

**COOPERATIVE EDUCATIONAL SERVICES**  
**DIVISION OF SPECIAL EDUCATION**

Staff Handbook

2024 - 2025

*"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, veteran status, victim of domestic violence, 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."*

### 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. The Developmental Disabilities Unit is comprised of three programs, the Preschool-Primary Learning Center (PLC), the Developmental Learning Center (DLC), the Transition Learning Center (TLC) and the RISE Program, each headed by individual program administrators. The Emotional Disabilities Unit is headed by a Unit Director with three program administrators who serve as lead supervisors of designated program components. Where needed, Team Leaders and/or Component Leaders (non-supervisory positions) are assigned to assist 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 Lindeman Campus) 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 Lindeman Campus) 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 their 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 report 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 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 (refer to Policy #5.010). 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 their 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 their 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 their 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 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. (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 PLC, DLC and TDP these will be sent home four times a year. 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 their 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, physical therapists, a physical education teacher, music, 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 the Director of Related Services.

### 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 interventions 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 can be 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 restraint, seclusion or exclusionary time-out. **Physical restraint/forcible restraint** and **seclusion** are 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. 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.** All uses of such emergency interventions should be documented on appropriate agency forms (see Appendix for Incident Reports) designated for the use of seclusion, forcible escort 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 or physical restraint with their child no later than 24 hours after a child has been placed in physical restraint or seclusion, and to make a reasonable effort to notify them immediately after beginning the physical restraint or seclusion. 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 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.

**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/Forcible Escort/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 one parent conference per school year for each student in their classroom. This conference will be held during the month of January for the purpose of relaying mid-year progress. If a home visit is required, 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 they can attend or provide information to the teacher regarding progress. In addition to this meeting, related services personnel should have 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 they are 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 Conference form must be completed following a parent conference. 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. 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.

### 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 contact Abuse Investigation Unit (AID) at DDS. The number is 1-844-878-8923. The [DDS PA-6 Form](#), Report of Suspected Abuse or Neglect of an Adult with Intellectual Disability, is to be filled out and sent to DDS at ([dds.aid@ct.gov](mailto:dds.aid@ct.gov)) by mandatory reporters as a follow-up to an oral report being made to the Abuse Investigation Division (AID). The form should not be sent to AID unless an oral report has first been made to AID.

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 AID when student is 18 years of age or older) or a law enforcement agency

and inform the C.E.S. Executive Director or their 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.**

### 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

(<https://portal.ct.gov/SDE/Nutrition/Connecticut-Nutrition-Standards#:~:text=To%20meet%20one%20of%20the,and%20for%20vegetable%20per%20serving>).

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 (<https://portal.ct.gov/SDE/Nutrition/List-of-Acceptable-Foods-and-Beverages>)

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

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

## 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 Director of Related Services and Special Programs has direct contact with the medical advisor. Any questions for the medical advisor should be directed to the Director.

## 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.

A 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.

## GREEN CLEANING PROGRAM

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

## FIRST AID 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 their 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 their 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 DEFIBRILATOR (AED)**

There are two AEDs in the Oakview Campus and one AED at the Lindeman Campus. The Oakview Campus AEDs can be found on the wall outside the nurse’s office and in the glass vestibule between the TDP Student Support Center and fitness room. The AED at the Lindeman Campus is located by the secretary’s desk. 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 H. 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.

#### **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, Director of Related Services 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 ensure 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.

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 the Oakview and Lindeman Campuses and gym/gross motor rooms at Oakview Campus are other program locations available to provide opportunities for physical activity for students. 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 glass vestibule between TDP Student Support Center and the fitness room at the Oakview Campus and by the secretary's desk at the Lindeman Campus if needed for cardio vascular emergencies.

NOTE: Staff are **not** permitted to use the fitness rooms or gym before or after school hours for personal use.

#### 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 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 anywhere 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 will be done in vehicles provided by C.E.S. and/or private transportation companies. 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. For students with medical needs, including administration of medication during the field trip, the requesting teacher should consult with the nurse prior to the field trip to ensure student safety.
- 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 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 an approved vendor 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 location). 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 Campus. 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 AM for 25 Oakview Campus

8:20 AM for 40 Oakview Campus

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 them off the bus prior to 8:30. This will be done when it is decided that in the student's best interest to remove them 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 5 minutes prior to the start of the school day in order to begin unloading buses promptly at 8:30 AM for 25 Oakview Campus and 8:20 AM for 40 Oakview Campus.
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 for 25 Oakview Campus and 2:20 PM for 40 Oakview Campus
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 driver 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 advice 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.' Director of Finance and Operations. You will be informed of the final decision as to your request by your administrator.

### PETTY CASH

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 need custodial assistance you should notify your program administrator of the request. To assist the program administrator, write a brief note and a work order ticket 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.

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

The Lindeman and Oakview Campuses 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 only when they are performing supervised functions which are part of their programming (i.e., collection activities, food preparation).

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.

### FACILITY SECURITY

The building doors for the Lindeman and Oakview campuses 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 the Oakview Campus is restricted to the main door, the side door and rear door (see map). All other entrances for the Oakview Campus will be locked. Staff working at the Lindeman Campus can access the building through the side entrance.

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

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

### BUILDING HOURS

The Oakview and Lindeman Campuses will be open for staff between the hours of 7:00 AM and 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

There has been a change to our parking procedures effective at the start of the 2023-2024 school year at our Oakview Campus. We will no longer be issuing parking tags. With the exception of designated spaces (administrator parking & spaces 151-159 – for those staff providing consulting work to districts), you may park at any available space on the campus. Remember that spaces go quickly so you are encouraged to get to work in enough time to park and be at your assigned room by the start of your work day.

Also, we ask that you are very mindful of safety and courtesy while driving in and out of the parking lots. Observe the 15-mph speed limit, park only between the lines, and do not block other vehicles. Spaces in the front of Oakview and Lindeman buildings 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 the Oakview Campus 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 individuals 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.

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 lunch breaks, staff members should not leave their classroom to accept or make calls.** Staff may make personal calls while on duty in cases of emergency. Please use personal cell phone or phone in a common area away from instructional areas (i.e., break room, conference room, outside).

### 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 Director of Related Services.

### PERSONAL COMMUNICATION DEVICES

Personal communication devices including cell phones should be kept on silent during program hours. **Staff are asked to restrict use of their personal communication devices to breaks/lunch outside of the instructional areas.** 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) and other devices 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, Instagram, Facebook, Meta or other social media websites (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 policies that regulate off-duty conduct apply to social/media/networking activities including but not limited to policies 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 Employee Acknowledgment Regarding Computer and Internet Use 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 system as quickly as this decision is reached. You may also log on to [ctweather.com](http://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 (90-minute delay by 9:30 AM; 2-hour delay by 10:00 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 for the Oakview Campus and 2:15 PM for the Lindeman Campus) so as to maximize the benefits of the school day. This will be true of all early dismissal days except November 22, 2023 & December 22, 2023. If a delayed opening were to occur on this date student dismissal will remain at 12:30 PM for the Oakview Campus (12:15 PM for the Lindeman Campus).

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.

#### NOTIFICATION SYSTEM (Blackboard Connect)

C.E.S. will periodically utilize a notification system (Blackboard Connect) 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). All staff are required to enter their requested benefit time in the C.E.S. a

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 ensure 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.

Full-time employees working thirty-seven and one-half (37 ½) hours or more per week may be granted two (2) personal business days each fiscal year. 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.

An employee desiring to take a personal day shall file a request at least 48 hours in advance of the designated day to their 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 to 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 their 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 of a family member, as defined below, an employee may be granted up to three (3) days of paid leave with the permission of the Division Director. If additional leave is required due to unusual circumstances, the Executive Director or designee, upon written request by the employee, may grant additional days.

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

If staff request attending funeral services for a member of the CES community (student, staff member, parent/guardian of student), the program administrator may approve this request taking into consideration the number of staff members that can attend services without impacting programs/services. This time will not impact the employee bereavement leave balance.

\*Family member includes:

An individual with any of the following relationships to the employee:

1. Spouse or domestic partner, and parent thereof;
2. Son and daughter, and spouse or domestic partner thereof;
3. Parent, and spouse or domestic partner thereof;
4. Brother and sister, and spouse or domestic partner thereof;
5. Grandparents and grandchildren, and spouse or domestic partner thereof;
6. Any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship

#### **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 their 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 Hartford HealthCare Urgent Care Medical Group Trumbull (900 White Plains Rd., Trumbull). The Associate Executive Director’s Office will provide a verification of employment to Hartford HealthCare Urgent Care Medical Group Trumbull.

