



DIVISION OF SPECIAL EDUCATION

PARENT HANDBOOK

2025-2026



“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, intellectual disability, 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.”

INTRODUCTION

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

C.E.S. MISSION STATEMENT

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

C.E.S. VISION STATEMENT

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

GUIDING BELIEFS

We Believe:

- Every student has a right to a 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.

SCHOOL INFORMATION

25 Oakview Drive (Merit Academy) Hours:

8:30 AM to 2:30 PM Full Day
8:30 AM to 12:30 PM - Early Dismissal

40 Oakview Drive (OPS, OMHS, OTP) Hours:

8:20 AM to 2:20 PM – Full Day
8:20 AM to 12:20 PM – Early Dismissal

Executive Director

Charles Dumais, Ed.D. (203-365-8803)

Associate Executive Director

Chris LaBelle (203-365-8828)

Director of Special Education

Dr. Michael McGrath (203-365-8837)

Director of Related Services and Special Programs

Dr. Jennifer Ki (203-365-8812)

Behavioral Services Program Administrator

Dr. Christine Peck (203-365-8842)

Special Education Administrative Assistant

Michelle Lopez (203-365-8840)

Oakview Primary School Program Administrator

Stacey Cronk (203-365-8866)

Oakview Primary School Program Secretary

Wendy Matchett (203-365-8865)

Oakview Middle/High School Program Administrator

Jocelyn Poglitsch (203-365-8867)

Oakview Middle/High School Program Secretary

Jessica Baez (203-365-8868)

Oakview Primary & Middle High School Nurses

Kara Delvecchio, R.N., (203-365-8864)

Sherley Edwards, LPN (203-365-8864)

Oakview Transition Program Program Administrator

Margo Sheldon (203-365-8877)

Oakview Transition Program Program Secretary

Laura Story (203-365-8220)

Oakview Transition Program School Nurse

Maria Lampo (203-365-8232)

Merit Academy Unit Director

Kristen Wilson (203-365-8901)

Merit Academy Elem/Middle Program Administrator

Kirsten Grady (203-365-8853)

Merit Academy High School Program Administrator

David DeAngelo (203-365-8987)

Merit Academy Administrative Assistant

Sarah Hubert (203-365-8985)

Merit Academy School Nurses

Karen Donovan, R.N. (203 365-8881)

Peggy Uhde, R.N. (203-365-8835)

C.E.S. Administrative Offices

40 Lindeman Drive

Trumbull, CT 06611

School Addresses: Merit Academy
25 Oakview Drive
Trumbull, CT 06611

Oakview Schools
40 Oakview Drive
Trumbull, CT 06611

TDD Telephone Number: (203) 365-8813

Website: www.cestumbull.org

SCHOOL CALENDAR

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

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

OPEN HOUSE

Open House will be held on September 25, 2025 from 7:00–8:30 PM. This event is planned to give parents an opportunity to see their child's school and to hear about various aspects of our curriculum and instructional activities. We would hope that every parent will take advantage of this opportunity to both visit and learn more about the school.

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

HOME/SCHOOL RELATIONSHIP

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

Once during the school year, an Educational Progress Report is prepared by your child's teacher and reviewed at a district Planning and Placement Team (PPT) meeting. You will be invited by your local school district to attend this meeting, and we strongly urge you to do so.

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

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

REFERRING SCHOOL DISTRICT

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

HOW DO WE DETERMINE YOUR CHILD'S NEEDS?

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

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

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

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

CLASSROOM ASSIGNMENTS

The placement of students in their assigned classroom is the decision of the program administrator in collaboration with staff who work directly with your child. Schools aim to group students by their age, grade level (when deemed appropriate) and/or developmental level, although other factors may also be considered (e.g., increasing number of students in a particular classroom; behavioral compatibility of students in a classroom). Although most changes would be made at the start of a new academic year, the school reserves the right to move students at any time during the year if they require change. When such changes are being contemplated, the program administrator, or in certain cases a designee, will contact the parents/guardian to discuss the need for change, the reason behind the change and to outline transition steps and key dates (when) involved in making the change. If the IEP will be significantly different (involve substantial changes), a district PPT/IEP Team Meeting will be requested. Note that if your child's IEP remains the same, the change from one classroom to another will not require a PPT/IEP Team Meeting. Parent involvement in making the change will include a request that you visit the new classroom, meet new staff and/or that you attend a more formal meeting if deemed necessary (e.g., PPT/IEP Team Meetings). In most instances the change will be recommended to maximize your child's involvement in our school and because they have made sufficient progress to warrant such a consideration.

ENGLISH LANGUAGE LEARNERS (ELL)

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

CURRICULUM

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

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

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

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

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

FIELD TRIPS/COMMUNITY INSTRUCTION

As part of our ongoing effort to integrate children with disabilities into the community and to promote broader generalization of skills and behavior, staff members are encouraged to involve students when deemed appropriate in educational field trips. Field trips are scheduled for one day only while community instruction is scheduled to take place on a regular basis as part of a student's planned instructional program. Written parental permission may be sought by the program administrator or classroom teacher for specific field trips. Students in need of emergency medication must have medication at the school and ready for use prior to field trip/community instruction attendance.

USE OF BEHAVIOR MANAGEMENT TECHNIQUES

In an effort to teach students socially appropriate behaviors and to ensure that each student receives the maximum benefit from their instructional program, C.E.S. Special Education schools utilize a wide range of behavior management strategies. Such behavior management

systems are well-researched and generally accepted behavior management procedures for use with a variety of student populations.

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

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

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

HOT LUNCH AND BREAKFAST PROGRAM

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

C.E.S. will have a hot lunch and breakfast program available daily through the Bridgeport Nutrition Center. This program is optional.

NUTRITION REQUIREMENTS

As a participant in the National School Lunch Program and the National School Breakfast Program, C.E.S. has adopted policies consistent with the Connecticut Nutrition Standards for Foods in Schools (<https://portal.ct.gov/SDE/Nutrition/Connecticut-Nutrition-Standards>). 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>). The goal is to make staff, students and parents aware of the need for good nutrition and physical activity to keep our students fit and healthy. We ask that the food you send in with your child is in line with that objective. Although not required, we are asking that parents send in foods that are included in the guidelines.

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

SNACK TIME

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

PHYSICAL ACTIVITY

State law requires that all students enrolled in or in the grade equivalents Kindergarten to five, receive a period of physical exercise. This requirement can be modified by a student's Planning and Placement Team when deemed appropriate. C.E.S. schools will provide all students, except for those altered/waived by PPT action, a period of physical activity each day. These may include recess, gym or fitness activities. Our special education facilities have available Fitness Centers with various apparatus (e.g., treadmills, stationary bikes, weight

training equipment). Many of the classrooms/schools utilize this equipment to address specific IEP objectives or to provide fitness training opportunities. Although staff will check with the school nursing staff about any medical restrictions related to the use of such equipment, please inform your child's teacher or program administrator if there are any health restrictions or objections that would prevent using the Fitness Center equipment. If we do not hear from you, we will assume that using this equipment with your child is okay.

CLOTHING

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

SCHOOL VISITS

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

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

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

STUDENT DISMISSAL PRECAUTIONS

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

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

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

GUARDIANSHIP

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

TRANSPORTATION/TRANSPORTATION SAFETY

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

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

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

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

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

EMERGENCY SCHOOL CLOSING

C.E.S. will be utilizing the Final Site system for inclement weather announcements. Announcements of school cancellations will be made by the following radio stations: WICC (600 AM), WEZN Star (99.9 FM) and WEBE (108 FM) and TV stations WVIT Channel 30, WFSB/CBS-3, WTNH Channel 8/MYTV 9 and News Channel 12 as well as CTWEATHER.COM as quickly as a decision is reached. You are encouraged to listen for announcements regarding Cooperative Educational Services.

Please listen/watch for announcements about C.E.S. schools and follow those instructions. When an announcement is made that the C.E.S. schools are on delayed opening, your child's bus will most likely arrive later than normal. We suggest that you have your child ready for school as early as possible in case buses arrive early.

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

If there is a delayed opening on a day scheduled as an early dismissal day (See C.E.S. Academic Calendar for these dates), students will be dismissed at their regular time so as to maximize the benefits of the school day. This will be true of all early dismissal days except November 22, 2023 and December 22, 2023. If a delayed opening were to occur on these days, we would follow the early dismissal schedule.

