD Number: (203) 365-8813

See Appendix F for copy of C.E.S. Non-Discrimination Annual Notice

POLICY MANUALS

A copy of the C.E.S. policy manual is available in each program office and on the C.E.S. website and contains more specific information related to agency-wide policies/procedures. Staff are encouraged to review/reference this manual. Copies of student policies/procedures are made available to each classroom/office area and staff should annually review/read this information to become familiar with procedures related to student-based policies. As required, program specific or division-wide training will be provided related to these policies/procedures. However, it is every staff members' professional obligation to be familiar with these documents and to follow prescribed procedures at all times.

APPENDIX A

BUILDING ACCESS FOR 25 OAKVIEW

special accommodations regarding school-related activities or require additional information please contact C.E.S. Section 504/ADA Compliance Coordinator (Christopher La Belle, Associate Executive Director, 203-365-8202).

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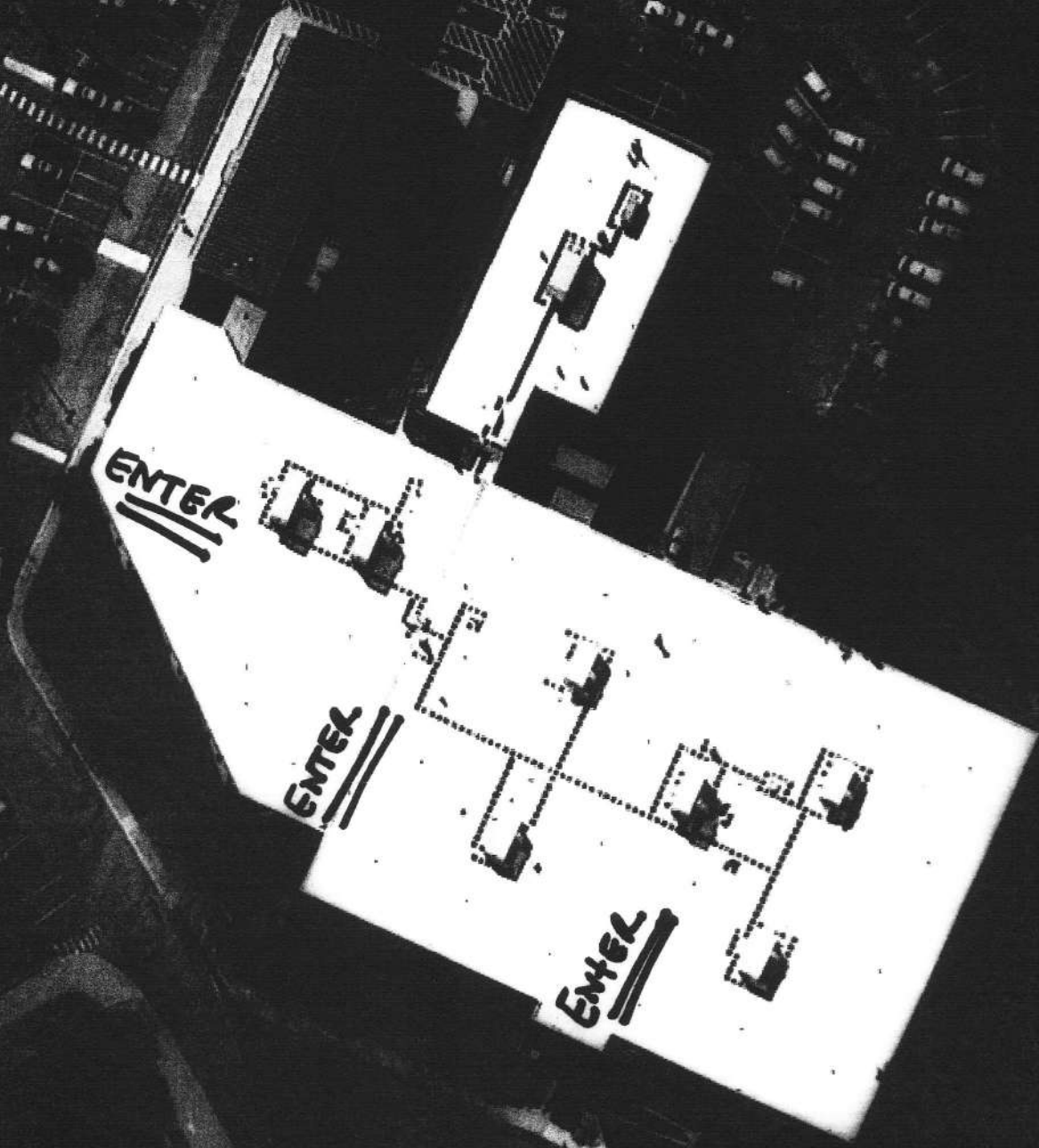
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APPENDIX A

BUILDING ACCESS FOR 25 OAKVIEW



APPENDIX B

CALENDARS & PAYROLL SCHEDULE

**COOPERATIVE EDUCATIONAL SERVICES
2014-2015 SPECIAL EDUCATION SCHOOL CALENDAR**

<p align="center">July</p> <p>30 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31</p> <p><i>30 Summer Session Begins 4 Fourth of July Holiday -closed</i></p>	<p align="center">August (5)</p> <p>1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29</p> <p><i>1 Summer Session Ends 18& 19 New Certified Staff Orientation 20 Welcome Back Convocation 25 Students Return</i></p>	<p align="center">September (20)</p> <p>1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30</p> <p><i>1 Labor Day - closed 23 Parent Night 25 Rosh Hashanah - closed</i></p>	<p align="center">October (22)</p> <p>1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31</p> <p><i>13 Columbus Day - closed (offices open)</i></p>
<p align="center">November (16)</p> <p>3 4+ 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26* 27 28</p> <p><i>4 Staff Only - PD Day 11 Veterans' Day -closed 26 Early Dismissal 27 & 28 Thanksgiving Holiday-closed</i></p>	<p align="center">December (17)</p> <p>1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23* 24 25 26 29 30 31</p> <p><i>23 Early Dismissal 24-31 Holiday Recess - closed</i></p>	<p align="center">January (19)</p> <p>1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27* 28* 29 30</p> <p><i>1-2 New Year's Day closed 19 Martin Luther King Day closed 27 & 28 Early Dismissal - Parent Conferences</i></p>	<p align="center">February (17)</p> <p>2 3 4 5 6+ 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27</p> <p><i>6 Staff Only - PD Day 13 February Recess - closed 16 Presidents' Day - closed</i></p>
<p align="center">March (21)</p> <p>2 3 4* 5* 6 9 10 11 12 13 16 17 18 19 20+ 23 24 25 26 27 30 31</p> <p><i>4 & 5 Early Dismissal - PPT Prep 20 Staff Only - PD Day</i></p>	<p align="center">April (16)</p> <p>1 2 3 6 7* 8* 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30</p> <p><i>3 Good Friday - closed 7 & 8 Early Dismissal - PPT Prep 13-17 Spring Recess - closed</i></p>	<p align="center">May (20)</p> <p>1 4 5* 6* 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29</p> <p><i>5 & 6 Early Dismissal - PPT Prep 25 Memorial Day -closed</i></p>	<p align="center">June (7)</p> <p>1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30</p> <p><i>9 Tent. Last Day for Students - Early Dismissal 10 Tent. Last Day for Staff 29 Summer Session Begins (last day for summer 7/31/15)</i></p>