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 expecting a food delivery your food should be left on the desk in the front of the building and ask your delivery person to notify you that your order has arrived.

#### SMOKING/VAPING

C.E.S. prohibits smoking/vaping in all areas under its control, including motor vehicles. No smoking/vaping 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 1<sup>st</sup>; Spring semester deadline: December 1<sup>st</sup>; Summer semester deadline: May 1<sup>st</sup>.

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 they are 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.**

### DIVERSITY, EQUITY AND INCLUSION

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

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

### STUDENT BULLYING (Safe School Climate)

Consistent with 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" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance

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 their 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 their 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 their 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 curriculum 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 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 child 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, 203-365-8828).

## 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, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, veteran status, victim of domestic violence, 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. 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](mailto: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: Dr. Luke Forshaw 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**

### **CALENDARS & PAYROLL SCHEDULE**

# C.E.S. SPECIAL EDUCATION CALENDAR | 2024-2025

KEY: **Closed** **Early Dismissal** **Staff Only**  
 \*\*\*2024-2025 Holidays and Observances - FOR  
 INFORMATIONAL PURPOSES ONLY\*\*\*

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-31 Summer School Session  
 4-5 **Closed** – Independence Day

JANUARY '25 (21)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

01 **Closed** – New Year's Day  
 20 **Closed** – Martin Luther King Jr. Day  
 15-16 **Early Dismissal** – Parent Conferences  
 Three Kings Day 1/6

AUGUST '24 (4)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 **Welcome Back Convocation**  
 All Staff @ 8:00 AM  
 27 First Day of School

FEBRUARY '25 (17)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

13 **Staff Only** – PD Day  
 14 **Closed** – February Break  
 17 **Closed** – Presidents' Day

SEPTEMBER '24 (20)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 **Closed** – Labor Day  
 26 Parent Night

MARCH '25 (20)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12-13 **Early Dismissal** – PPT Prep  
 28 **Staff Only** – PD Day  
 Ramadan – evening of 2/28 through evening of 3/30  
 Eid al Fitr – evening of 3/30 through evening of 3/31

OCTOBER '24 (22)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3 **Closed** – Rosh Hashanah  
 9-10 **Early Dismissal** – PPT Prep  
 Yom Kippur – evening of 10/11 through evening of 10/12  
 Columbus Day/Indigenous Peoples' Day 10/14

APRIL '25 (17)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14-17 **Closed** – Spring Break  
 18 **Closed** – Good Friday  
 Easter – 4/20

NOVEMBER '24 (18)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5 **Staff Only** – PD Day  
 27 Agency closes @ 1:30  
 28-29 **Closed** – Thanksgiving Break  
 Diwali 11/1  
 Election Day 11/5  
 Veterans' Day 11/11

MAY '25 (21)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

7-8 **Early Dismissal** – PPT Prep  
 26 **Closed** – Memorial Day

DECEMBER '24 (15)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 **Early Dismissal**  
 23-31 **Closed** – Winter Break  
 Hanukkah – evening of 12/25 through evening of 1/2/25

JUNE '25 (5)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Last Day for Students – **EARLY DISMISSAL**  
 9 Last Day for 10 mo Staff  
 19 **Closed** – Juneteenth

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 students. **June 20<sup>th</sup>** will be the absolute last day for students and **June 23<sup>rd</sup>** will be the absolute last day for academic year staff which would include nine (9) make-up days if needed. Any additional days beyond nine (9) required for make-up will occur during the April recess starting at the beginning of the week.  
 Approved by Rep Council 11/2/2023

# C.E.S. EMPLOYEE CALENDAR | 2024-2025

KEY: **Closed** **Early Dismissal** **Staff Only**  
 \*\*\*2024-2025 Holidays and Observances - FOR  
 INFORMATIONAL PURPOSES ONLY\*\*\*

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4-5 **Closed** – Independence Day

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

01 **Closed** - New Year's Day  
 20 **Closed** - Martin Luther King Jr. Day

\*\*\*\*\*

Three Kings Day 1/6

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 Welcome Back Convocation  
 All Staff @ 8:00 AM

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

17 **Closed** - Presidents' Day

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 **Closed** – Labor Day

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Ramadan – evening of 2/28  
 through evening of 3/30

Eid al Fitr – evening of 3/30  
 through evening of 3/31

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Rosh Hashanah – evening of 10/2  
 through evening of 10/4

Yom Kippur – evening of  
 10/11 through evening of 10/12

Columbus Day/Indigenous  
 Peoples' Day 10/14

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 **Closed** - Good Friday

\*\*\*\*\*

Easter 4/20

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

27 Agency closes @ 1:30  
 28-29 **Closed** - Thanksgiving  
 Break

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Diwali 11/1  
 Election Day 11/5  
 Veterans' Day 11/11

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26 **Closed** - Memorial Day

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

24-26 **Closed** – Agency closed  
 31 - Agency closes @ 12 noon

\*\*\*\*\*

Hanukkah – evening of 12/25  
 through evening of 1/2/25

JUNE '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 **Closed** – Juneteenth

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 students. **June 20<sup>th</sup>** will be the absolute last day for students and **June 23<sup>rd</sup>** will be the absolute last day for academic year staff which would include nine (9) make-up days if needed. Any additional days beyond nine (9) required for make-up will occur during the April recess starting at the beginning of the week.  
 Approved by Rep Council 11/2/2023

PAYROLL SCHEDULE 2024-2025						
12 Month Employees  26 Pay Periods		10 Month  Academic Staff 21 Pay Periods		Teachers - Plan C  26 Pay Periods		10 Month  Academic Year Hourly Employees
Pay # 1	07/05/24					<p>Will be paid bi-weekly for hours worked in the previous two week pay period. The two week pay period ends on the Friday the week before the payday. The first pay day for 2024-2025 will be August 30, 2024.</p> <p>There will be no deductions for Medical and Dental on 08/30/24 and 01/03/25 for 10 month hourly staff.</p> <p>There will be Medical and Dental deductions for 10 Month Hourly Staff on 4/25/25.</p>
Pay # 2	07/19/24					
Pay # 3	08/02/24					
Pay # 4	08/16/24					
Pay # 5	08/30/24					
Pay # 6	09/13/24	Pay # 1	08/30/24	Pay # 1	08/30/24	
Pay # 7	09/27/24	Pay # 2	09/13/24	Pay # 2	09/13/24	
		Pay # 3	09/27/24	Pay # 3	09/27/24	
Pay # 8	10/11/24	Pay # 4	10/11/24	Pay # 4	10/11/24	
Pay # 9	10/25/24	Pay # 5	10/25/24	Pay # 5	10/25/24	
Pay # 10	11/08/24	Pay # 6	11/08/24	Pay # 6	11/08/24	
Pay # 11	11/22/24	Pay # 7	11/22/24	Pay # 7	11/22/24	
Pay # 12	12/06/24	Pay # 8	12/06/24	Pay # 8	12/06/24	
Pay # 13	12/20/24	Pay # 9	12/20/24	Pay # 9	12/20/24	
Pay # 14	01/03/25	Pay # 10	01/03/25	Pay # 10	01/03/25	
Pay # 15	01/17/25	Pay # 11	01/17/25	Pay # 11	01/17/25	
Pay # 16	01/31/25	Pay # 12	01/31/25	Pay # 12	01/31/25	
Pay # 17	02/14/25	Pay # 13	02/14/25	Pay # 13	02/14/25	
Pay # 18	02/28/25	Pay # 14	02/28/25	Pay # 14	02/28/25	
Pay # 19	03/14/25	Pay # 15	03/14/25	Pay # 15	03/14/25	
Pay # 20	03/28/25	Pay # 16	03/28/25	Pay # 16	03/28/25	
Pay # 21	04/11/25	Pay # 17	04/11/25	Pay # 17	04/11/25	
Pay # 22	04/25/25	Pay # 18	04/25/25	Pay # 18	04/25/25	
Pay # 23	05/09/25	Pay # 19	05/09/25	Pay # 19	05/09/25	
Pay # 24	05/23/25	Pay # 20	05/23/25	Pay # 20	05/23/25	
Pay # 25	06/06/25	Pay # 21	06/06/25	Pay # 21	06/06/25	
Pay # 26	06/20/25			Pay # 22	06/20/25	
				Pay # 23	07/04/25	
				Pay # 24	07/18/25	
				Pay # 25	08/01/25	
				Pay # 26	08/15/25	