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

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

STUDENT NOTIFICATION SYSTEM

C.E.S. will periodically utilize a student notification system for the purpose of informing parents (and staff) about school emergency situations including inclement weather announcements. This type of system typically enables us to use various forms of communication (e.g., phone, cell phone or email) to alert you of important information. Although it does not fully replace other forms of communication for such announcements, it does offer us a means of alerting or reminding parents/guardians about emergency closings or other emergency circumstances. Please let us know of any changes to your contact information.

HEALTH ASSESSMENT, PHYSICAL EXAMINATION

ALL STUDENTS MUST SHOW PROOF OF PROPER IMMUNIZATION UPON ENTRY INTO SCHOOL (See Appendix B).

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

TUBERCULOSIS SCREENING

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

SCHOOL HEALTH SCREENING

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

STUDENT ILLNESS

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

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

Following an illness, students will be allowed to return to school per the Medical Guidelines for Student's Exclusion from School (See Appendix B).

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

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

PANDEMIC FLU/FLU/INFLUENZA/OTHER PANDEMIC ILLNESSES

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

A flu outbreak can impact our schools. We strongly urge parents to keep children who are sick at home to help prevent the spread of illness. This is particularly important when your child has symptoms that meet the C.E.S. exclusion policy (e.g., fever with a cough or sore throat). Students who become sick at school will be isolated promptly and arrangements will be made to send them home.

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

Another way to prevent certain illnesses for yourself and your children is to get vaccinated. Vaccines are typically available from your family's doctor. You can also find out how to get vaccinated through other community sites by contacting your local public health office. Preventative vaccinations are recommended when applicable.

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

SIGNIFICANT ALLERGIES TO FOOD AND OTHER SUBSTANCES

According to state law, C.E.S. has developed guidelines for managing and preventing reactions of students known to have significant allergies. For each student identified, the school nurse along with the teacher, appropriate related services staff and administrator will develop an Individual Health Care Plan to manage the allergy. The plan will be reviewed with the parents

and the student's doctor. The staff responsible for the student during the school day will be trained as to the procedures to be implemented to prevent an exposure and to respond if an allergic reaction should occur. Procedures may include use of Epi-Pen and/or inhalers as prescribed by the student's physician.

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

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

GREEN CLEANING PROGRAM

C.E.S. has adopted a Green Cleaning Program in accordance with PA 09-81. The adoption of this program means there will be the procurement and proper use of environmentally preferable cleaning 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 AND EMERGENCY MEDICAL TREATMENT

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

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

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

training as to the procedures for emergency medical treatment including sudden cardiac arrest.

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

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

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

These forms address your child's needs in cases of routine care, the need to contact you, or the need to contact your health care providers in an emergency. If you have any questions regarding these forms contact your child's school nurse. If you need additional forms for your child they are available on the C.E.S. website.

HEALTH INSURANCE

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

The state of Connecticut offers health insurance to children and parents who do not have such on their own. This is provided through the Connecticut HUSKY program. If your child does not have health insurance, please indicate that on the Permission Form to Administer Emergency care (see Medical Forms section in Appendix B) Our school nurse or social worker will contact you to give you information about the HUSKY program.

MEDICATIONS

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

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

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

The Authorization for the Administration of Medicine is to be completed for ANY medication to be given during school hours. Please have this form completed by your physician and returned to the school. WE WILL BE UNABLE TO ADMINISTER ANY MEDICATION UNLESS WE RECEIVE THIS FORM COMPLETED BY YOU AND THE PRESCRIBING PHYSICIAN. Please contact the school if any additional copies of this form are needed or go to the C.E.S. website.

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

When sending in any medication to school, please do not leave the medicine with your child. It should be placed in a separate container such as a tamper-proof sealed bag (available from the school nurse) with the School Medication Form (available from the school nurse) and given directly to the bus/van/car driver who will then give it to the nurse or an administrator. If this is not possible, please bring the medication to school yourself or call us so we can work out a satisfactory arrangement.

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

Certain medications may be given under the standing orders of the C.E.S. medical advisor and in accordance with State law but can only be given if the parent of a student has given the school nurse written permission.

ces.k12.ct.us/sped/quick-links/nurse-and-health-information

PSYCHOTROPIC DRUGS

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

HOMEBOUND/HOSPITALIZED INSTRUCTION

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

TRUANCY/ATTENDANCE

C.E.S. believes that regular school attendance is essential to the educational success of students who attend our schools. In accordance with PA 10198, a student is considered to be "in attendance" if present in assigned school or an activity sponsored by the school (e.g., field trip) for at least half of the regular school day. Note: A student who is serving an out-of-school suspension is always considered absent. A copy of the State Department of Education's Attendance Reporting Guidelines is available in the parent packet. We will expect your child to attend each day unless we hear otherwise from you. If your child is going to be absent, please notify the school by phone or in writing. It is important for your child to attend school unless sickness or another legitimate reason (e.g., family emergency, religious observance, doctor's appointment) prevents daily attendance. Please be sure to let your child's teacher know why your child will be or has been absent.

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

PLACEMENT/PROMOTION/RETENTION/GRADUATION DECISIONS

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

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

GRADING/PROGRESS MONITORING/STATE ASSESSMENTS

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

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

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

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

HOMWORK

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

RESEARCH/SURVEYS INVOLVING STUDENTS

Occasionally, C.E.S. special education schools receive requests by area college or university students or C.E.S. staff members attending area colleges or universities or other educational agencies including the State/Federal Departments of Education about conducting special studies, surveys or research projects with students. When C.E.S. sees specific value to such work for either its students, their families, staff/schools, or general value to the field of special education, it may allow such studies, surveys or research projects to take place. Generally, this is done only after receiving a written proposal from the college/university, student, staff member or educational agency and having a meeting with the party/parties to discuss the purpose of the project, how it may impact on students their families or the field and to assess the amount of time it will entail for students/staff and the school. When positive value is determined and the study/survey or research is approved, C.E.S. will seek written parental/guardian consent for individual student involvement. Only when such consent has been received in writing will students be allowed to participate in such activities. Consistent with the Projection of Pupil Rights Amendment (PPRA), written consent must be received from parents and "eligible students" (students who are 18 years or older or emancipated minors) when certain categories of surveys are conducted.

PICTURE TAKING/FILMING OR VIDEOTAPING OF STAFF/STUDENTS

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

At times, additional special permission will be requested to use pictures to demonstrate/illustrate school activities or to help depict instruction for C.E.S. school reports (e.g., C.E.S. Annual Report and website). These authorizations will reflect the specific purpose

for which consent is being sought and the general audience who might obtain the document in which the picture will be included.

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

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

SCHOOL VISITORS

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

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

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

FUNDRAISING ACTIVITIES

Students and their parents/guardians will occasionally be asked to voluntarily participate in agency or school-specific fundraising activities. In these instances, the distribution of material(s) related to the fundraising activity will be sent home or mailed to parents along with an official written announcement by the program administrator or designee. Students

and/or parents should feel no obligation to participate. Participation is clearly a voluntary action. The agency will solely sanction fundraising projects that have an educational or financial benefit to the school and/or students or benefit an organization that provides programs/services to C.E.S. students and/or their families. No outside organizations will be allowed to solicit funds from students or parents for their own private gain nor will parents/students be allowed to conduct fundraising activities that promote their special interests.

DISTRIBUTION OF MATERIALS BY/TO STUDENTS

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

NON-SCHOOL RELATED STAFF SERVICES

Staff are prohibited from working privately with any current C.E.S. student to provide counseling, instruction, therapy or paid consultation. Staff are also asked not to transport students in their own private vehicles from school to any after school activity destination. C.E.S. employees are forbidden to utilize employee-owned vehicles for the purposes of transporting students.

DIRECTORY INFORMATION

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

RECRUITMENT

Military recruiters or institutions of higher learning shall have access to secondary school student names, address, and telephone listings unless a secondary student or the parent of

the student requests that such information not be released without prior written parental consent. C.E.S. shall notify parents of the option to make such a request and shall comply with any request received.