Note: State law requires that public schools operate 180 days for students. Any unusual circumstances, snow days or other emergency closing days will extend the scheduled last day for school students. June 18th will be the absolute last day for students and June 19th will be the absolute last day for academic year staff which would include seven (7) make-up days if needed. Any additional days beyond seven (7) required for make-up will occur during the April recess starting at the beginning of the week.

Key:

/ No School

+ Staff only - no students

* Early dismissal for students

Approved by the Representative Council : 11/7/13

**Cooperative Educational Services
2014-2015
EMPLOYEE CALENDAR**

July				
1	2	3	4	
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

4 Fourth of July Holiday - closed

August				
			1	
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20 Welcome Back Convocation

September				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1 Labor Day - closed

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

November				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	<u>26</u>	27	28

*11 Veterans' Day -closed
26 Closing @ 1:30 pm
27 & 28 Thanksgiving Holiday-closed*

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

*24-26 Holiday Recess - closed
31 New Year's Eve - Closing @ 1:30 pm*

January				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*1-2 New Year's Day closed
19 Martin Luther King Day-*

February				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

16 Presidents' Day - closed

March				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April				
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

3 Good Friday - closed

May				
			1	
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

25 Memorial Day -closed

June				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Key:

/ Offices closed

___ Early closing @ 1:30 pm

Approved by the Rep Council on:

**PAYROLL SCHEDULE
2014-2015**

Twelve Month Employees 26	Teachers Plan A & B 21	Teachers - Plan C 26	10 month Academic Year Hourly Employees
Pay # 1 July 11*			Will be paid bi-weekly for hours worked in the previous two week pay period. The two week pay period ends on Friday the week before payday. The first pay day for 2014-2015 will be September 5, 2014
Pay # 2 July 25			
Pay # 3 August 08			
Pay # 4 August 22			
Pay # 5 September 05	Pay # 1 September 05	Pay # 1 September 05	
Pay # 6 September 19	Pay # 2 September 19	Pay # 2 September 19	
Pay # 7 October 03	Pay # 3 October 03	Pay # 3 October 03	
Pay # 8 October 17	Pay # 4 October 17	Pay # 4 October 17	
Pay # 9 October 31	Pay # 5 October 31	Pay # 5 October 31	
Pay #10 November 14	Pay#6 November 14	Pay # 6 November 14	
Pay # 11 November 28	Pay #7 November 28	Pay #7 November 28	
Pay # 12 December 12	Pay # 8 December 12	Pay # 8 December 12	
Pay # 13 December 26	Pay # 9 December 26	Pay # 9 December 26	
Pay # 14 January 09	Pay # 10 January 09	Pay # 10 January 09	
Pay # 15 January 23	Pay # 11 January 23	Pay # 11 January 23	
Pay # 16 February 06	Pay # 12 February 06	Pay # 12 February 06	
Pay # 17 February 20	Pay # 13 February 20	Pay # 13 February 20	
Pay # 18 March 06	Pay # 14 March 06	Pay # 14 March 06	
Pay # 19 March 20	Pay # 15 March 20	Pay # 15 March 20	
Pay # 20 April 03	Pay # 16 April 03	Pay # 16 April 03	
Pay # 21 April 17	Pay # 17 April 17	Pay # 17 April 17	
Pay # 22 May 01	Pay # 18 May 01	Pay # 18 May 01	
Pay # 23 May 15	Pay # 19 May 15	Pay # 19 May 15	
Pay # 24 May 29	Pay # 20 May 29	Pay # 20 May 29	
Pay # 25 June 12	Pay # 21 June 12	Pay # 21 June 12	
Pay # 26 June 26		Pay # 22 June 26	
		Pay #23 July 10	
		Pay #24 July 24	
		Pay # 25 August 07	
		Pay # 26 August 21	

05/22/2014

*This pay will cover July 1st through July 4th **ONLY**

APPENDIX C

TELEPHONE EXTENSIONS

QUICK REFERENCE INTERNAL PHONE DIRECTORY FOR STAFF

Central Office: 40 Lindeman Drive, Trumbull, CT 06611
Special Ed Programs: 25 Oakview Dr., Trumbull, CT 06611
30 Lindeman Dr., Trumbull, CT 06611

Executive Director Dr. Evan Pitkoff
Barbara Pace - Admin. Asst. x8803

Associate Executive Director Chris LaBelle x8828
Patricia Sweeney – Admin. Asst. x8831

Professional Development Esther Bobowick
Audrey Barbarotta – Admin. Asst. x8847

Administrative Services James Carroll x8825
Mary Lou Clapes – Admin. Asst. x8827

Special Ed Administration
Dr. Mike Regan – Dir. of Spec. Ed. x8837
Liz MacKenzie – Unit Director x8835
Joann Bassford – Secretary x8840
Beverly Gentile - Secretary x8839
FAX # 365-8841

Beginnings
Liz MacKenzie – Unit Director x8835
Marcey Taylor – Secretary x8844

PLC Eve Mullen - Prog. Admin. x8866
Celeste Golino – Secretary x8865

DLC Maria Morabito - Prog. Admin. x8867
Leticia Rivera - Secretary x8868

RISE Liz MacKenzie x8835

Regional Assistive Tech Center
Laura Giovanetti x8891
Elaine Sokolowski x8838

Computer Network Help Desk – x 8854, Jesse x 8876, Donovan x 8875

Muffins & More – 25 Oakview x8734

School Nurse Karen Graf, R.N. (25 Oakview) x8864
Jacqueline Wallace, R.N. (30 Lindeman) x8985