## **APPENDIX B**

### **TELEPHONE EXTENSIONS**

# ADMINISTRATORS & DIRECTORS



## **CENTRAL SERVICES**

Dr. Charles Dumais	8803	Executive Director
Annette Cosme	8803	Administrative Assistant

Christopher La Belle	8828	Associate Executive Director
Patricia Sweeney	8831	Administrative Assistant

## **PROFESSIONAL DEV.**

Dr. Luke Forshaw	8850	Director of Professional Development Svc.
Audrey Barbotta	8847	Administrative Assistant

## **FINANCE / OPERATIONS**

Margaret Sullivan	8825	Director of Finance and Operations
Brittany Lohnes	8827	Administrative Assistant

## **SPECIAL EDUCATION**

Dr. Michael McGrath	8837	Director of Special Education
Dr. Jennifer Ki	8812	Director of Related Services
Christine Peck	8842	Director of Behavioral Services
Michelle Lopez	8840	Administrative Assistant

Kristen Wilson	8901	Unit Director
Kirsten Grady	8853	Program Administrator
Stacey Cronk	8866	Program Administrator
Jocelyn Poglitsch	8867	Program Administrator
Margo Sheldon	8877	Program Administrator

## **ASSISTIVE TECH CENTER**

Anne Marie Pineiro	8891	Assistive Technology Specialist
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## **AUDIOLOGY**

Brianna Marcucio	8950	Audiologist
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## **COMPUTER HELP DESK**

John Hubert	8915	IT Manager
Adam Simmons	8876	System Analyst

## **TRANSPORTATION**

Alan Miller	8894	Director of Transportation
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## **FOOD SERVICES**

Muffins and More	8734	
Oakview Grill		



# QUICK FACTS



## **CENTRAL OFFICE**

40 Lindenman Drive  
Trumbull, CT 06611  
(203) 365 - 8800

## **SPECIAL EDUCATION**

25 Oakview Drive  
Trumbull, CT 06611  
M: (203) 365 - 8800  
TDD: (203) 365 - 8813  
F: (203) 365 - 8841

40 Oakview Drive  
Trumbull, CT 06611  
M: (203) 365 - 8943

## **RISE TRANSITION PROGRAM**

Sacred Heart University,  
5151 Park Avenue  
Trumbull, CT 06611  
(203) 365 - 8840

## **SIX-TO-SIX MAGNET SCHOOL**

PreK - Grade 5  
601 Pearl Harbor St,  
Bridgeport, CT 06610  
(203) 330 - 6775

Grades 6 - 8  
Thurgood Marshall Middle School  
601 Pearl Harbor St,  
Bridgeport, CT 06610  
(203) 330 - 6775

## **REGIONAL CENTER FOR EARLY LEARNING**

40 Lindenman Drive  
Trumbull, CT 06611  
(203) 365 -8997

## **REGIONAL CENTER FOR THE ARTS**

23 Oakview Drive  
Trumbull, CT 06611  
(203) 365 - 8857

## **PROFESSIONAL DEVELOPMENT**

Central Services,  
40 Lindenman Drive  
Trumbull, CT 06611  
(203) 365 - 8800

CES @ Oakview  
25 Oakview Drive  
Trumbull, CT 06611  
M: (203) 365 - 8902

WorkspaceCT,  
16 Trowbridge Drive  
Bethel, CT 06801  
(855) 937 - 2747

## **WEBSITE**

[www.cestrumbull.org](http://www.cestrumbull.org)

**APPENDIX C**  
**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

3.004A. Substance Abuse Prevention/Drug Testing Procedures

A. Disciplinary Consequences

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

B. Rehabilitation Program

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

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

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

C. NOTIFICATION BY EMPLOYEE OF USE OF PRESCRIBED CONTROLLED SUBSTANCES

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

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

D. Drug Testing

1. Urinalysis drug testing of employees will be required in the following circumstances:
  - a. Upon reasonable suspicion that the employee is under the influence of drugs or alcohol which adversely affects or could adversely affect such employee's job performance.
  - b. On a random basis, as part of an employee assistance or rehabilitation program sponsored or authorized by C.E.S. in which the employee voluntarily participates.

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

E. Discovery of Controlled Drugs and Alcohol

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

REVIEWED & AUTHORIZED: June 1, 2000

## **APPENDIX D**

### **SEXUAL HARASSMENT NOTICE**



### 3.002. Sexual Harassment

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

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

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

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

#### Legal References:

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

ADOPTED: June 1, 2000

### 3.002A. Sexual Harassment Regulations

#### SEXUAL HARASSMENT

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

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

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

#### Examples of Sexual Harassment

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

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

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

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

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

REVISED: June 1, 2000

Date Received in Central Office: \_\_\_\_\_

\_\_\_\_\_ **DEPARTMENT**

**SEXUAL HARASSMENT COMPLAINT FORM**

Please complete:

Complainant's  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name/s of Alleged  
Harasser/s: \_\_\_\_\_

Date(s) of Alleged Harassment: \_\_\_\_\_

Statement of the circumstances on which the alleged harassment occurred:

Complainant's Signature: \_\_\_\_\_

Complainant's Home Phone Number: \_\_\_\_\_

Complainant's Home Address: \_\_\_\_\_

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

## **Complaint Procedure**

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

### **STEP I- INFORMAL LEVEL**

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

### **STEP II – FORMAL LEVEL**

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

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

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

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

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

## **APPENDIX E**

### **NON-DISCRIMINATION ANNUAL NOTICE**

3.001        Non-Discrimination

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

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

Conn. Gen. Stat. §§ 46a-60, 46a-81a, 46a-81c  
Public Act 22-82 Protection for Victims of Domestic Violence

ADOPTED: January 17, 1991  
REVISED: March 1, 2012  
REVISED: November 3, 2022



## 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: Luke Forshaw, Ed.D. Title: Director of Professional Development Services

Mailing Address: C.E.S., 40 Lindeman Drive, Trumbull, CT 06611 Phone: (203) 365-8850  
TDD #: (203) 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: (203) 365-8828  
TDD #: (203) 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 #: (203) 365-8813

**Complaint Forms are available from the C.E.S. Central Office, C.E.S. administrators and school/program offices.**

If you feel that you are the victim of discrimination, you may also file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106, Telephone number: 566-7710; TDD Number 566-2301. Connecticut law requires that a formal written complaint be filed with the Commission within 180 days of the date when the alleged discrimination occurred. Furthermore, you may also file a complaint with the U.S. Department of Education, Office for Civil Rights, J.P. McCormack Post Office and Court House Building, Room 222, Boston, MA 02109-4557, (617) 223-9662.

**07/2024**

Cooperative Educational Services**Discrimination Grievance Form**

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

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

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

Complainant's Classification:

☐ Employee      ☐ Employee Applicant      ☐ Student      ☐ Parent/Guardian  
☐ Other (specify) \_\_\_\_\_

Home Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Home Phone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Date(s) of Alleged Discrimination: \_\_\_\_\_

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

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

Please attach any additional information/documentation as necessary

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

Complainant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Received by: \_\_\_\_\_ Date: \_\_\_\_\_  
6/00

## **APPENDIX F**

### **CODE OF ETHICS**

### 3.024      Code of Ethics

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.