REPORTING OF SUSPECTED CHILD ABUSE

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

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

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

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

CONFIDENTIALITY AND MAINTENANCE OF STUDENT RECORDS/STUDENT INFORMATION

C.E.S. provides educational services on a contractual basis as an agent of the responsible local school district. The responsible local school district maintains ownership of and holds ultimate responsibility for the official records of any student placed in a C.E.S. school. Records are to be considered on loan to C.E.S. during the student's period of enrollment. As long as the student remains in a C.E.S. school, C.E.S. will maintain records and provide for the filing, protection, confidentiality, classification, review and, when appropriate, destruction of such records. The maintenance of these records will be in accordance with Connecticut Regulations Concerning Children Requiring Special Education, Section 10-76d-18 and the

Family Educational Rights and Privacy Act (FERPA). Once a student is dismissed from a C.E.S. school, all records for that student, including educational progress reports generated by C.E.S., will be returned to the responsible school district.

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

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

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

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

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

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

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

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

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

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

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

CONFIDENTIALITY OF RECORDS: PROCEDURAL SAFEGUARDS

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

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

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

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

2. a response from C.E.S. or the responsible school district to reasonable requests for explanation and interpretation of the records;
3. one free copy of the education records. C.E.S. shall comply with such request within five school days of the request, and it should be made in writing to the C.E.S. Director of Special Education or the program administrator. C.E.S. will charge \$1.00 per page for any additional copies provided that this fee does not effectively prevent the parents/guardians from exercising their right to inspect and review the education records. C.E.S. will not charge a fee to search for or retrieve information;
4. have a representative inspect and review the records;
5. inspect and review or be informed of the specific information that relates to their child (themselves) when any educational record includes information on more than one child. Such access is limited to only the information relating to their child (themselves);
6. review the records maintained by C.E.S. of parties having access to their child's educational records. This record will include the name of the party, the date access was given, and the purpose for which the party was authorized to use the records;
7. receive, upon request, a list of the types of educational records collected, maintained or used by C.E.S, and their locations;
8. request that C.E.S. or responsible school district amend information in the education records that the parent/guardian or eligible student believes to be inaccurate, misleading or in violation of the privacy of other rights of the child. C.E.S. and the responsible school district shall decide whether to amend the information in accordance with the request within a reasonable time period of the receipt's request. If C.E.S. and the responsible school district decides to refuse to amend the information, the parent/guardian shall be informed of the refusal and advised of the right to request a hearing to challenge the information in the education records in accordance with the responsible school district's policy/procedures.

- B. The hearing shall be held within a reasonable period of time after the C.E.S. and the responsible school district has received the request. The parent/guardian shall be given notice of the date, place and time reasonably in advance of the hearing. The hearing may be conducted by an impartial person who may not a) be an employee of C.E.S./responsible school district or board member of the responsible school district; b) be from another school district that shares a contractual arrangement with C.E.S./responsible school district for services to children with disabilities; c) be involved in the formation of State policy affecting children with disabilities; or d) have a direct interest, personal or professional, in the outcome of the hearing. The parent/guardian shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted by individuals of the parent's/guardian's choice at their own expense. The decision of the impartial person shall be based solely upon the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision.
- C. If, as a result of the hearing, the impartial person agrees with the parent/guardian, the school district or C.E.S. (when applicable) shall amend the information accordingly and so inform the parent/guardian in writing. If, as a result of the hearing, the impartial person decides not to amend the records, the school district or C.E.S. (when applicable) shall inform the parent/guardian of the right to place in the records of the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the impartial person. Any explanation placed in the records must be maintained by C.E.S. and the responsible school district as part of the records as long as the records or contested portion is maintained by C.E.S. or the responsible school district, and if either the records or the contested portion is disclosed by C.E.S. or the responsible school district to any party, the explanation must also be disclosed to the party.

ALCOHOL AND OTHER DRUGS POLICY

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

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

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

The student's parents/guardian will be informed of the specific infraction, and may be required to come to school (or an area hospital) to transport their child home. When use is

suspected, C.E.S. reserves the right to transport the student to an area hospital for an assessment and/or treatment following its standard medical emergency procedures.

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

DISCIPLINE AND DISMISSAL ACTIONS

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

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

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

Suspension

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

- Stealing, or attempting to steal

- Fighting
- Possession or using of tobacco products in school, on school grounds, or on a transportation vehicle.
- Damaging or attempting to damage school property
- Possession of drug paraphernalia, or knowingly uses or is under the influence of any narcotic drug, mood altering substance or any substance purported to be a restricted substance or over the counter drug or alcoholic beverage
- Intentionally leaves the classroom, school building, C.E.S. vehicle or school grounds without permission
- Intentionally and repeatedly defies the valid authority of school personnel or administrators
- Intentionally makes insulting, intimidating or threatening comments toward classmates, school personnel or administrators
- Intentionally engages in behavior that jeopardizes or threatens the safety and well being of self or others
- Intentionally violates school attendance policy
- Repeatedly engages in behaviors that require removal from class
- Engages in overt acts of bullying/harassment
- Cyberbullying or acts of harassment/sexting directed at other students or staff via use of school/private computer networks or devices
- Physically assaults another person that is not reasonably required for self-defense
- Sexual harassment
- Repeated use of profanity, vulgarity or obscene or sexually explicit actions/gestures
- Demonstrates behavior such that safety can no longer be ensured for him/herself, other students or school personnel
- Intentionally sets-off fire alarms, makes a false 911 phone call
- Possession or threat of use of a weapon (e.g., knife) or facsimile of a weapon
- Consumes tobacco products, ignites matches or a lighter on a C.E.S. transportation vehicle
- Engage in conduct or criminal activity that violate a publicized policy of C.E.S. or the student's responsible local school district and is seriously disruptive of the educational process
- Throws snowballs, rocks, sticks and/or similar objects that accidentally or intentionally hurts someone or damages property
- Intentionally violates school technology acceptable use policy/procedures

Dismissal

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

- Possession, threat of use or use of a firearm, knife, dangerous instrument, deadly weapon or martial arts weapon
- Distribution or sale of illegal substances, controlled substances, over the counter drugs, or alcoholic beverage(s)

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

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

POLICE INVOLVEMENT

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

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

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

When a physical assault is committed by a student upon a teacher or other school employee on school property or in the performance of school duties and the teacher or employee files a report with the program administrator or director, the administrator is required to report

such physical assault to the local police department. It is also important to note that the administrator may not interfere with the right of the teacher or other school employee to file a complaint with the local police department in cases of threats of physical violence or in cases of physical assaults by a student against a teacher or a school employee.

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

FACILITY SECURITY

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

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

STUDENT SEARCH AND SEIZURE

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

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

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

Any search pursuant to this policy shall be reasonably related in scope to the circumstances that justified the search in the first place. The scope of such a search shall be considered reasonable when the measures adopted are reasonably related to the objectives of the search

and are not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

PUBLICATIONS/PRODUCTIONS

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

DESTRUCTION OF PROPERTY

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

BULLYING BEHAVIOR/SAFE SCHOOL CLIMATE

Consistent with Connecticut law, C.E.S. prohibits any form of bullying behavior. We are asking that parents/guardians immediately inform school personnel (e.g., your child's teacher, school nurse, school psychologist, program administrator) of suspected bullying or mean behavior directed against your child or another child. "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. "Challenging Behavior" is 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.

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

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

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

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

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

HAZING/HARASSMENT

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

CONDUCT DURING EDUCATIONAL ACTIVITIES

C.E.S. is committed to maintaining orderly educational and administrative processes in keeping schools and administrative offices free from disruptions and preventing unauthorized persons from entering agency/school grounds. Every effort will be made to promote mutual respect and orderly conduct at all agency activities and educational

programs. This effort is not intended to deprive any individual of their right to freedom of expression, but only to maintain to the extent possible and reasonable, a safe, harassment-free school climate for students, parents/family members and staff.

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

- Injure, threaten, harass or intimidate a student, staff member or any other person
- Damage or threaten to damage another's property
- Violate any Connecticut law or town ordinance
- Smoke or otherwise use tobacco products in agency facilities or grounds
- Consume, possess, distribute or be under the influence of alcoholic beverages or illicit drugs or possess dangerous instruments or weapons
- Impede, delay or otherwise interfere with the orderly conduct of agency educational activities or programs occurring on school property
- Use loud, demanding, insulting and/or demeaning/offensive language
- Operate a motor vehicle in a risky manner on school property
- Enter agency facilities/premises at any time for purposes other than those, which are lawful and authorized by C.E.S.
- Violate any agency policies and regulations or an authorized agency employee's directive

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

DRUG/ALCOHOL INSTRUCTION

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

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

USE OF VIDEOS/MOVIES FOR INSTRUCTION/REINFORCEMENT/RECREATION

C.E.S. permits the use of movies/videos when they can support or enhance instruction or can serve as a means of reinforcement/recreation for students attending C.E.S. schools. 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 visual medium for either instructional or reinforcement/recreation purposes should include quality of the overall presentation and its individual parts; fair and accurate representation of the facts; appropriateness regarding content in relation to the age and developmental level of the students; and the overall suitability/appropriateness for a school setting.