TDP Dan French – Unit Director x8901
Kristen Wilson, Prog. Admin. x8853
Jaime Dawson, Prog. Admin. x8939
Bryan Murphy, Prog. Admin. x8987
Gail Brauer - Secretary x8902
Priscilla Hernandez - Secretary x8985

Transportation Don Cohen x8894

Website www.ces.k12.ct.us **TDD Phone #** (203) 365-8813

<u>Six-to-Six</u>	Anna Nelmes-Stoughton Principal	x8202
	Anna Medina – Secretary	x8201
<u>School Readiness</u>	Linda Page - Director	x8996
	Karen Wallace - Secretary	x8997
<u>RCA</u>	Mark Ribbens – Principal	x8851
	Karen Barnes – Secretary	x8930
<u>Audiologist</u>	Susan McGoldrick-Clarke	x8950
<u>Behavior Psych. Services</u>	Christine Peck	x8842
	Christine Lamas	x8861

APPENDIX D
DRUG FREE WORKPLACE

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

APPENDIX E

SEXUAL HARASSMENT NOTICE

SEXUAL HARASSMENT IS ILLEGAL
And is
Prohibited
BY
THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT
(Section 46a-60(a) (8) of the Connecticut General Statutes)

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

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

- (1) SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT OR EDUCATION;
- (2) SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT OR ACADEMIC DECISIONS AFFECTING SUCH INDIVIDUAL; OR
- (3) SUCH CONDUCT HAS THE PURPOSE OR EFFECT OF SUBSTANTIALLY INTERFERING WITH AN INDIVIDUAL'S WORK OR ACADEMIC PERFORMANCE OR CREATING AN INTIMIDATING, HOSTILE OR OFFENSIVE WORKING OR LEARNING ENVIRONMENT , (Conn. Gen. Stat. 46a-60(a) (8))

Examples of SEXUAL HARASSMENT include

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

Remedies for SEXUAL HARASSMENT may include

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

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

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

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

APPENDIX F

NON-DISCRIMINATION ANNUAL NOTICE

COOPERATIVE EDUCATIONAL SERVICES

ANNUAL NOTICE

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

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

Title VI Coordinator (race, color, national origin)

Name: Esther Bobowick Title: Director of Professional Development Services

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

Title IX Coordinator (sex equity/sexual harassment)

Name: Christopher La Belle Title: Associate Executive Director

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

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

Name: Christopher La Belle Title: Associate Executive Director

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

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

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

Cooperative Educational Services

Discrimination Grievance Form

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

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

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

Complainant's Classification:

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

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

Home Phone #: _____ Work Phone #: _____

Date(s) of Alleged Discrimination: _____

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

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

Please attach any additional information/documentation as necessary

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

Complainant Signature: _____ Date: _____

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

Received by: _____ Date: _____

APPENDIX G

CODE OF ETHICS

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)

APPENDIX H

MEDICAL EMERGENCY PROTOCOL

Medical Emergency Protocol

Assess the situation and determine if the emergency is life threatening.

Life threatening emergency (unconscious person, someone not breathing or whose heart has stopped or someone with significant, pulsing blood loss.)

- **DO NOT** leave the person alone.
- Using walkie-talkie or calling loudly, ask someone specific to call **911**
- Using walkie-talkie call for nurse and/or someone trained in CPR. Direct a specific person to get or bring the AED to the scene. AEDs are located outside the nurse's office and in the hallway area between the TDP Student Support Center and fitness room at 25 Oakview (and the Fitness Room at 30 Lindeman). When they arrive, the nurse or CPR trained person is in charge of the emergency.
- The person calling 911 gives the following information to 911 operator
 - Type of emergency
 - Location of the emergency (25 Oakview or 30 Lindeman) and location in the building
 - Notify the receptionist by walkie-talkie or by phone (0) that the ambulance is coming and where they are to be directed (i.e., Door #, front entrance).
 - Wait for ambulance to arrive and direct 911 personnel to the emergency
- When 911 personnel are on the premises they are in charge of the emergency. Assist only when asked to do so.
- An administrator should be notified as soon as possible.
- An administrator will notify the C.E.S. Central Office (x 8803)

If no one responds to your yell for help, if it is a child perform CPR for one minute. Then pick up or drag the child to the nearest phone or walkie-talkie to call 911 and resume CPR/AED. If an adult, first call 911 then AED and CPR.

Not a life threatening emergency

- Call the nurse on the walkie-talkie or by phone
- If nurse not available, contact your program administrator by walkie-talkie or phone
- In their absence contact any special education program administrator
- If no administrator is available contact Mike Regan (x8837)
- The nurse or her alternate will assess the situation and decide appropriate plan of action (i.e. hospital, walk-in clinic, first aid)

The nurse, administrator or designee is the person in charge and responsible to make decisions and direct staff accordingly.

Once a 911 call has been made it cannot be stopped. 911 personnel must enter the building and make their own assessment. 911 personnel are then in charge of the emergency.

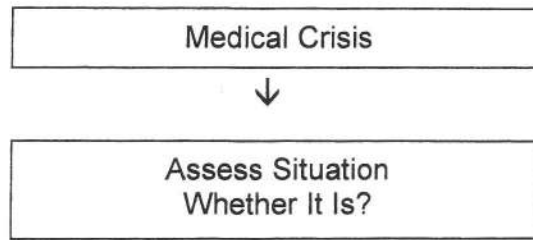
Staff members not needed for the emergency should remain with regular assigned duties and if possible assist the students of the staff involved in the emergency.

Staff members who have been trained in Basic Life Support, Pediatric Life support and/or First Aid will be identified in each program each year. They will be instructed to respond to any emergency they hear on the walkie-talkies.

REMEMBER

- A) The nurse or the designee of the emergency is the person in charge and responsible to make the decisions and directs the staff accordingly.
- B) In the rare occasion that a physician is present, he/she may then decide to assume the role of the emergency charge person, in which case the C.E.S. staff person would then allow the physician to take over the emergency until 911 personnel arrive.
- C) Once a 911 call has been made it cannot be stopped by C.E.S. 911 personnel must by law enter the school and make their own assessment of the situation. Once 911 arrives they then will become in charge of the emergency. They may ask for your assistance or for information but they will decide the outcome of the emergency situation.
- D) Any staff member not needed or requested to assist the nurse or designee should remain with regular assigned duties until requested to do otherwise.