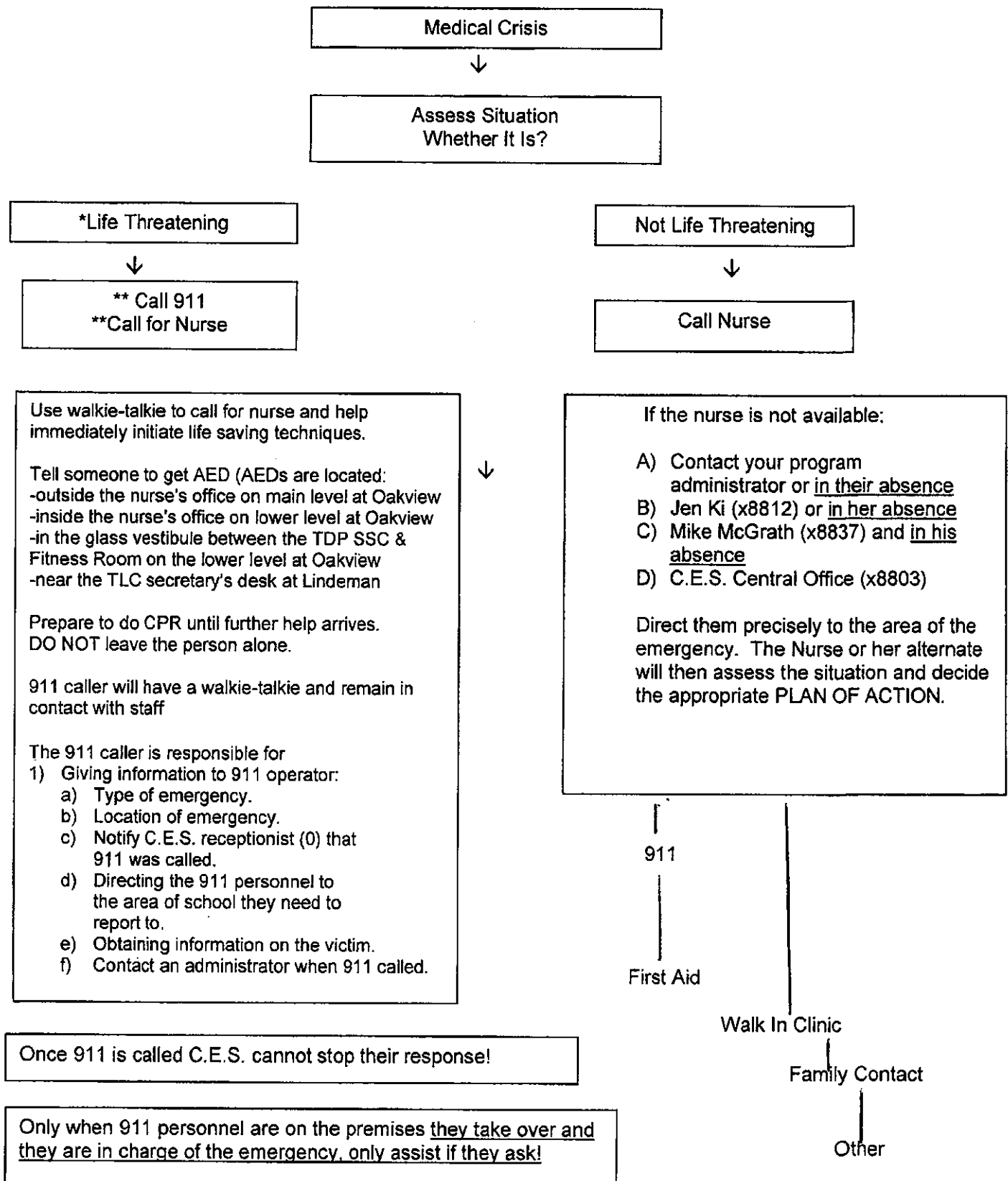
ADOPTED: October 3, 2002

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

## **APPENDIX G**

### **MEDICAL EMERGENCY PROTOCOL**

# EMERGENCY PROCEDURE PROTOCOL



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

\*\*Make sure that all appropriate special education administrators and C.E.S. Central Office are aware that 911 call has been made.

## Medical Emergency Protocol

Adult – if you are alone with no mobile phone and no one is responding to your yells for help, give 2 minutes of CPR before leaving the victim to call 911 and get the AED then return to the victim and begin life saving techniques.

Student/Child – Witnessed collapse: If you are alone with no mobile phone, and no one is responding to your yells for help, leave the victim to call 911 (take victim with you if they are small enough) and get the AED then return to victim and begin life saving techniques.

Unwitnessed collapse: Give 2 minutes of life saving techniques then leave the victim (take victim with you if they are small enough) to call 911 and get the AED then return to the victim and resume life saving techniques.

### 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) 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.
- D) 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.

Rev. 7/23

**COOPERATIVE EDUCATIONAL SERVICES**  
25 OAKVIEW DRIVE / 40 OAKVIEW DRIVE  
TRUMBULL, CT 06611

**MAIN TELEPHONE #:** (203) 365 – 8800 (25 OAKVIEW DRIVE)  
(203) 365 – 8943 (40 OAKVIEW DRIVE)

IF CALLING FROM OUTSIDE OF THE BUILDING, HAVE RECEPTIONIST PAGE NURSE OVER WALKIE-TALKIE.  
**AT NO TIME SHOULD YOU LEAVE A MESSAGE WITH VOICEMAIL. YOU MUST TALK TO A PERSON.**

**NURSING DEPARTMENT:**

Merit Academy: Peggy Uhde, RN @ 365 – 8834 / Karen Donovan, RN @ 365 - 8881  
Oakview Primary: Kara DelVecchio, RN @ 365 – 8864 / Sherley Edwards, RN @ 365 - 8864  
Oakview Middle / High School: Kara DelVecchio, RN @ 365 – 8864 / Sherley Edwards, RN @ 365 - 8864  
Oakview Transition Program / Rise: Maria Lampo, RN @ 365 – 8232

**ADMINISTRATION:**

Merit Academy: Kristen Wilson, Unit Director @ 365 – 8901  
Kirsten Grady, Program Administrator @ 365 – 8853  
Sarah Hubert, Secretary @ 365 - 8985  
Oakview Primary: Stacey Cronk, , Program Administrator @ 365 – 8866  
Wendy Matchett, Secretary @ 365 - 8865  
Oakview Middle / High School: Jocelyn Poglitsch, Program Administrator @ 365 – 8867  
Jessica Baez, Secretary @ 365 - 8868  
Oakview Transition Program / Rise: Margo Sheldon, Program Administrator @ 365 – 8877  
Laura Story, Secretary @ 365 - 8220

**Special Education Main Office:**

Dr. Michael McGrath, Program Director @ 365 - 8837  
Michelle Lopez, Administrative Assistant @ 365 – 8840

**CES Central Office:**

Charles Dumais, Executive Director @ 365 – 8803  
Annette Cosme, Administrative Assistant @ 365 – 8803

Chris LaBelle, Associate Executive Director @ 365 – 8828  
Patricia Sweeney, Administrative Assistant @ 365 – 8831

Margaret Sullivan, Director of Finance and Operations @ 365 – 8825  
Brittany Lohnes, Administrative Assistant @ 365 - 8847



## **APPENDIX H**

### **Responsible use of Technology, Social Media, and Agency Network System**

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

### Overview

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

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

### Digital Citizen

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

A responsible digital citizen is one who:

- A. Respects one's self:
  - a. Users will select online names and logins that are appropriate and will consider the information and images that are posted online to ensure appropriateness. Users will not share login and password information.
- B. Respects others:
  - a. Users are prohibited from using Agency network systems and social media to bully, tease, or harass other people. Users will communicate in a professional respectful manor with anyone engaged (See Policy 6.015 Bullying Behavior).
- C. Protects one's self and others:

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

D. Respects authorship:

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

Responsible Use

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

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

- A. Use of the C.E.S. network, technology devices, the student and parent portal, and social media must be consistent with the Agency's educational objectives and curriculum.
- B. Transmission of material in violation of any local, Federal, or State law is prohibited.
- C. Intentional or unintentional use of Agency resources to access or process, proxy sites, pornographic, obscene, sexually explicit, harassing, threatening or illegal material or communications or explicit text or files or files dangerous to the integrity of the network is strictly prohibited.
- D. Cyberbullying is prohibited at all times, whether in the agency or out of the agency, on any device using any connection.
- E. Software, applications, and media may not be installed, downloaded or uploaded without prior approval from the Information Technology Department having an approved Software Form from the Building Principal, Director of Finance and Operations, Associate Executive Director, or Executive Director.

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

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

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

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

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

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

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

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

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

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

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

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

## Procedures for Use

- A. Students shall receive education about the following:
  - a. Safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications;
  - b. The dangers inherent in online disclosure of personally identifiable information; and
  - c. The consequences of unauthorized access including but not limited to hacking, cyber-bullying, and other unlawful or inappropriate activities online.
- B. All users shall not (1) access or use another person's account without written permission; (2) share their password with anyone else or engage in activities that would reveal anyone's password; (3) allow others to access a computer that the user is logged on to; or (4) ever sign in, or attempt to sign in, as another person.
- C. All student users and their parents are required to sign a written agreement annually, or at the time of enrollment, to abide by the terms and conditions of this policy and any administrative procedures and guidelines. If the agreement is not signed, Agency network privileges will not be given. All employees are required to sign an employee written agreement. If the agreement is not signed, Agency network privileges will not be given. The written agreement may be disseminated using an electronic means.