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

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

VIDEO GAMES

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

USE OF COMPUTERS

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

throughout the world. This technology opens instruction possibilities to a broader array of resources and provides an excellent opportunity to expand student knowledge.

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

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

DRIVING PRIVILEGES

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

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

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

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow the search of that motor vehicle

when there is reasonable cause for a search of that motor vehicle. Refusal by a student, parent or guardian to allow access to the vehicle by the program administrator or law enforcement officers will be cause for termination of the privilege to bring a motor vehicle to school

STUDENT FREEDOM OF SPEECH/EXPRESSION

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

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

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

DRESS/DRESS CODE

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

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

SMOKING/USE OF TOBACCO/VAPING

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

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

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

USE OF C.E.S. TELEPHONES

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

USE OF STUDENT-OWNED CELL TELEPHONES AND ELECTRONIC DEVICES

The Cooperative Educational Services (C.E.S.) Representative Council recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. Therefore, the Council encourages the appropriate use of electronic devices in the classroom or other school settings. The personal use of electronic devices must not endanger persons or property, disrupt the educational process, or violate a publicized policy of the Board.

CES division of special education has eliminated the use of cell phones during school hours to help improve mental health of our students. We recognize that cell phones are integrated into all our lives, as such, it is believed that teaching a healthy understanding of how, when to access personal devices and the impact on attention, mental and physical health of students is important. As such, use of cell phones will be eliminated at school. Cell phones will not be used for instructional purposes and/or during recreational times.

Based on C.E.S. Policy 6.025, use of student-owned cellular telephones and electronic devices students must adhere to this policy. Therefore, if a student's personal device interferes with instruction or the student's access to instruction they must be asked to turn the device over to a staff member. If this persists the staff/administrator will work with the family to develop a plan to maximize learning for the student. Additionally, students are required to adhere to the C.E.S. Policy 5.018 – Acceptable Use of Technology, Social Media and Agency Network Systems policy with their personal devices. Students are prohibited from recording others and/or

engaging in behaviors which will disrupt the school community or violate a student's right to confidentiality.

CES educational personnel, who discover a student in possession or use of a cell phone or personal electronic device which is interfering with access to instruction or the instruction of others -shall report the violation to the program administrator. The program administrator or designee may confiscate the device and will contact the student's parent or guardian. When the device is confiscated it will be kept in the program administrator/s office until the end of the school day, at which time it will be returned to the student. Repeated violations of this policy shall result in confiscation of the device, loss of consent to bring a device to school and, when warranted, consideration of disciplinary action.

Use in non-instructional areas

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

Inappropriate use

Use of cell phones in the school setting is not permitted. Should a student have an emergency type situation which requires access to their cell phone, they may speak with a staff member who will help problem solve a solution to that particular situation.

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

Electronic devices should not be used during a lockdown.

Electronic devices may not be used for video recording or audio recording at any time.

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

Security

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

HOMELESS STUDENTS

Consistent with the federal McKinney-Vento Act and the commitment of the Connecticut State Department of Education, all school districts must ensure access to public education for children and youth experiencing homelessness. This commitment should ensure that all

Connecticut children in homeless situations have the opportunity to attend, enroll in and succeed in school. If you live in any of the following situations:

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

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

- go to school, no matter where you live or how long you have lived there;
- continue in the school you attended before you became homeless or in school you last attended, if that is your choice and it is feasible (e.g., a reasonable transportation distance);
- receive transportation to the school you attended before you became homeless or the school you last attended, if you request such transportation;
- attend a school and participate in school programs with students who are not homeless;
- enroll in school without giving a permanent address;
- enroll and attend classes while the school arranges for the transfer of school and immunization records;
- enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrollment;
- receive the same special programs and services, if needed, as provided to all other students in the school; and
- receive transportation to school and to school/program.

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

For more information or if you have questions/comments about this information, please contact Louis Tallarita, CT State Homeless Coordinator, (860) 807-2058, or Christopher LaBelle, C.E.S. Homeless Liaison (203) 365-8828.

YOUTH SUICIDE

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

have been implemented, to meet their child at an area hospital used by emergency personnel.

SCHOOL SUPPORT SERVICES

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

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

Speech/language pathologists, occupational therapists and physical therapists support student development in myriad areas, including but not limited to communication, fine and gross motor skills, and sensory integration functioning. They collaborate with classroom teachers to develop strategies to stimulate and support the development of these skills throughout the school day.

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

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

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

If you have any concerns regarding your child or questions about these services, please call your program administrator. If any of these services are identified as being needed in your child's IEP, you should be hearing from the person providing the service at the beginning of the school year.

EMERGENCY INFORMATION

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

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

PRACTICE EMERGENCY DRILLS

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

CRISIS RESPONSE PROCEDURES

In the event of a crisis in the area, near our school facilities, or in our facility (e.g., earthquake, severe storm, hazardous material spill, gas leak), the C.E.S. All-Hazards

School Security and Safety Plan Procedures will go into effect. The school will follow prescribed procedures for the specific type of crisis being encountered.

PLEDGE OF ALLEGIANCE

Consistent with Connecticut Law 10-230(c), An Act Concerning ... the Pledge of Allegiance, each school must make available a time each school day for students to recite the “Pledge of Allegiance” and have a moment of silence. Consistent with this law, each C.E.S. school will designate a time for this activity. Students will not be required to recite the “Pledge of Allegiance”, if they decline to do so. Please contact your child’s program administrator if you would like to discuss this requirement and/or inform us that you do not wish to have your child participate in this daily activity.

EQUAL EDUCATION OPPORTUNITY/DISCRIMINATION

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

Students or parents who wish to inquire or register a complaint concerning alleged discrimination in C.E.S. schools or services may bring such concerns directly to their child’s program administrator or the agency’s compliance coordinator for specific areas of discrimination as listed above. Follow formal grievance procedures are outlined in Policy 6.009: Policy Concerning Equal Education Opportunity on the C.E.S. website. A copy of the complaint form can be found in Appendix G. Forms may also be obtained by calling the designated Compliance Coordinator named on the policy.

SEXUAL HARASSMENT

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

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

DISCRIMINATION/SEXUAL HARASSMENT GRIEVANCE PROCEDURES

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

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

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

LEVEL I

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

LEVEL II

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

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

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

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

LEVEL III

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

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

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

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

DIVERSITY, EQUITY AND INCLUSION

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

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

AMERICANS WITH DISABILITIES ACT/SECTION 504

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, C.E.S. 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 school nor practice of C.E.S. C.E.S. does not discriminate on the basis of disability in admission to its programs, services or activities, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. C.E.S. also does not discriminate on the basis of disability in its hiring or employment practices.

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

APPENDICES

A: Memos of Understanding Regarding Behavior Management Interventions	pp. 49-61
B: Medical Forms	pp. 62-71
C: Potential Alcohol/Drug Violations and Corresponding Sanctions	pp. 72-74
D: Student Discipline Procedures	pp. 75-76
E: Responsible Use Policy Consent Form	pp. 77-80
F: Responsible Use of Technology, Social Media, and Agency Network Systems	pp. 81-87
G: Educational Opportunity Discrimination Complaint Form	pp. 88-89
H: Complaint Forms for Formal Grievances	pp. 90-91
I: Compliance Coordinator	pp. 92-93
J: C.E.S. Diversity, Equity, and Inclusion Policy	pp. 94-99

APPENDIX A:

**MEMOS OF UNDERSTANDING
REGARDING BEHAVIOR
MANAGEMENT INTERVENTIONS**

Merit Academy
Oakview Primary School
Oakview Middle/High School
Oakview Transition Program



Memo of Understanding Regarding Behavior Management and Emergency Interventions

To: Parents of Students in the Merit Academy
From: Kristen Wilson- Unit Director – Merit Academy

To assure that your child benefits as much as possible from his or her experience in our program, it is essential that you have some understanding of the program's philosophy about effective proactive and reactive interventions for children and adolescents with emotional and behavioral disabilities as well as the behavior management strategies and emergency interventions utilized by the program. To aid in our partnership with the families in helping our students to make behavioral change, we are hopeful that this summary will help you better understand our behavior management strategies.