EMERGENCY PROCEDURE PROTOCOL



*Life Threatening

Not Life Threatening

↓

** Call 911
**Call for Nurse
**Never leave the person alone

↓

Call Nurse

↓

Use walkie-talkie to call for nurse and help immediately.
Tell someone to get AED (AEDs are located outside the nurse's office or in the hallway area between the TDP SS Center & fitness room at 25 Oakview and fitness room at 30 Lindeman). Prepare to do CPR until further help arrives.

911 caller will have a walkie-talkie and remain in contact with staff

The 911 caller is responsible for

- 1) Giving information to 911 operator:
 - a) Type of emergency
 - b) Location of emergency
 - c) Notify C.E.S. receptionist (0) that 911 was called.
 - d) Directing the 911 personnel to the area of school they need to go.
 - e) Obtaining information on the victim.

If the nurse is not available:

- A) Contact your program administrator or in their absence
- B) Any other Program Administrator or in their absence
- C) Mike Regan (x8837) and in his absence
- D) C.E.S. Central Office (x8803)

Direct them precisely to the area of the emergency. The Nurse or her alternate will then assess the situation and decide the appropriate PLAN OF ACTION.

911

↓

First Aid

↓

Walk In Clinic

↓

Family Contact

↓

Other

Once 911 is called C.E.S. cannot stop their response!

Only when 911 personnel is on the premises they take over and they are in charge of the emergency, only assist if they ask!

Make sure that all appropriate special education administrators and Jim Carroll's office are aware that 911 call has been made.

*Life Threatening Situation would be considered anytime there is an unconscious person, someone not breathing or who's heart has stopped. These are a few examples for you to reference.

COOPERATIVE EDUCATIONAL SERVICES
25 OAKVIEW DRIVE
TRUMBULL, CT 06611

MAIN TELEPHONE #: (203) 365-8800

Receptionist (Ruby) – 0

If calling from outside of building have Receptionist page nurse over walkie-talkie at no time should you leave a message with voice mail. **YOU MUST TALK TO A PERSON.**

KAREN GRAF
SHARON BRYANT & GINNY GIARDINA
365-**8864**

PLC

EVE MULLEN

365-**8866**

365-**8865** (Celeste)

DLC

MARIA MORABITO

365-**8867**

365-**8868** (Leticia)

TDP (25 Oakview)

DAN FRENCH

365-**8901**

365-**8853** (Kristen Wilson)

365-**8938** (Jaime Dawson)

365-**8902** (Gail)

365-**8939** (Sarah)

TDP (30 Lindeman)

365-**8987** (Bryan Murphy)

365-**8985** (Priscilla)

365-**8301** (Jacque Wallace)

MIKE REGAN 365-**8837**

LIZ MACKENZIE 365-**8835**

Beverly 365-**8839**

Joann 365-**8840**

C.E.S. CENTRAL OFFICE

EVAN PITKOFF

365-**8803**

8803 (Barb)

CHRIS LABELLE

365-**8828**

8831 (TRICIA)

JIM CARROLL 365-**8827**

8827 (MARY LOU)

APPENDIX I

ACCEPTABLE TECHNOLOGY USE POLICY & REGULATIONS

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 files server must be approved by the office of the Director of Administrative services/ designee. (See Software Purchase and Installation Request form.)

14. Stand-alone packages (CD-ROM/diskettes) must comply with agency/school standards on content, be appropriate to the level of instruction or administration, and be installed by authorized building or agency staff.
15. In compliance with the Children's Internet Protection Act (CIPA), C.E.S. has implemented technology protection measures that are designed to restrict minors' access to harmful materials as specified in the CIPA. Students and staff must not alter, interfere with, dismantle, or disengage these devices at any time.
16. Students and staff must comply with security procedures.

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

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

INTERNET SAFETY GUIDELINES

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

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

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

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

WEB SITE GUIDELINES

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

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

REPLACES PREVIOUS COOPERATIVE EDUCATIONAL SERVICES GUIDELINES

E-MAIL GUIDELINES

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

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



August 2014

Dear Parents/Guardians:

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

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

Sincerely,

Program Administrator

Att.

**COOPERATIVE
EDUCATIONAL
SERVICES**

Evan Pitkoff, Ed.D.
Executive Director

Christopher La Belle
Associate Executive Director

James R. Carroll
*Chief Financial and
Operations Officer*

Esther Bobowick
*Director of Professional
Development Services*

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

Linda Page
*Director
School Readiness*

Anna Nelmes-Stoughton
*Principal
Six to Six Magnet School*

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



TECHNOLOGY APPROPRIATE USAGE Student Contract

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

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

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

Student signature

date

Strategies for Internet Safety

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

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

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

APPENDIX J

STUDENTS WHO LEAVE SCHOOL GROUNDS

Cooperative Educational Services

Procedures for Responding to a Student who has Left School Property without Permission, Left the Assigned Area on a Field Trip without Permission, or Whose Location is Unknown

The particular intervention to be implemented in response to a student who leaves school property without permission, has left the assigned area on a field trip without permission, or whose location is unknown will vary as a function of several factors that may include the student's age, the student's current mental status, the immediate risk of harm to the student, the length of time the student has been off-campus or unaccounted for, and other factors specific to the situation (e.g., leaving in a vehicle, other people involved). However, staff members should adhere to the following procedures with the understanding that some modifications may be necessary:

1. The staff member(s) should maintain visual contact with the student and continue to encourage the student to return to the program area. If there is an imminent risk of harm to the student and the staff member(s) perceives he/she can intervene safely, the staff member(s) should attempt to physically restrain or escort the student to a safe location.
2. The staff member should notify the Program Administrator, or his/her designee, as soon as possible and provide information as to the identity of the student, location of the student, staff member(s) present, and any other information relevant to the situation.
3. Following consultation with the Program Administrator, or his/her designee, an immediate course of action will be developed. This may include maintaining visual contact with the student, enlisting the assistance of additional staff members, or searching the building or surrounding area where the student was last seen. (The local police department should be contacted if risk factors warrant such an immediate action).
4. The Program Administrator, or his/her designee, will notify the Director of Special Education of any student who has left school grounds, left the assigned area on a field trip, or whose location is unknown. Through consultation with the Director of Special Education, a determination will be made as to whether further action is necessary, (i.e., notification of parents or guardians, notification of the police if it hasn't already occurred, notification of C.E.S.' Executive Director).
5. An Incident Report should be completed by all staff members involved in the incident and submitted to the Program Administrator within 24 hours.