## Violations and Sanctions

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

## No Expectation of Privacy

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

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

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

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

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

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

#### Use of Computer Resources by School Personnel

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

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

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

### Policy Violations

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

### Representative Council Liability

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

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

- A. Damage resulting from unauthorized or inappropriate Agency network or social media activity;
  - B. Use of information obtained via the Internet, including any damages a user may incur including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors;
  - C. The accuracy or quality of information obtained through the Internet;
  - D. Unfiltered content that may be viewed or downloaded on Agency equipment that has been provided to individuals for use outside Agency property;
  - E. Issues or damage caused by the connection of personal devices to the Agency's network or improper use of the Agency's network or equipment; or
  - F. Personally owned devices that are damaged, lost, or stolen.
-

## Notice of Policy

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

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

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

## Legal References:

20 U.S.C. 6777 Internet Safety (Children's Internet Protection Act)

47 U.S.C. 254 Universal Service

45 C.F.R. 54.520, "Children's Internet Protection Act certifications required from recipients of discounts under the federal universal service support mechanism for schools and libraries."

Conn. Gen. Stat. § 31-48d -- Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.

ADOPTED: November 1, 2018



Responsible Use Policy Agreement  
COOPERATIVE EDUCATIONAL SERVICES

What is the Responsible Use Policy Agreement?

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

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

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

Student Consent Form

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

1. I will use digital technology resources only for educational and research purposes that are consistent with the educational objectives of my teachers and the Representative Council.
  2. I will use digital resources in a responsible, ethical and legal manner at all times. I will not intentionally do anything to another users' work on the resources.
  3. I will not plagiarize. I will give appropriate citations to an author or resource as the source of information I find.
  4. I will use digital technology resources as directed by a teacher or staff member.
  5. I will be considerate of other users and data privacy when using Agency resources. I will be polite and use appropriate language at all times. My log-in and password will be kept private and not shared with other users. I will not use another user's login and password to access the agency network.
  6. I will send and receive electronic mail (email) appropriately for educational purposes. I will report any inappropriate email messages or any misuses of email immediately.
  7. I will not give out any personal information regarding myself or anyone else in the agency while using email.
  8. I will never intentionally damage, degrade or disrupt the electronic information resources, including computer services or computer equipment. I will not tamper with computer hardware or software, vandalize or change data in any way, intentionally introduce computer viruses, attempt to gain access to restricted or unauthorized networks or network services or violate copyright laws. I understand that such activity may be a crime.
  9. I will use the portal for educational requirements and will use appropriate language at all times.
  10. If I do not follow the rules outlined in this Agreement and in the Responsible Use Policy, I know that I may lose my privilege to use the Agency's electronic information resources. I also know that I may be disciplined for not following the rules and that my parents and I may have to pay for any damage I cause because of my intentional misuse of these resources.
- II. I am aware that some violations of the Responsible Use Policy may also be violations of local, state and federal laws and regulations and that I may be prosecuted for violating those laws.

Student Name: \_\_\_\_\_

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

Parental Consent Form  
Responsible Use Policy Agreement

COOPERATIVE EDUCATIONAL SERVICES

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

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

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

Student Name \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

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

(Parent or Guardian)

COOPERATIVE EDUCATIONAL SERVICES  
REPRESENTATIVE COUNCIL

NOTICE REGARDING ELECTRONIC MONITORING  
of School Agency Personnel and Guest Users

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

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

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

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

- Monitoring of e-mail, Internet usage and other components of the Agency's computer resources for compliance with its policies, procedures and guidelines concerning use of such resources.
- Video and/or audio surveillance within the Agency's facilities (other than in restrooms, locker rooms, lounges and other areas designed for the health or personal comfort of employees or for the safeguarding of their possessions).
- Monitoring of employee usage of Agency's telephone systems.

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

COOPERATIVE EDUCATIONAL SERVICES  
REPRESENTATIVE COUNCIL

EMPLOYEE ACKNOWLEDGMENT REGARDING  
COMPUTER AND INTERNET USE

I have read and agree to comply with the terms of the C.E.S. Representative Council's policy no.5.018 governing the use of the Agency's computer resources by school personnel. I understand that a violation may result in disciplinary action, including possible termination, as well as civil or criminal liability. I also understand that I am responsible for financial obligations resulting from my unauthorized use of the computer resources, and that the Agency may revoke my access privileges at any time.

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

Printed Name: \_\_\_\_\_

COOPERATIVE EDUCATIONAL SERVICES  
REPRESENTATIVE COUNCIL

USER ACKNOWLEDGMENT REGARDING  
COMPUTER AND INTERNET USE

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

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

Print: \_\_\_\_\_

## **APPENDIX I**

### **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 J**

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

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

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

#### Students and Families

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

#### Staff

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

C.E.S. commits to:

- Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support, facilities and other educational resources, even when this means differentiating resources to accomplish this goal.
- Recruit, employ, support and retain a teacher, administrator, instructional support workforce that reflects the diversity of the student body.
- Provide professional learning opportunities to strengthen all staff members'

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

## Definitions

### Inclusion

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

### Opportunity gap

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

### Diversity

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

### Ethnicity

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

### Race

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

## Racism

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

## Equity

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

## Institutional racism

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

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

ADOPTED: April 7, 2022

## Diversity, Equity and Inclusion Policy Regulations

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

### Grievance Procedures

#### Step 1 - Supervisor

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

#### Step 2 – Division Director

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

1. A statement of the nature of the dispute.
2. A concise statement of what action has given rise to the grievance.
3. A statement of what remedy the grievant is seeking. The Division Director shall respond in writing to the grievant within ten (10) days of receipt of the grievance.

### Step 3 – Associate Executive Director

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

### Step 4 – Executive Director

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

### Step 5 – Representative Council

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

#### Alternate Procedure for Division Directors

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

#### Non-Retaliation

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

#### Policy Violation

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

## **APPENDIX K**

### **STUDENT BULLYING/SAFE SCHOOL CLIMATE**



## 6.015 School Climate and Bullying

All Cooperative Educational Services (C.E.S.) schools and programs must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The C.E.S. Representative Council recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

### Definitions

1. "School climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. "Positive Sustained School Climate" is the foundation for learning and positive youth development and includes:
  - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
  - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
  - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
  - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. "Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. "Emotional intelligence" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. "School environment" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. "Teen dating violence" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "School climate improvement plan" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C)

ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. “School climate survey” means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. “Connecticut school climate policy” means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. “School employee” means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. “School community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.
17. “Challenging behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. “Evidence Based Practices” in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. “Effective School Climate Improvement” is a restorative process that engages all stakeholders in the following six essential practices:
- A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
  - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
  - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
  - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
  - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
  - F. Strengthening policies and procedures related to:
    - 1. climate and restorative informed teaching and learning environments;
    - 2. infrastructure to facilitate data collection, analysis, and effective planning;
    - 3. implementation of school climate improvement plans with the goal of becoming restorative;
    - 4. evaluation of the school climate improvement process; and
    - 5. sustainability of school climate and restorative improvement efforts

### School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2024, and each school year thereafter, the Executive Director, or an administrator appointed by the Executive Director, shall serve as the school climate coordinator for the school district.

The C.E.S. school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

### School Climate Specialist

For the school year commencing July 1, 2024, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

#### School Climate Committee

For the school year commencing July 1, 2024, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

### School Climate Survey

For the school year commencing July 1, 2024, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

### School Climate Improvement Plan

For the school year commencing July 1, 2024, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, C.E.S. will place the school climate improvement plans into their district and school improvement plans.

### Training

For the school year commencing July 1, 2024, and each school year thereafter, C.E.S. shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of C.E.S. and include technical assistance in the implementation of a school climate improvement

plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

### Funding

C.E.S. shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with approval of the Executive Director, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

### Accountability

The C.E.S. Representative Council shall adopt and allocate adequate resources to support the C.E.S. School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

### Connecticut School Climate Standards

1. The school community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. C.E.S. adopts policies that promote:
  - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The C.E.S. school community's practices are identified, prioritized, and supported to:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
  - b. enhance engagement in teaching, learning, and school-wide activities;
  - c. address barriers to teaching and learning; and
  - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The C.E.S. school community creates a school environment where *everyone* is safe, welcomed, supported, and included in all school-based activities.