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

Several core beliefs about the nature of this student population and effective strategies to be used with this population underlie and guide this intervention model. These beliefs include the following: students must be treated with respect, compassion and patience at all times; supportive interpersonal interactions and positive relationships with students are critical aspects of the intervention process; students need to experience success and contentment at a much greater frequency than frustration and failure. The program is structured to afford all students the access to proactive universal interventions (i.e., Positive Behavioral Supports) as well as, individualized interventions to promote prosocial behaviors and restorative practices as needed.

Guided by the aforementioned beliefs about effective intervention with this student population, the program utilizes a comprehensive approach to behavior management that comprises numerous strategies, and is guided by a least restrictive treatment model wherein more restrictive procedures are implemented only after less restrictive methods have proven ineffective. Fundamentally, the program's behavior management system is rooted in principles of proactive behavior management (i.e., Positive Behavioral Supports). This refers to proactive universal strategies in the following categories; Classroom Environment, Instructional, Behavioral, Sensory, Social Skills Instruction and Reinforcement. Individualized strategies including the use of behavioral contracts, counseling, individualized contingency management, and inclusionary timeout. Individualized timeout also includes inclusion and emotional regulation timeout. Reactive Behavior management may include Temporary Classroom Exclusion or other Restorative Practices to address a more significant behavioral event.

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

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

We at the Merit Academy want to provide your child with a fulfilling and rewarding school experience. We welcome your partnership in your child's education and treatment, and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

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



COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Behavior Management and Emergency Interventions

I, _____, acknowledge receiving a copy of Cooperative Educational Services' Division of Special Education 2025-2026 Memo of Understanding Regarding Behavior Management and Emergency Interventions

Student Name

Parent/ Guardian Signature

Date

Please sign above to indicate that you are in receipt of have read this Memo of Understanding and return to the Merit Academy office.



Memo of Understanding Regarding Behavior Management and Emergency Interventions

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

Oakview Primary School attempts to create a nurturing and secure environment in which the student experiences support and acceptance from their teachers. Through a meaningful and trusting relationship with the school staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

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

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

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

emergency interventions may become necessary in order to prevent injury to self or others. In these instances, the Oakview Primary School utilizes physical holding/restraint and/or forcible escort. Physical holding/restraint and/or forcible escort may be used as an emergency intervention to prevent immediate or imminent injury to self or others, independent of the IEP process/parental consent. In the event that holding/escorting becomes

necessary, students are held/escorted in a manner that is safe for the student and staff, and the student is released from the hold/escort immediately after demonstrating self-control. Staff are provided annual training on appropriate holding procedures that are considered safe to use with students. Parents will be regularly informed of the use of these procedures with their child in accordance with legislative requirements.

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

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

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



COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Behavior Management and Emergency Interventions

I, _____, acknowledge receiving a copy of Cooperative Educational Services- Division of Special Education- 2025-26 Memo of Understanding Regarding Behavior Management and Emergency Interventions.

STUDENT'S NAME

PARENT/GUARDIAN SIGNATURE

DATE

Please sign above to indicate that you have read this Memo of Understanding and return to school with your child.



Memo of Understanding Regarding Behavior Management and Emergency Interventions

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

Oakview Middle/High School attempts to create a nurturing and secure environment in which the student experiences support and acceptance from their teachers. Through a meaningful and trusting relationship with the school staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

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

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

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

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

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

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

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



COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Behavior Management and Emergency Interventions

I, _____, acknowledge receiving a copy of Cooperative Educational Services - Division of Special Education - 2025-26 Memo of Understanding Regarding Behavior Management and Emergency Interventions.

STUDENT'S NAME

PARENT/GUARDIAN SIGNATURE

DATE

Please sign above to indicate that you have read this Memo of Understanding and return to school with your child.



Memo of Understanding Regarding Behavior Management and Emergency Interventions

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

The Oakview Transition Program attempts to create a nurturing and secure environment in which the student experiences support and acceptance from their teachers. Through a meaningful and trusting relationship with the school staff, students may gain in their confidence, self-esteem, and motivation toward behavioral change.

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

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

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

emergency interventions may become necessary in order to prevent injury to self or others. In these instances, the Oakview Transition Program utilizes physical holding/restraint and/or forcible escort. Physical

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

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

We at the Oakview Transition Program want to provide your young adult with an exciting and rewarding program experience. We welcome your involvement in your son/daughter's education and encourage you to contact us with any questions or concerns you may have over the course of the school year. We look forward to working with you.

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



COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF SPECIAL EDUCATION

Receipt of Memo of Understanding regarding Behavior Management and Emergency Interventions

I, _____, acknowledge receiving a copy of Cooperative Educational Services - Division of Special Education - 2025-26 Memo of Understanding Regarding Behavior Management and Emergency Interventions.

STUDENT'S NAME

PARENT/GUARDIAN SIGNATURE

DATE

Please sign above to indicate that you have read this Memo of Understanding and return to school with your child.

APPENDIX B:

MEDICAL FORMS

CT State Immunization Requirements
Student Emergency Contact Form
Current Health Status Form
Permission for Medical Decisions and Treatment
Permission to Administer Emergency Care
Authorization for the Administration of Medication by School Personnel
Medical Guidelines for a Student's Exclusion from School
Parent/Guardian Permission/Refusal for Opioid Antagonist
HIPAA-Compliant Authorization for Exchange of Health and Education Information



IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT SCHOOLS

2025-2026 SCHOOL YEAR



Preschool		
Hepatitis B	3 doses	last dose must be on or after 24 weeks of age
DTaP	4 doses	by 18 months for programs that begin at 18 months
Polio	3 doses	by 18 months for programs that begin at 18 months
MMR	1 dose	must be on or after the 1st birthday
Varicella	1 dose	must be on or after the 1st birthday
Hepatitis A	2 doses	must be separated by 6 calendar months with 1st dose on or after the first birthday
HiB	1 dose	may have more but at least one must be on or after the 1st birthday ¹
Pneumococcal	1 dose	may have more but at least one must be on or after the 1st birthday ¹
Influenza	1 or 2 doses	1 dose administered yearly between August 1st and December 31st; 2 doses 28 days apart for those receiving flu for the first time. ¹
Kindergarten		
Hepatitis B	3 doses	last dose must be on or after 24 weeks of age
DTaP	4 doses	last dose must be given on or after 4th birthday
Polio	3 doses	last dose must be given on or after 4th birthday
MMR	2 doses	separated by at least 28 days, 1st dose on or after 1st birthday
Varicella	2 doses	separated by at least 3 months, 1st dose on or after 1st birthday or verification of disease ^{2,3}
Hepatitis A	2 doses	must be separated by 6 calendar months with 1st dose on or after the first birthday
HiB	1 dose	may have more but at least one must be on or after the 1st birthday ¹
Pneumococcal	1 dose	may have more but at least one must be on or after the 1st birthday ¹
Grades 1-6		
Hepatitis B	3 doses	last dose must be on or after 24 weeks of age
DTaP/Td	4 doses	last dose must be given on or after 4th birthday; students who start the series at 7 or older only need 3 doses. ⁴
Polio	3 doses	last dose must be given on or after 4th birthday
MMR	2 doses	separated by at least 28 days, 1st dose on or after 1st birthday
Varicella	2 doses	separated by at least 3 months, 1st dose on or after 1st birthday or verification of disease ^{2,3}
Hepatitis A	2 doses	must be separated by 6 calendar months with 1st dose on or after the first birthday
Grade 7-12		
Hepatitis B	3 doses	last dose must be on or after 24 weeks of age
Tdap/Td	1 dose	for students who have completed their primary DTaP series (see DTaP/Td requirements in Grade 1-6 section). Students who start the series at 7 or older only need 3 doses of tetanus-diphtheria containing vaccine, one of which must be Tdap
Polio	3 doses	last dose must be given on or after 4th birthday
MMR	2 doses	separated by at least 28 days, 1st dose on or after 1st birthday
Varicella	2 doses	separated by at least 3 months, 1st dose on or after 1st birthday or verification of disease ^{2,3}
Hepatitis A	2 doses	must be separated by 6 calendar months with 1st dose on or after the first birthday ⁵
Meningococcal	1 dose	students should receive conjugate vaccine