Note: Should a staff member observe, or otherwise become aware of a student who leaves the building or the school property without permission and under suspicious circumstances (e.g., in an unfamiliar vehicle, with unfamiliar people, with the apparent use of force or coercion), the staff member should immediately notify an administrator who will contact the local police.

APPENDIX K

SPECIAL EDUCATION ORGANIZATIONAL STRUCTURE

DIVISION OF SPECIAL EDUCATION

DIVISION DIRECTOR

Developmental Disabilities Unit

Emotional Disabilities Unit

Unit Director

Unit Director

RISE

Teacher
EI
Aides

25 Oakview

PLC
(Preschool/
Primary)

Beginnings

DLC (Middle/
Secondary)

Related Services Staff

30 Lindeman
Middle/ High School

Elementary

Middle/
High School

Program
Administrator

Program
Administrator

Sp/Lang
Audiology OTs/PTs

Program Adm.

Program Adm.

Program Adm.

Comp. Leader
Teachers
EIs
Aides
Parenting Coord.
SW
6/12

Comp. Leaders
Teachers
EIs
Aides
SWs
Voc. Tran.

Nursing
Assist. Tech Ctr.

Comp. Leader
Teachers
EIs
Aides
Tech Teacher
PE
Voc. Tran.
Clinical Staff

PE
Reading Spec.
Tech. Teacher
Comp. Leaders
Teachers
EIs
Aides
Clinical Staff

Comp. Leader
Teachers
EIs
Aides
Voc. Tran.
Clinical Staff

APPENDIX L

INCIDENT REPORT FORMS

COOPERATIVE EDUCATIONAL SERVICES
Division of Special Education
INCIDENT REPORT

I. Identifying Information:

Name of Student (if applicable): _____

Date/Time of Incident: _____

Date/Time Reported: _____

Reporter's Name and Position: _____

Incident Location: _____

II. Type of Incident:

Student Injury Staff Injury Property Damage Substance Related Theft
 Student Search Suicidal Behavior Inappropriate Action by CES staff Bullying
 Student Left Grounds Weapon Related Incident Other Significant Incident: _____
(Specify)

III. Description of Incident:

1. Names and titles of supervising adults present (i.e., including staff member submitting the report)

2. Describe relevant facts before incident occurred (i.e., ongoing activity, behavior of student or staff, etc.)

3. Describe behaviors of student and staff that comprise the incident

4. Describe students, staff or property after the incident (damages, emotional state, injuries, etc.)

IV. Injury Report (if applicable)

Student Injury Staff Injury (Workers Comp Form Completed? Yes No)

Detection of Injury:

- Staff observed injury occur to student [name(s) of staff: _____].
- Student reported injury to staff [name(s) of staff: _____].
- Evidence of injury discovered by staff but action causing injury not observed.
- Injured staff member reporting injuring.

Cause of Injury:

- Physical restraint or escort Physical aggression from peer Self-Inflicted (accidental)
- Self-Inflicted (Purposeful) Accidental action by peer Accidental action by staff
- Suspicion of child abuse (DCF contacted? Yes No) Other: _____

Description of Injury (Indicate area of body injured and extent of injury):

Action Taken:

- Student examined by school nurse (indicate time of day: _____)
- Student refused to be examined by school nurse
- Other: _____

V. Follow-up

Describe plan for follow-up and future prevention of similar incident: _____

VI. Parent Contact Information

Date and Time of Parent Contact: _____

Means of Contact: phone note home meeting other (_____)

Person making Contact: _____

Summary of Contact: _____

Signature of Reporting Staff: _____

Signature of Administrator: _____

Administrative Comments/Follow-up:

cc: (Circle if applicable)
School Nurse
Director Special Education
Other: _____

Incident Report of Restraint or Seclusion

School District: Cooperative Educational Services Program: _____
Address: _____ Phone: _____

Name and Title of Person Preparing the Report: _____

Student's Name: _____ Student's DOB: _____
Student's Disability: _____ Race: _____ Gender: _____

Check one of the following: **Restraint** ___ **Seclusion** ___

Date of Procedure: _____ Start Time: _____ End Time: _____ Duration: _____
(in minutes)

Check one of the following:

Emergency use of restraint to prevent immediate or imminent injury to ___self ___others ___both
Emergency use of seclusion to prevent immediate or imminent injury to ___self ___others ___both
I.E.P. use of seclusion as a behavior intervention strategy ___

Describe the emergency that necessitated the use of restraint, seclusion or the precipitant behavior that met the I.E.P. criteria for the use of seclusion as a behavior intervention. For a restraint procedure, also indicate the type of restraint used.

Indicate what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise:

Indicate time(s) student was evaluated for signs of physical distress and whether any signs of physical distress were observed: _____

Was the student injured as a result of the procedure? Yes ___ No ___
(If yes, complete and attach an Incident Report Form).

If yes, did the injury require medical treatment beyond basic first aid? Yes ___ No ___
(If yes, complete and attach an Incident Report Form and provide your administrator with the necessary information to complete a Report of Physical Injury During Restraint/Seclusion Form).