5. The C.E.S. school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Previous Bullying Policies:

ADOPTED: October 13, 2002

REVISED: September 7, 2006

REVISED: October 2, 2008

REVISED: November 2, 2011

REVISED: November 4, 2021

APPROVED/ADOPTED: April 4, 2024

## Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

### Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

**If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.**

Name: \_\_\_\_\_ Last: \_\_\_\_\_  
or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? \_\_\_\_\_

Where did the incident occur? \_\_\_\_\_

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other \_\_\_\_\_

Approximate date of incident (if known): \_\_\_\_\_

Describe what happened,

Of the following statement(s) check any that may describe or include what happened:

- |                                                                                                                                        |                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication            | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks        |
| <input type="checkbox"/> Spreading rumors or gossip                                                                                    | <input type="checkbox"/> Getting another person to do any of the behaviors listed above     |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

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If known, provide the name(s) of any witness(es) of the alleged incident: \_\_\_\_\_

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Date form submitted: \_\_\_\_\_

**\*For school climate specialist use only:**

Date received by school climate specialist:

Signature of receipt by school climate specialist: \_\_\_\_\_

## Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name of school climate specialist who received the report: \_\_\_\_\_

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported. \_\_\_\_\_

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): \_\_\_\_\_

Name of student or students who were allegedly subjected to the challenging behavior: \_\_\_\_\_

Name of person or persons who allegedly engaged in the challenging behavior: \_\_\_\_\_

Where did the alleged incident occur? \_\_\_\_\_

Date and time alleged incident occurred: (if known): \_\_\_\_\_

Description of the alleged incident: \_\_\_\_\_

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What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying?  
YES ☐ NO ☐

Was this a verified act of cyberbullying?  
YES ☐ NO ☐

Was this investigated as teen dating violence?  
YES ☐ NO ☐

Was this verified teen dating violence?  
YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐  
YES ☐ NO ☐

Was this a verified Title IX violation?  
YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed above? YES ☐ NO ☐

Was this investigated as an act of physical violence?  
YES ☐ NO ☐

Was this a verified act of physical violence?

YES ☐ or NO ☐

Was this investigated as a protected class violation harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment? YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

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If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

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Signature or E-signature of responding school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

Date of response: \_\_\_\_\_

## **Response Process(es) Notification Form**

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: \_\_\_\_\_

Printed name: \_\_\_\_\_

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

## **Definitions and Clarifying Terms**

*Restorative Practices*: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

*School Based Threat Assessment*: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

Cooperative Educational Services  
Log of Verified Bullying Incidents

The Program Administrator shall maintain a listing of verified acts of bullying and this list shall be available for public inspection upon request

Program: \_\_\_\_\_

Safe School Climate Specialist Completing Form: \_\_\_\_\_

School Year: \_\_\_\_\_

**ONLY RECORD VERIFIED ACTS OF BULLYING\***

This list shall not contain any student personally identifiable information

	Date(s) of Incident	Name of School	Grade Level
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

\*Since bullying involves repeated acts over time, verified acts of bullying tallied on this log need not represent each separate act unless these specific acts are distinct acts of bullying.



## **APPENDIX L**

### **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.

## **APPENDIX M**

### **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 Worksheet

School District: Cooperative Educational Services  
Address: 25 Oakview Dr/40 Lindeman Dr Trumbull, CT 06611

Program: \_\_\_\_\_  
Phone: (203) 365-\_\_\_\_\_

Student Name: \_\_\_\_\_

Type of Incident (check one): ☐ Restraint or Forcible Escort ☐ Seclusion

Date of Incident: \_\_\_\_\_ Incident Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_ Duration: \_\_\_\_\_

*If incident was longer than 15 minutes, name and signature of individual who approved continuation of the procedure*

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ time \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ time \_\_\_\_\_

Incident Location: ☐ C.E.S. property ☐ Transportation\* ☐ Other\* \_\_\_\_\_  
*(\* consult with administrator before choosing this option)*

Staff Administering the Procedure:

Staff Witnessing the Procedure:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the Reason or Circumstance for using the procedure? (select one)

- ☐ Immediate or Imminent risk of injury to self
- ☐ Immediate or Imminent risk of injury to others
- ☐ Immediate or Imminent risk of injury to self & others

If the incident was Restraint, indicate the type of restraint used: (Select one)

- ☐ Physical Restraint
  - ☐ Sitting hold/control
  - ☐ Standing hold/control
  - ☐ Floor hold/control
- ☐ Forcible Escort

Was the student injured during the procedure? (Select one)

- ☐ Yes, there was an injury to the student *(complete Incident Report of Restraint and Seclusion from state-see admin)*
- ☐ No, no injury or additional intervention required
- ☐ No, No injury. However, an ambulance called and student transported to hospital for psychiatric evaluation because student could not be calmed down without additional intervention
- ☐ No, No injury occurred during the incident. However, the student sustained an injury during the behavior that necessitated staff to respond by using restraint.

Describe the location and activity in which the student was engaged just prior to the incident, and describe the observed behavior that led staff to classify this incident as an emergency.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe the steps, including de-escalation strategies, implemented to prevent emergency.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(turn over and complete the information on the back side of this form)

Indicate that staff monitored the student for physical distress during the incident: ☐ Yes

Did the student demonstrate physical distress during the procedure? ☐ Yes ☐ No

If Yes, what signs of physical distress in the student were noted by staff? \_\_\_\_\_

How did the incident terminate? (Check all that apply)

- ☐ Determination by staff members that student was no longer a risk to themselves or others
- ☐ Intervention by administrator(s) to facilitate de-escalation
- ☐ Staff sought in-house medical assistance
- ☐ Emergency personnel arrived
- ☐ Other (explain: \_\_\_\_\_)

Parent Notification (check all that apply)

1. Incident Information:

- ☐ Verbal notification in-person
- ☐ Phone call
- ☐ Sent note home with student
- ☐ Email

2. How will the parent receive a copy of the incident report?

- ☐ Hand deliver
- ☐ Incident report will be sent home
- ☐ Incident report will be mailed home
- ☐ Incident report will be sent via parent portal

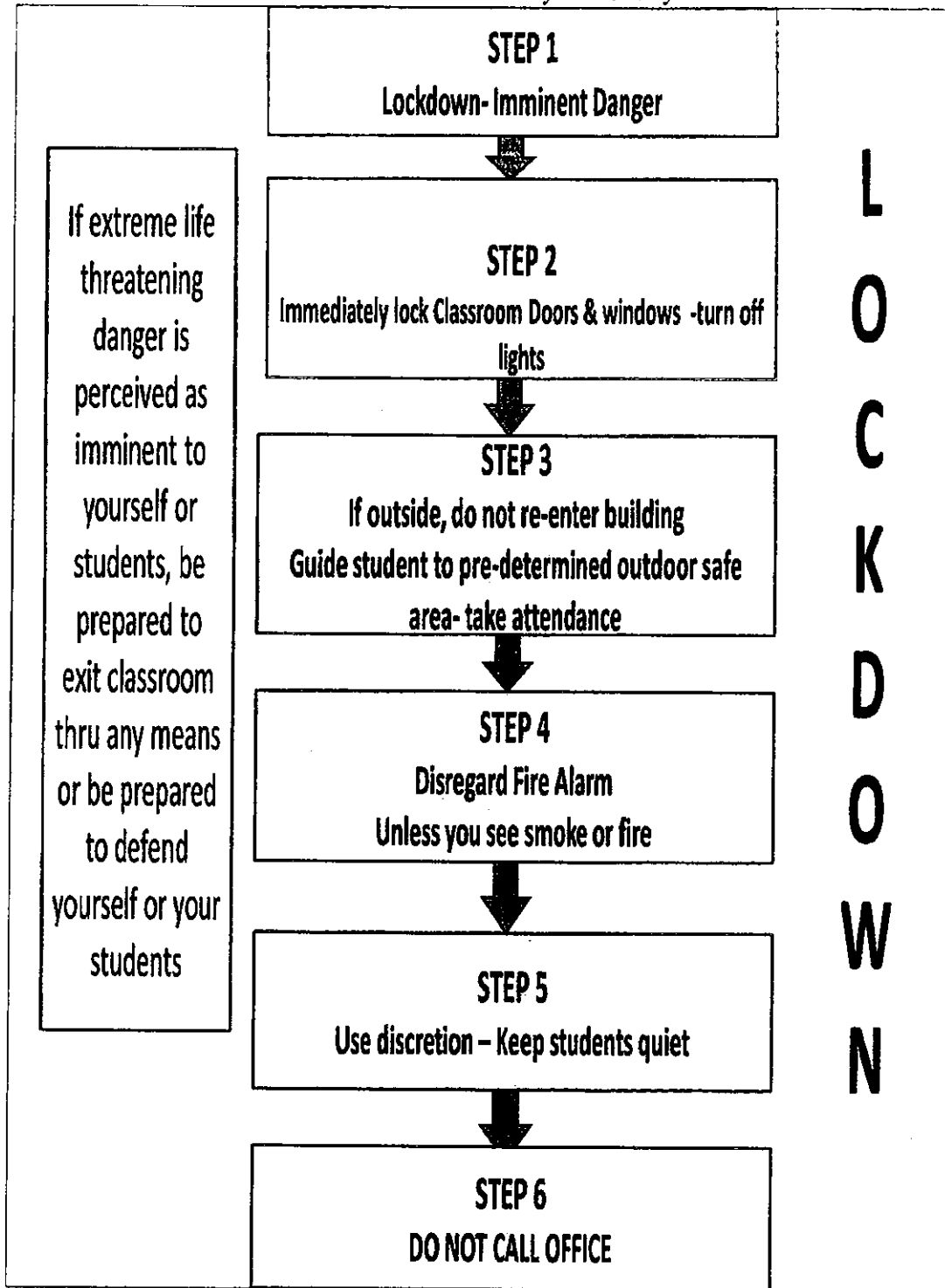
Further actions to be taken (Check all that apply)