Revised 1/30/2025

STUDENT EMERGENCY CONTACT FORM 2025-2026

Circle the School Your Child Attends:

Oakview Primary School
 Oakview Middle/High School
 Oakview Transition Program
 Merit Academy

Student's Last Name _____ First Name _____ Middle Name _____ Birthdate _____

Student's Address _____ Town _____ Zip Code _____ Home Phone _____

Parent/Guardian Email: _____

Student lives in the same home with (circle all that apply):
 Both Parents
 Mother
 Father

Stepmother
 Stepfather
 Foster Parent(s)
 Guardian
 Others (please list) _____

1) Parent/Guardian Name: _____ Work Phone _____ Cell Phone _____

2) Parent/Guardian Name: _____ Work Phone _____ Cell Phone _____

Please list other Parent/Guardian Phone number which may be different than above:

**PERSONS TO CONTACT IN CASE OF EMERGENCY IF PARENT/GUARDIAN CANNOT BE REACHED:
(LIST SOMEONE OTHER THAN YOURSELF/PARENT/GUARDIAN)**

1) Name _____	2) Name _____
Relationship to child _____	Relationship to child _____
Address _____	Address _____
Phone Numbers _____	Phone Numbers _____

LIST HEALTH CARE PROVIDER INFORMATION, PRIMARY CARE PROVIDER AND SPECIALISTS:

Dr. Name	Dr. Specialty	Address	Phone #



CURRENT HEALTH STATUS FORM 2025-2026

STUDENT'S NAME: _____

DATE: _____

MEDICATIONS: List all medications whether given at home or in school. Medication given at school **MUST** have a doctor's order. This includes, but not limited to, daily medications, emergency medications, and inhalers.

Medication	Dose	How Often	Reason Given	Is medication given at school or at home?	Doctor's Name

ALLERGIES

<input type="checkbox"/> My child DOES NOT have allergies	<input type="checkbox"/> My child HAS allergies (please list allergies and reactions below) _____ _____ _____
--	---

ASTHMA

<input type="checkbox"/> My child DOES NOT have asthma	<input type="checkbox"/> My child HAS asthma
---	---

SEIZURE DISORDER

<input type="checkbox"/> My child DOES NOT have a seizure disorder	<input type="checkbox"/> My child HAS a seizure disorder.
---	--

Chronic Medical Conditions/Devices: _____

Any additional information or medical history that we need to be aware of: _____

PARENT/GUARDIAN SIGNATURE

DATE



PERMISSION FOR MEDICAL DECISIONS AND TREATMENT 2025-2026

STUDENT'S NAME: _____ DATE: _____

The C.E.S. School nurses have permission to use standing orders from an advising doctor, Mark Vincent, MD, when necessary &/or for any emergencies. If you are opposed to any of these orders, please inform the nurse's office in writing or attach a note to the emergency form.

The School Nurse under specified conditions may administer the following (please note: PRN stands for "as needed"): School Nurse may administer Oxygen when indicated for Respiratory Distress/Cyanosis (bluish colored mouth/skin).

Allergic Reactions (unknown reactor): Attempt to contact primary physician &/or parent/guardian prior to administering the following if a mild reaction:

- a) For mild reaction with hives, mild swelling, or mild GI symptoms - administer Diphenhydramine HCL (Benadryl) according to the following dosage:

Weight:	22-32 lbs.	33-43 lbs.	44-54 lbs.	55-65 lbs.	66-76 lbs.	77-87 lbs.	88 lbs. & above
Dose:	12.5 mg.	18.75 mg.	25 mg.	31.25 mg.	37.5 mg.	43.75 mg.	50 mg.
- b) For severe allergic reaction or anaphylactic shock, administer EPI-PEN according to the following dosage then call 911 & parent/guardian:

Weight:	33 to 66 lbs.	66 lbs. or over
Dose:	EPI-PEN Jr./Epinephrine (Adrenaline 0.15 mg PRN)	EPI-PEN ADULT/Epinephrine (Adrenaline 0.3 mg PRN)

Minor Cuts or Abrasions: After cleansing with soap/water, BZK wipes, or Normal Saline, apply a thin layer of Bacitracin or triple antibiotic ointment topically to the affected area prn and cover with dry clean dressing or band-aid.

Insect Bites, Reddened Skin Irritations, or any Pruritic (itchy) Rash: Apply thin layer of Calamine, Calagel, Caladryl lotion, or hydrocortisone cream 1% topically to affected area prn.

Chapped Lips, Minor Skin Irritations, or Dry Skin: Apply thin layer of Petroleum Jelly topically to affected area prn.

Oral Care: Saltwater or saline solution oral rinse prn. Can use dental wax to cover any sharp edges of braces prn.

Burns: Run cool water over minor burn x at least 5 min. prn. If more extensive burns - cover with clean non-stick dressing and refer for medical evaluation. Call 911 if the burn is deep, large/severe, involves a sensitive body part, or for any chemical or electrical burns.

***Headache, Dysmenorrhea, Orthodontic pain, Generalized Pain/Discomfort or Fever of 100.0 F or Above:** Acetaminophen or Ibuprofen may only be administered with permission from the parent/guardian. A parent/guardian signature below signifies permission for the 2025 - 26 school year. Notify parent/guardian of use. Student's weight determines the dose (see below).

ACETAMINOPHEN: orally (every 4 hrs.) prn

Weight:	24-35 lbs	36-47 lbs	48-59 lbs	60-71 lbs	72-95 lbs.	over 95 lbs.
Dose:	160 mg.	240 mg.	320 mg.	400 mg.	480 mg.	650 mg.

IBUPROFEN: orally (every 6-8 hrs.) prn

Weight:	24-35 lbs.	36-47 lbs.	48-59 lbs.	60-71 lbs.	72-95 lbs.	over 95 lbs.
Dose:	100 mg.	150 mg.	200 mg.	250 mg.	300 mg.	400 mg.

In the event of a medical emergency, The Good Samaritan Act allows and protects C.E.S. staff who provide emergency care and first aid from being held liable for civil damages for any personal injury which results from acts or omissions. This immunity does not apply to acts or omissions constituting gross, willful, or wanton negligence. **Every attempt will be made to contact the parent/guardian in the event of an emergency situation.**

PARENT/GUARDIAN SIGNATURE

Mark Vincent, M.D., CES Medical Advisor Signature on File

DATE



PERMISSION TO ADMINISTER EMERGENCY CARE, 25-26 SCHOOL YEAR

Student's Name: _____

I understand an emergency may occur and that it may be necessary for my child to receive emergency care on the advice of a health care provider or clinical staff in a hospital. I realize that if my prior written consent were necessary, delay in treatment of the child might be harmful to the health or life of the child. I, therefore, authorize COOPERATIVE EDUCATIONAL SERVICES to consent on my behalf to treatment of my child for any condition suddenly arising which requires such treatment including medical and hospital treatment.**

Student's Social Security # _____

Health Insurance Information:

1. Do you have Husky Medical Insurance or State Insurance Card? Yes No

If yes, list Client I.D. # _____

Child's Health Plan: _____ (i.e., HealthNet, Anthem, ConnectiCare)

Member ID # _____

2. If you have private insurance:

Name of Insurance Co. _____

Name of Insured _____

Policy I.D.# _____ Individual Member # _____

3. My child does not have insurance: _____

PARENT/GUARDIAN SIGNATURE

DATE

**Signature is required if a student is younger than 18 years of age or if a student is 18 years of age or older and guardianship has been obtained by parent/other.

Authorization for the Administration of Medication by School, Child Care, and Youth Camp Personnel

In Connecticut schools, licensed Child Day Care Centers and Group Day Care Homes, licensed Family Day Care Homes, and licensed Youth Camps administering medications to children shall comply with all requirements regarding the Administration of Medications described in the State Statutes and Regulations. Parents/guardians requesting medication administration to their child shall provide the program with appropriate written authorization(s) and the medication before any medications are administered. Medications must be in the original container and labeled with child's name, name of medication, directions for medication's administration, and date of the prescription.