Indicate whether modification to the student's educational/behavioral plan is recommended:
No modification is recommended at this time ___ Modification is recommended ___ (Indicate below)

Parent Notification Information

For Emergency use of Restraint or Seclusion:

Did parent contact occur within 24 hours of the emergency use of restraint/seclusion? Yes ___ No ___
Was a copy of the incident report sent to the parent within 2 business days? Yes ___ No ___

For I.E.P. use of Seclusion:

Indicate the manner and time of parent notification as determined at the PPT: _____

Worksheet for Incident Report of Restraint or Seclusion

(Information from this worksheet will be used to complete the Incident Report of Restraint or Seclusion)

Student's Name: _____

Date: _____

Part A (Data)

Complete this section for a physical restraint and then transfer the pertinent information (sections 1, 2, and 6) to the Incident Report of Restraint or Seclusion.											
<p>1. Indicate the type of restraint used:</p> <p><input type="checkbox"/> 2 Person Lower Figure 4</p> <p><input type="checkbox"/> 2 Person Lower Figure 4 with wall support</p> <p><input type="checkbox"/> Limited Security Hold</p> <p><input type="checkbox"/> Full Security Hold (Basket Hold)</p> <p><input type="checkbox"/> Full Security Hold Take-down</p> <p><input type="checkbox"/> Full Security Hold Floor Control</p> <p><input type="checkbox"/> Reverse Cradle Take-down</p> <p><input type="checkbox"/> Face-up Floor Control</p> <p>2. Start time: _____ End time: _____</p> <p>3. Staff members involved in the procedure: _____</p> <p>4. Location of the restraint: _____</p> <p>5. Administrator's or designee's signature is required to continue a restraint past 30 minutes.</p> <p>Signature: _____</p> <p>Time(s): _____</p>	<p>6. A student being physically restrained must be continuously monitored for signs of physical distress. A written entry is required every 5 minutes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> </table>	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.
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Time	Student's Behavior. Note signs of physical distress if present.										

Complete this section for a seclusion procedure and then transfer the pertinent information (sections 2 and 6) to the Incident Report of Restraint or Seclusion.											
<p>1. Indicate student transport status:</p> <p><input type="checkbox"/> Student walked without assistance.</p> <p><input type="checkbox"/> Physical escort required. Staff involved: _____</p> <p>2. Start time: _____ End time: _____</p> <p>3. Staff member(s) involved in the procedure: _____</p> <p>4. Location of the Seclusion Procedure: _____</p> <p>5. Administrator's or designee's signature is Required to continue seclusion past 30 minutes.</p> <p>Signature: _____</p> <p>Time(s): _____</p>	<p>6. A student in seclusion must be frequently monitored for signs of physical distress. A written entry is required every 5 minutes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> <tr> <td style="text-align: center;">Time</td> <td>Student's Behavior. Note signs of physical distress if present.</td> </tr> </table>	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.	Time	Student's Behavior. Note signs of physical distress if present.
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Part B (Documentation Guide)

1. Use this section as a guide to describe the emergency that necessitated the use of restraint or seclusion. Check all that apply.

- Physical aggression toward others (hitting, kicking, biting, spitting).
- Physical aggression toward property that poses a significant risk of injury to self or others (e.g., throwing a chair, kicking the wall, throwing open or slamming doors).
- Threatening or severely taunting another person resulting in a high likelihood of a physical altercation.
- Self-injurious behavior (e.g., head banging, pulling out hair, scratching skin).
- Leaving staff supervision (e.g., running away from the classroom, building). This would apply mainly to younger students who present a risk of injury to themselves by being unsupervised. It may also apply to a student of any age whose judgment is significantly impaired due to transient emotional or psychiatric factors or to a chronic intellectual deficit.

2. Check the box provided and use this section as a guide to describe the precipitant behavior that met the I.E.P. use of seclusion as a behavior intervention.

- The behavioral criteria for the use of seclusion as a behavior intervention for a particular student must be described in the student's I.E.P. This would typically involve some form of highly disruptive behavior such as repeatedly yelling in the classroom or hallways, or repeatedly interfering with the teacher's attempt to instruct the class. The use of seclusion in these circumstances presupposes that the student was unresponsive to less restrictive interventions.

3. Use this section as a guide to indicate what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising. Underline those that apply from these examples.

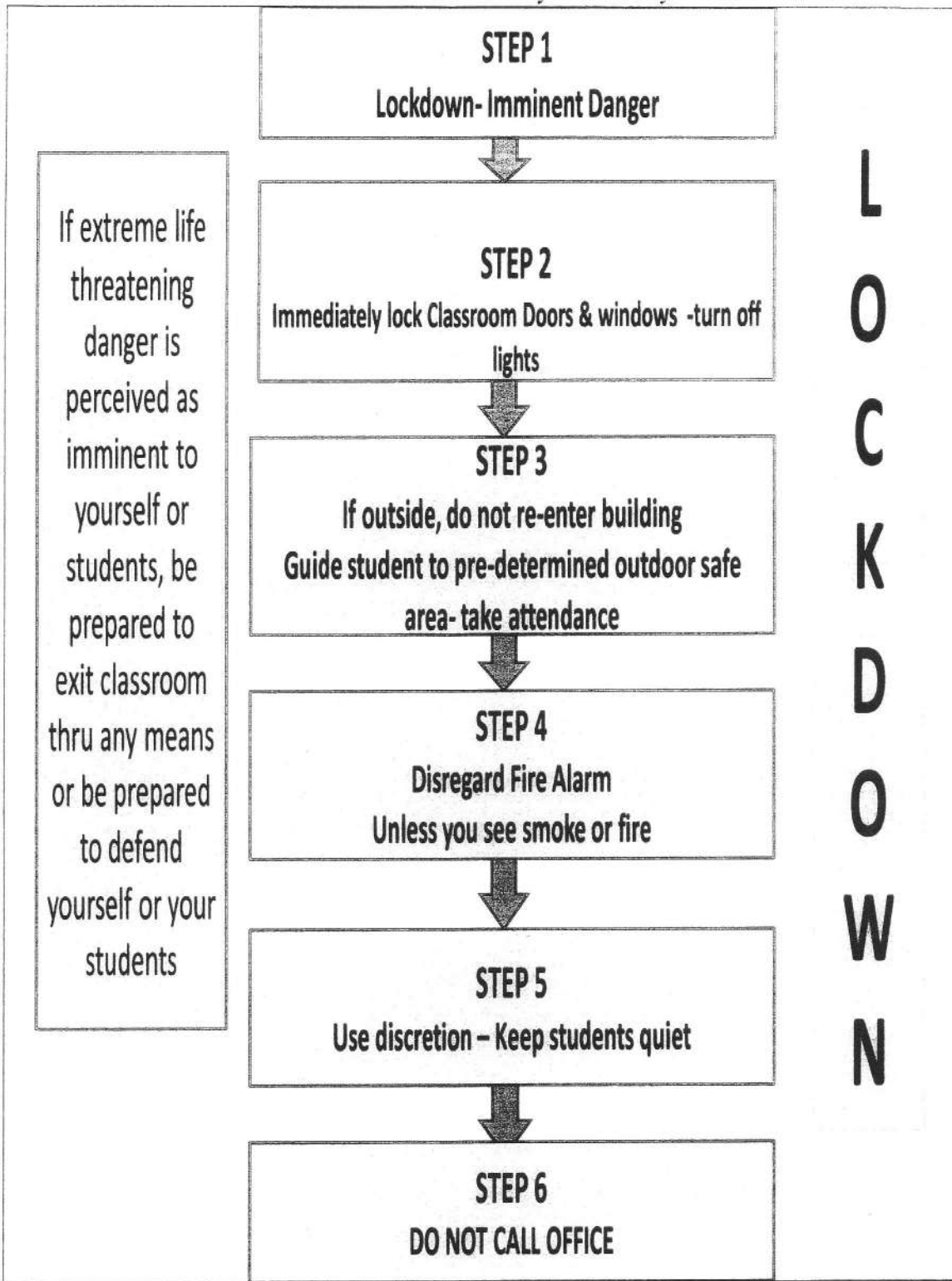
De-escalation strategies may include the following: using a supportive voice tone, redirecting the student to another activity, verbal encouragement, reframing with humor, offer to remove the source of the distress, offer empathy for the student's perspective, offer a quiet space to the student, offer the student the opportunity to take a walk away from the source of the tension, offer a drink of water, invite a discussion about the source of the distress, offer the opportunity to speak with a particular staff member, suggest solutions to the perceived problem, offer sensory integration equipment (OT), provide visual cues, provide acceptable behavioral choices to the student. It is also important to note any other attempts made by staff members to prevent the emergency from arising such as providing numerous requests for the student to cease the problematic behavior and informing the student that a seclusion or restraint procedure would result if the behavior continues.