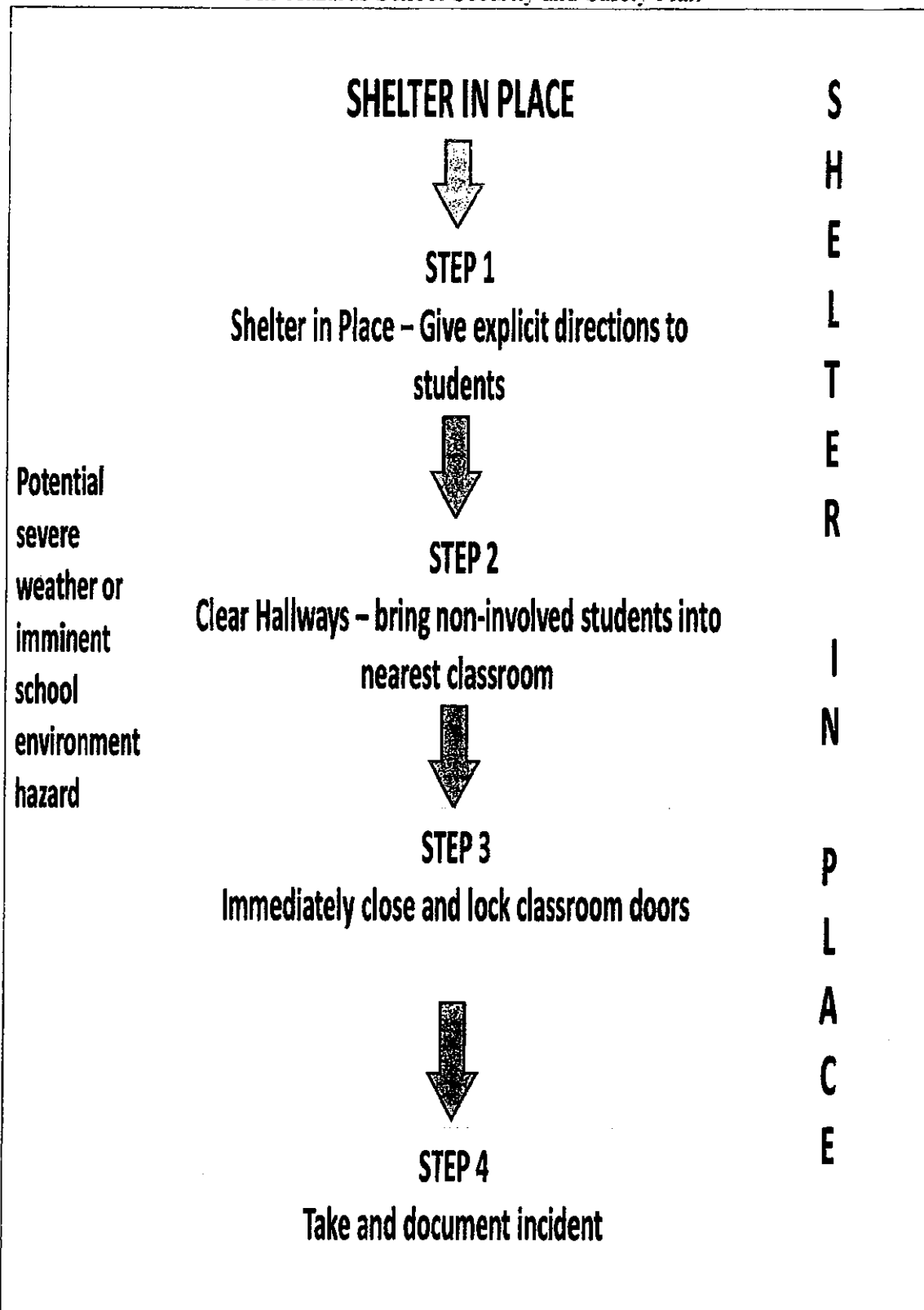
- ☐ PPT will convene to review/revise IEP
- ☐ PPT will convene to discuss FBA
- ☐ PPT will convene to develop/revise BIP
- ☐ Convene Crisis Team Meeting
- ☐ Debrief with staff regarding incident
- ☐ Review incident with student to address behavior that precipitated the incident
- ☐ Consider whether follow-up is necessary for students who witnessed the incident
- ☐ Staff will meet to review de-escalation strategies to reduce occurrence
- ☐ Other (specify:) \_\_\_\_\_