Authorized Prescriber's Order (Physician, Dentist, Optometrist, Physician Assistant, Advanced Practice Registered Nurse or Podiatrist):

Name of Child/Student _____ Date of Birth ___/___/___ Today's Date ___/___/___

Address of Child/Student _____ Town _____

Medication Name/Generic Name of Drug _____ Controlled Drug? YES NO

Condition for which drug is being administered: _____

Specific Instructions for Medication Administration _____

Dosage _____ Method/Route _____

Time of Administration _____ If PRN, frequency _____

Medication shall be administered: Start Date: ___/___/___ End Date: ___/___/___

Relevant Side Effects of Medication _____ None Expected

Explain any allergies, reaction to/negative interaction with food or drugs _____

Plan of Management for Side Effects _____

Prescriber's Name/Title _____ Phone Number (____) _____

Prescriber's Address _____ Town _____

Prescriber's Signature _____ Date ___/___/___

School Nurse Signature (if applicable) _____

Parent/Guardian Authorization:

- I request that medication be administered to my child/student as described and directed above
- I hereby request that the above ordered medication be administered by school, child care and youth camp personnel and I give permission for the exchange of information between the prescriber and the school nurse, child care nurse or camp nurse necessary to ensure the safe administration of this medication. I understand that I must supply the school with no more than a three (3) month supply of medication (school only.)
- I have administered at least one dose of the medication to my child/student without adverse effects. (For child care only)

Parent/Guardian Signature _____ Relationship _____ Date ___/___/___

Parent /Guardian's Address _____ Town _____ State _____

E-mail: _____ Cell Phone # (____) _____ - _____ Other Phone # (____) _____ - _____

SELF ADMINISTRATION AND /OR POSSESSION OF MEDICATION AUTHORIZATION/APPROVAL

Self-administration of medication may be authorized by the prescriber (when applicable) and school nurse (when applicable) and must be authorized by parent/guardian in accordance with board policy. In a school: 1. inhalers for asthma and cartridge injectors for life-threatening allergies require authorization by the prescriber and parent/guardian only; 2. students may possess, self-administer or possess and self-administer medications for medically-diagnosed life-threatening allergies; and 3. students who are six years of age or older may possess and self-apply an over-the-counter sunscreen product with only the parent/guardian written authorization.

- 1. Student to self-administer medication specified on this form: _____ YES _____ NO
- 2. Student to possess medication specified on this form: _____ YES _____ NO

Prescriber's Authorization and Signature: _____ Date: _____

Parent/Guardian Authorization and Signature: _____ Date: _____

School nurse (RN) Approval of self-administration (if applicable): _____ Date: _____

Printed Name of Individual Receiving Written Authorization and Medication _____

Title/Position/ _____ Date: _____



2025-26 MEDICAL GUIDELINES FOR A STUDENT'S EXCLUSION FROM SCHOOL

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

Disease or Symptoms	Period of Exclusion
Infectious illness suspected to be contagious	Return to school with a healthcare provider's note.
Signs and symptoms indicative of COVID-19	Until symptoms improved/fever free for 24 hours or more without the use of medication.
Fever of 100 degrees Fahrenheit or more (oral, tympanic, or temporal)	Must stay home the following full school day. May return to school once fever free for 24 hours without the use of medication.
Respiratory/Flu-like symptoms (Flu, RSV, Pneumonia, etc.)	Until symptoms improved/fever free for 24 hours or more without the use of medication.
Stomach virus: Vomiting or Diarrhea (if sent home by nurse or occurs 2 times or more in 24 hours at home)	Must stay home the following full school day. May return to school once symptom free for 24 hours without the use of medication.
Cold virus symptoms with excessive yellow/green nasal drainage or constant cough	Until nasal drainage is clear and cough is non-productive/only occasional, energy level is normal.
Throat or skin infection requiring antibiotics (i.e., strep throat)	Until diagnosed by a healthcare provider who provides a note that the student is under adequate treatment/medication for 24 hours.
Pink or draining eye (i.e., conjunctivitis)	Until diagnosed by a healthcare provider who provides a note that the student is under adequate treatment/medication for 24 hours.
Any skin rash which may be contagious (i.e., scabies, impetigo, etc.)	Until diagnosed by a healthcare provider who provides a note that the student is under adequate treatment/medication for 24 hours.
Pediculosis or lice	Until treatment is given.
Any childhood vaccine preventable disease (i.e., chicken pox, measles)	Due to immunizations currently available, we no longer expect to see Childhood Diseases. All suspected cases must be assessed by your healthcare provider who provides a note that the student can return to school. May require DPH approval as needed.
Ringworm	Until diagnosed by a healthcare provider who provides a note that the student is under adequate treatment/medication use. Area to be covered if exposed while at school.
Sign or symptom of head injury/concussion	Return to school with a healthcare provider's note that indicates if the student has any school/gym restrictions.
Tuberculosis (active)	Until healthcare provider's note and the local Health Department clears the student to return.
<p>PLEASE NOTE: ~Orthopedic Injuries (casts, splints, slings/ace wraps, crutches, orthopedic boots, etc.) ~Post-Surgical Procedures &/or Dental procedures with general anesthesia</p>	<p>Upon return: Must provide a healthcare provider's note specifying exact return date, any school/gym restrictions, any necessary orthopedic device use, any specific nursing needs, and when treatment/restrictions end after follow-up care is completed (as applicable). Student will be sent home without such note.</p>



PARENT/GUARDIAN PERMISSION/REFUSAL OF OPIOID ANTAGONIST (NARCAN) FOR EMERGENCY FIRST AID IN THE CASE OF A SUSPECTED OPIOID OVERDOSE

Connecticut General Statutes 10-212a authorizes school nurses and qualified school employees to administer opioid antagonists for the purpose of emergency first aid to students who experience an opioid related overdose. For the purposes of this policy, “opioid antagonist” means naloxone hydrochloride (Narcan) or any other similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose. Opioid antagonists are safe drugs with little to no side effects, though there are rare cases of allergic reactions.

In the case of a student experiencing an opioid overdose, staff will alert the school nurse and program administrator who will follow emergency first aid procedures: calling 911, checking for student response, administering opioid antagonist (parent permitting), and monitoring student in rescue/recovery position. Following administration of an opioid antagonist, the student’s parent/guardian, the program administrator(s), and the Executive Director of C.E.S. will be notified. Records will be kept by the Director of Related Services and Special Programs with respect to the administration of an opioid antagonist.

- I **do** want Naloxone (Narcan) to be given to my child if needed for a suspected opioid overdose.

- I do **NOT** want Naloxone (Narcan) given to my child under any circumstances.

Student Name

Student Date of Birth

Parent/Guardian Name

Parent/Guardian Signature

Date



HIPAA-Compliant Authorization for Exchange of Health and Education Information Form 2A

Please complete information for all applicable health care providers.

Patient/Student Name: _____ **Date of Birth:** _____

I hereby authorize: _____

(Pediatrician Name, Address and Telephone Number)

(Psychiatrist/Psychologist Name, Address and Telephone Number)

(Neurologist Name, Address and Telephone Number)

(Gastroenterologist Name, Address and Telephone Number)

(Other Specialist Name, Address and Telephone Number)

To release my/my child's health information/records for the purpose listed below to:

(Name and title of school official) (Telephone number)

(Name and address of school)

<p>Description: The health information to be disclosed consists of: Medical history and immunizations including diagnosis/goals/treatments. Psychiatric regarding diagnosis/treatment and medication intervention. Other: _____</p>	<p>The education information to be disclosed consist of: Progress and achievement reports. Behavioral data and information. Individualized Education Plan Other:</p>
<p>Purpose: This information will be used for the following purpose(s):</p> <ol style="list-style-type: none"> 1. Educational Evaluation and program planning 2. Health assessment and planning for health care services and treatment in school 3. Medical evaluation and treatment 4. Assessment and planning for treatment of psychiatric, emotional and social needs 5. Other 	

Authorization

This authorization is valid for one calendar year. It will expire on _____. I understand that I may revoke this authorization at any time by submitting written notice of the withdrawal of my consent. I recognize that health records, once received by the school district, may not be protected by the HIPAA Privacy Rule, but will become education records protected by the Family Educational Rights and Privacy Act. I also understand that if I refuse to sign, such refusal will not interfere with my child's ability to obtain health care.