4. Student Injury Assessment. Check one of the following. (Also, indicate at the bottom if a staff injury occurred during the procedure).

- Student injury that is minor in nature (e.g., small cut, minor bruising) and can be treated with basic first aid. This should be recorded on the Incident Report of Seclusion or Restraint and must be documented on a standard C.E.S. incident report. A Report of Physical Injury During Restraint/Seclusion form must also be completed. All injuries must be reported to the parent and the school nurse.
 - Student injury that required medical treatment beyond basic first aid. This must be recorded on the Incident Report of Seclusion or Restraint and must be documented on a standard C.E.S. incident report. A Report of Physical Injury During Restraint/Seclusion form must also be completed. All injuries must be reported to the parent and the school nurse.
 - No evidence of an injury.
-
- Staff injury occurred during the procedure. (Complete an incident report and see the school nurse).

APPENDIX M

LOCKDOWN PROCEDURES



Potential
severe
weather or
imminent
school
environment
hazard

SHELTER IN PLACE



STEP 1

Shelter in Place – Give explicit directions to students



STEP 2

Clear Hallways – bring non-involved students into nearest classroom



STEP 3

Immediately close and lock classroom doors



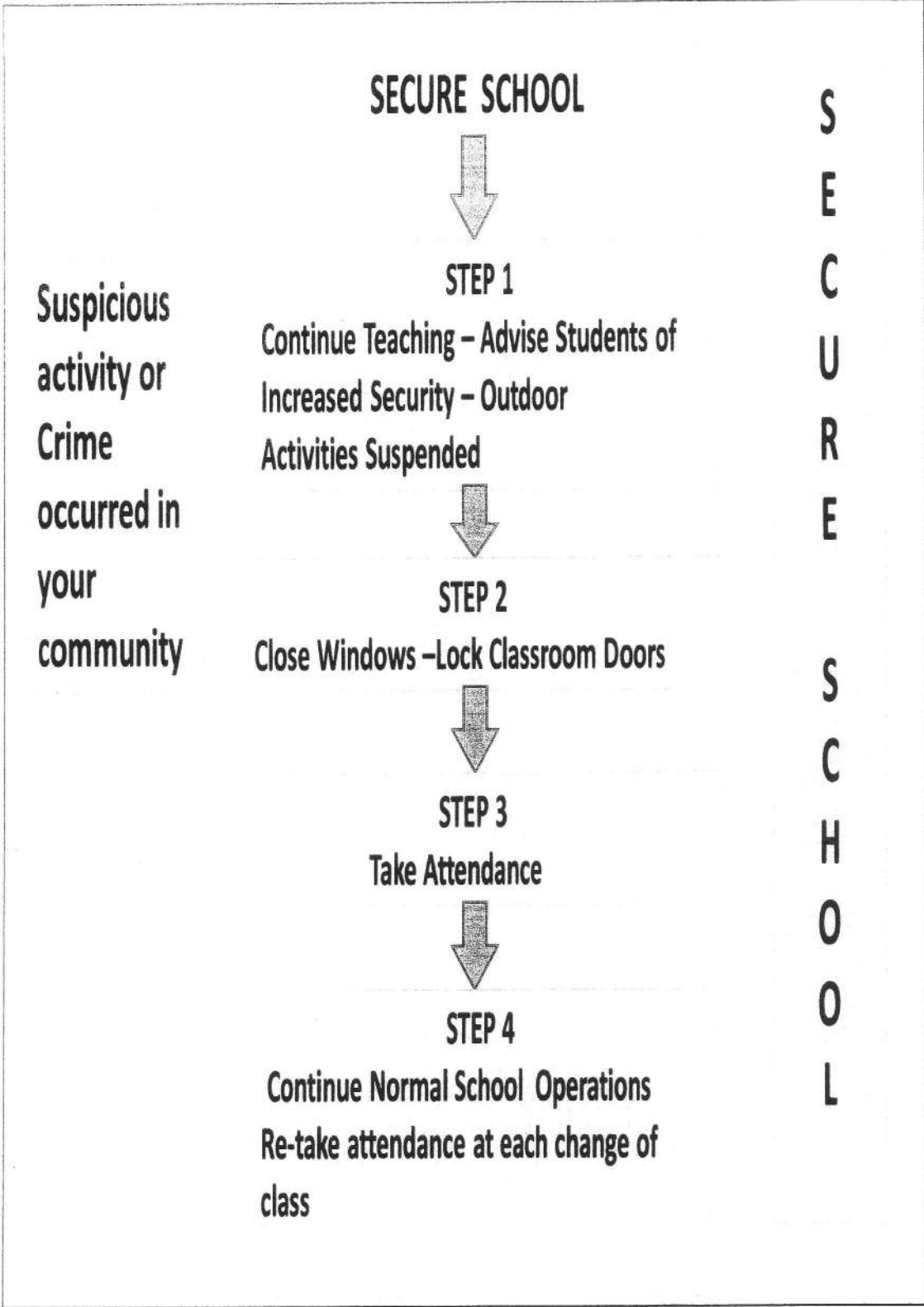
STEP 4

Take and document incident

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Evacuate School



STEP 1

Give explicit directions to students on
Evacuation procedures



STEP 2

If Bomb Threat: DO NOT use cell-phone -
stay off portable radio



STEP 3

Immediately guide all students out of
classroom to pre-designated fire exit
Count students as they exit classroom- stay
as a group- No locker or bathroom stops