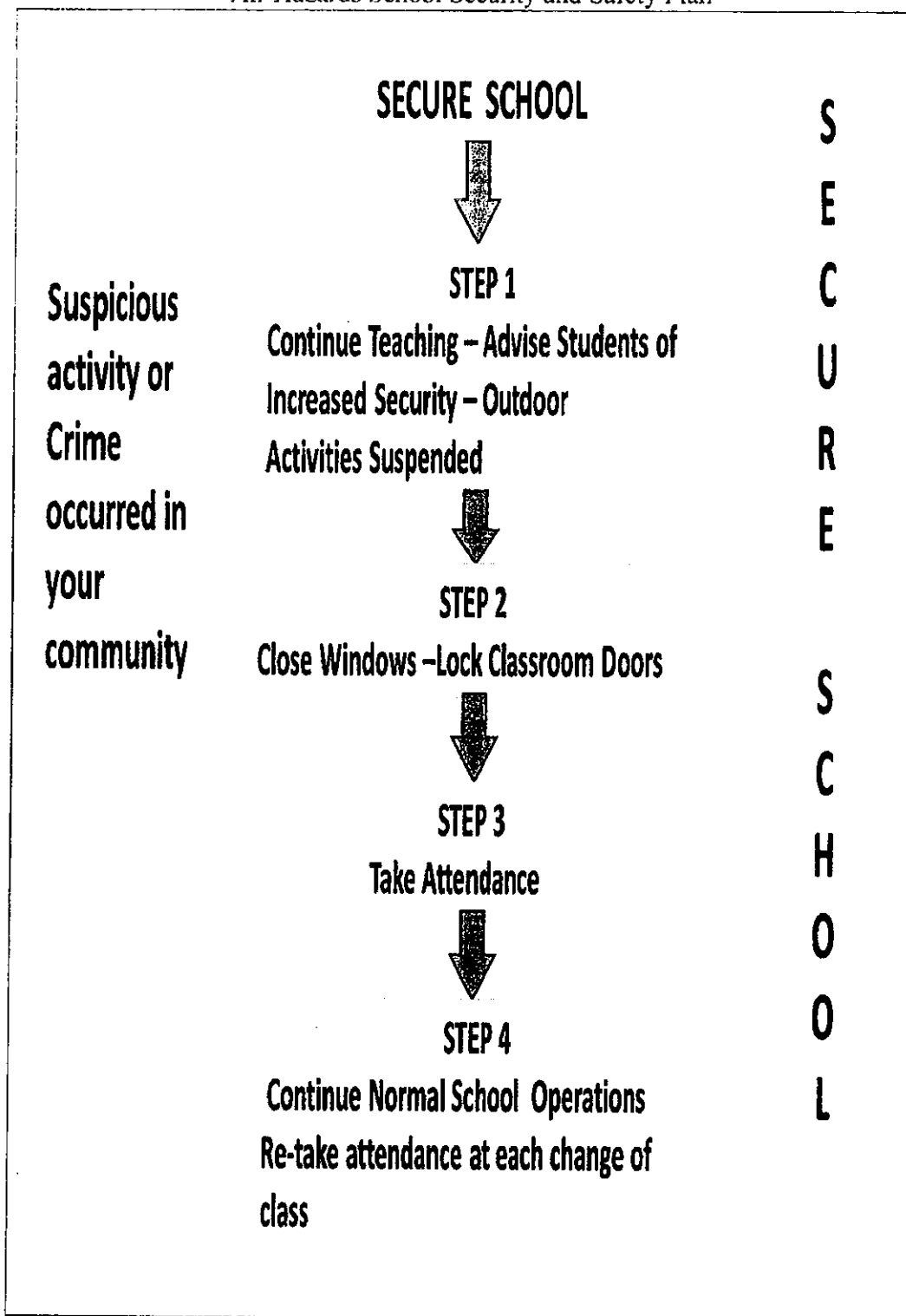
## **APPENDIX N**

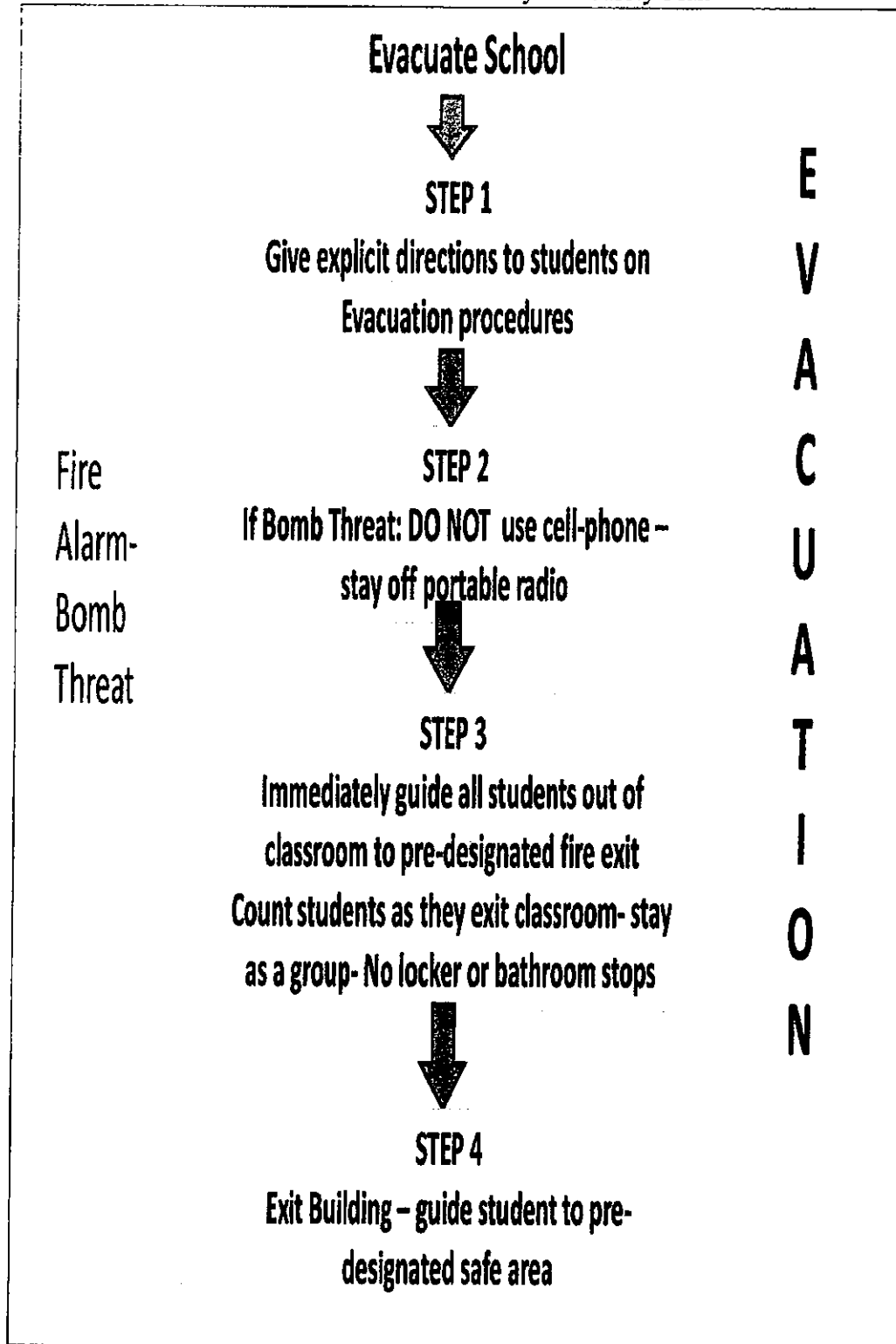
### **LOCKDOWN PROCEDURES**





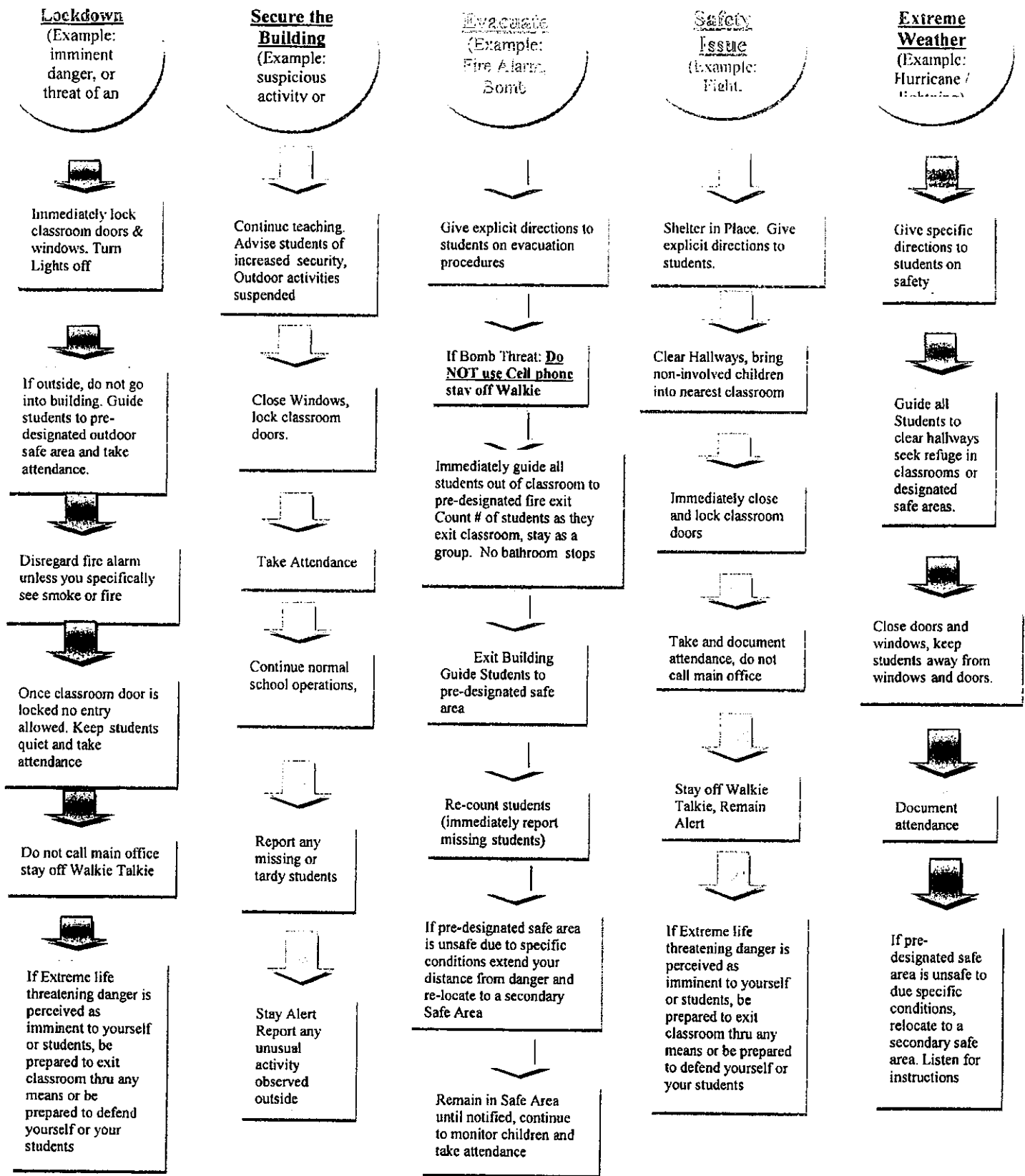






# All-Hazards School Security and Safety Plan

## CLASSROOM EMERGENCY RESPONSE CHART No. 2



## **APPENDIX O**

### **SPECIAL EDUCATION ORGANIZATIONAL STRUCTURE**

DIVISION OF SPECIAL EDUCATION (2024-2025)

DIVISION DIRECTOR