STEP 4

Exit Building - guide student to pre-
designated safe area

Fire
Alarm-
Bomb
Threat

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All-Hazards School Security and Safety Plan
CLASSROOM EMERGENCY RESPONSE CHART No. 2

Lockdown
 (Example: imminent danger, or threat of an

Secure the Building
 (Example: suspicious activity or

Evacuate
 (Example: Fire Alarm, Bomb

Safety Issue
 (Example: Fight.

Extreme Weather
 (Example: Hurricane /

Immediately lock classroom doors & windows. Turn Lights off

Continue teaching. Advise students of increased security, Outdoor activities suspended

Give explicit directions to students on evacuation procedures

Shelter in Place. Give explicit directions to students.

Give specific directions to students on safety

If outside, do not go into building. Guide students to pre-designated outdoor safe area and take attendance.

Close Windows, lock classroom doors.

If Bomb Threat: **Do NOT use Cell phone** stay off Walkie

Clear Hallways, bring non-involved children into nearest classroom

Guide all Students to clear hallways seek refuge in classrooms or designated safe areas.

Disregard fire alarm unless you specifically see smoke or fire

Take Attendance

Immediately guide all students out of classroom to pre-designated fire exit Count # of students as they exit classroom, stay as a group. No bathroom stops

Immediately close and lock classroom doors

Close doors and windows, keep students away from windows and doors.

Once classroom door is locked no entry allowed. Keep students quiet and take attendance

Continue normal school operations,

Exit Building Guide Students to pre-designated safe area

Take and document attendance, do not call main office

Do not call main office stay off Walkie Talkie

Report any missing or tardy students

Re-count students (immediately report missing students)

Stay off Walkie Talkie, Remain Alert

Document attendance

If Extreme life threatening danger is perceived as imminent to yourself or students, be prepared to exit classroom thru any means or be prepared to defend yourself or your students

Stay Alert Report any unusual activity observed outside

If pre-designated safe area is unsafe due to specific conditions extend your distance from danger and re-locate to a secondary Safe Area

If Extreme life threatening danger is perceived as imminent to yourself or students, be prepared to exit classroom thru any means or be prepared to defend yourself or your students

If pre-designated safe area is unsafe to due specific conditions, relocate to a secondary safe area. Listen for instructions

Remain in Safe Area until notified, continue to monitor children and take attendance

APPENDIX N

MANDATED REPORTERS

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

Mandated Reporting

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

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

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

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

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

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

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

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

What Must Be Reported?

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

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

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

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

Mandated Reporters

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

Superintendents of Schools

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

Failure to Report

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

APPENDIX O

SOCIAL NETWORKING GUIDELINES

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)

APPENDIX P

STUDENT BULLYING/SAFE SCHOOL CLIMATE

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

Cooperative Educational Services
Bullying Investigation Report Form (Staff Use Only):

Date: _____

Name of person investigating alleged incident(s): _____

Name of student targeted: _____

Date(s) of alleged incident(s): _____

Report Filed Against: _____

Has reporter requested anonymity: Y N

Name of person reporting alleged incident(s): _____

Does the school have parent/guardian consent to disclose the student's name in connection with the investigation? Y N

Administrative Investigation Notes (use separate sheet if necessary):

Does the alleged incident(s) meet the definition of bullying? Bullying Verified? Y N

Please Explain:

Remedial Action(s) Taken:

If Bullying Verified, Has Notification Been Made to Parents of Students Involved?

Parents' Names: _____ Date: _____

Notified: _____

Parents' Names: _____ Date: _____

Notified: _____

Parents' Names: _____ Date: _____

Notified: _____

Parents' Names: _____ Date: _____

Notified: _____

If Bullying Verified, Has Invitation to Meeting Sent to Parents of Students?

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Parents' Names: _____ Date Sent: _____

Date of Meetings: _____

If Bullying Verified, Has School Developed Student Safety Support/Intervention Plan?

Y N

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, Invitations to Parent Meetings, Records of Parent Meeting)

Cooperative Educational Services
Report of Suspected Bullying Behaviors

Date: _____

Victim of Alleged Bullying: _____

Reporter Information:

Anonymous student report _____

Name _____

Staff Member report _____

Name _____

Parent/Guardian report _____

Name _____

Name of Child the Report is being Filed Against: _____

Date of Incident(s): _____

Location(s): _____ Time: _____

Describe the events you witnessed or heard. Include information about the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your report.

Name(s): _____



Have there been previous incidents (circle one)? Yes No

If yes, please describe the behavior of concern, the approximate dates and the location:

Were these incidents reported to school employees (circle one) Yes No

If "Yes", to whom was it reported and what was the approximate date?

Was the report verbal or written?

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Reported

Date Submitted

Received by

Date

Student Acknowledgement of Anti-Bullying Policy

I understand the policy against Bullying at Cooperative Educational Services as explained to me by _____ (school personnel).

I am aware that if I engage in any of the actions or behavior that constitute bullying in school, before or after school on school grounds, on the bus, at school sponsored events, or at home using technology if it impacts the school environment, I can be subjected to school discipline. This could include: after school detention, Saturday detention, pass restriction, loss of field trip opportunities, suspension in or out of school, and/or possible expulsion.

I promise that I will not engage in any actions or behaviors that would be considered bullying. I promise to respect the rights of other students and to act appropriately towards other students.

Name (Please print): _____

Signature: _____ Grade: _____ Date: _____

School: _____

Parent/Guardian (if present): _____ Date: _____

School Official (administrator, teacher, pupil personnel, SRO, other)

Name: _____ Position: _____