Parent or Guardian Signature: _____ Date: _____

Student Signature*: _____ Date: _____

*If a minor student is authorized to consent to health care without parental consent under federal or state law, only the student shall sign this authorization form. In Connecticut, a competent minor, depending on age, can consent to outpatient mental healthcare, alcohol and drug abuse treatment, testing for HIV/AIDS, and reproductive health care services.

APPENDIX C:

**POTENTIAL ALCOHOL/DRUG
VIOLATIONS AND
CORRESPONDING SANCTIONS**

POTENTIAL ALCOHOL/DRUG VIOLATIONS AND CORRESPONDING SANCTIONS

Cooperative Educational Services believes that the use of psychotropic drugs by students is a personal decision to be made by the parents of students. Therefore, it is the policy of Cooperative Educational Services to prohibit any school personnel from recommending the use of psychotropic drugs for any child. This policy does not prohibit school health or mental health personnel or the Planning and Placement Team from recommending that a child be evaluated by an appropriate medical practitioner, or prohibit school personnel from consulting with such practitioner with the consent of the parents or guardian of such child. Nor does this policy prohibit C.E.S.' consulting physicians (e.g., consulting psychiatrist, consulting neurologist, etc.) from directly discussing with parents/guardian the benefits of psychotropic drugs to address behavioral, developmental, emotional and/or physical problems presented by their child, or to recommend a specific psychotropic drug for them to consider and/or discuss with their child's private physician.

Administrative Guidelines for Prohibition Concerning Recommendations for the Use of Psychotropic Drugs by Students:

- 1.a. For the purposes of this C.E.S. policy, school personnel include program administrators, teachers, substitute teachers, student teachers, educational instructors, instructional aides, secretaries/clerical staff, speech pathologists, audiologists, occupational and physical therapists. These educational personnel are prohibited from recommending to parents/guardians the use of psychotropic medications for their child.
- 1.b. For the purposes of this C.E.S. policy, school health or mental health personnel include the school nurse, school psychologists, and school social workers, C.E.S. medical advisor and consulting physicians or nurse practitioners (e.g., consulting psychiatrist, consulting neurologist, etc.). These staff may recommend that a student be evaluated by an appropriate medical practitioner for consideration of psychotropic drugs.
- 1.c. For the purposes of this C.E.S. policy, psychotropic drugs means prescription medications for behavioral or social-emotional concerns such as attention deficits, impulsivity, anxiety, depression and thought disorders, and includes, but is not limited to stimulant medication and antidepressants.
2. Because of the challenging behavioral, developmental, emotional and/or physical problems presented by students attending certain C.E.S. education programs, there may be instances when C.E.S. school personnel observe behavior, developmental, emotional or physical symptoms in a child that may benefit from, or require medical attention (e.g., psychotic symptoms including hallucinations, delusions, or highly disorganized thought processes; facial tics; severe depression with or without suicidal ideation; severe hyperactivity, self-injurious behavior, impulsivity, or inattention; obsessions and/or compulsions; severe aggressive outbursts, etc.). In such instances, such school personnel should communicate these concerns to the program administrator who will consult the appropriate school health

or mental health personnel to determine the best course of action for communicating these concerns to the student's parents/guardian. The program administrator may also with parent consent consult with an appropriate medical practitioner designated by the parents/guardian. This course of action shall not include a recommendation to parents/guardian that he/she seek psychotropic drugs for their child. As reflected in the C.E.S., policy, the decision to place a child on psychotropic drugs is strictly between the parents/guardian and a physician. Additionally, this course of action may include communicating to the parents/guardian that these symptoms have been observed, and that it is the belief of the C.E.S. school health or mental health personnel that these symptoms may benefit from, or require, medical attention. As such, the recommendation to the parents/guardian would be to seek the advice of a physician (e.g., psychiatrist) regarding the observable symptoms. Because C.E.S. has in its employ, consulting physicians (e.g., psychiatrist, neurologist), the parents/guardian may be offered the opportunity to discuss the observed symptoms with one of C.E.S.'s consulting physicians. It will be made clear to parents at the time of such consultations, that they may seek the advice of their own physician or that they may choose to disregard the recommendations made by C.E.S. consulting physicians. The C.E.S. consulting physician may discuss the benefits of certain psychotropic drugs to address the student's observable symptoms or may recommend a specific psychotropic drug for them to consider and/or discuss with their child's private physician.

3. C.E.S. school and/or school health or mental health personnel (i.e., consulting physicians, school nurse, school psychologist, school social worker) will obtain written permission from a student's parents/guardian in order to speak with or obtain information from a child's private physician. Such permission will be obtained using the C.E.S. HIPPA compliant Authorization for Release of Health Information Form.

4. C.E.S. school, school health or mental health may report at a student's PPT meeting the student's progress or lack of progress and the behavior(s) demonstrated by the student that may be interfering with his/her ability to learn in the classroom or school environment. The Planning and Placement team may recommend a medical evaluation as part of a reevaluation to determine the child's educational needs for his/her individualized program.

5. When a student attending a C.E.S. program is being administered psychotropic drugs, C.E.S. school personnel may verbally or in writing receive information about such medications from parents/guardians. Such information should be conveyed to appropriate C.E.S. school health and mental health staff. Any questions raised by the parents/guardian or advice sought by parents/guardian about such medications should be directed to C.E.S. school health and mental health staff.

APPENDIX D:
STUDENT DISCIPLINE PROCEDURES

STUDENT DISCIPLINE PROCEDURES

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

The Executive Director is authorized to establish administrative procedures that permit program administrators to take necessary disciplinary actions consistent with Connecticut General Statutes for student conduct that threatens the welfare of people who study or work at school, endangers property or persons, is seriously disruptive of the educational process or violates a law or a policy of the C.E.S. Representative Council. All decisions regarding disciplinary action (e.g., in-school suspension vs. out-of-school suspension) should take into account whether the student's conduct poses a danger to persons or property or a serious disruption of the educational process. Consideration should be given to whether there are any mitigation factors (e.g., age, development, first time offense, etc.) that might lead to a consideration of whether an in-school suspension vs. an out-of-school suspension might be warranted. Program personnel are encouraged to establish age and developmentally appropriate expectations for behaviors that are conducive to the development and maintenance of a healthy, orderly and safe learning environment.

Pursuant to Public Act 22-81, a school employee may only restrict the time a student participates in physical exercise (i.e. recess or physical education) if the student poses a danger to the health or safety of other students or school personnel, or it is limited to the shorter period if there are two or more periods devoted to physical exercise, so long as the student is allowed to participate in at least twenty minutes of physical activity during the school day. Additionally, students' access to physical activity may only be restricted one time during a school week, unless the student is a danger to the health or safety of other students or school personnel. Student restriction from physical activity must not be unreasonable or punitive, or allow prevention or restriction of time devoted to physical exercise if a student does not complete their work on time or as a result of a student's academic performance.

Program administrators and personnel will vigorously pursue all information regarding students who may be in possession of and/or involved in the sale of weapons, dangerous instruments, drugs and alcohol or acts/threats of violence consistent with agency administrative procedures herein. C.E.S. will provide program personnel appropriate training on the topics of behavior management techniques, conflict resolution and school violence prevention. In addition, C.E.S. will provide annual notification to parents/guardians and when appropriate, students concerning school conduct and school discipline.

APPENDIX E:
RESPONSIBLE USE POLICY CONSENT FORMS

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, and we have discussed the Policy and this Agreement. I understand that my child, in addition, will receive several lessons from school personnel about the Responsible Use Policy and the Responsible Use Policy Agreement.

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

Student Name: _____

Parent/Guardian Name: _____

Signed: _____ Date: _____
(Parent or Guardian)

APPENDIX F:

**RESPONSIBLE USE OF TECHNOLOGY,
SOCIAL MEDIA, AND
AGENCY NETWORK SYSTEMS
POLICY**

RESPONSIBLE USE OF TECHNOLOGY, SOCIAL MEDIA, AND AGENCY NETWORK SYSTEMS POLICY

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

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

Digital Citizen

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

A responsible digital citizen is one who:

A. Respects one's self:

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

B. Respects others:

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

C. Protects one's self and others:

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

D. Respects authorship:

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

Responsible Use

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

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

- A. Use of the C.E.S. network, technology devices, the student and parent portal, and social media must be consistent with the Agency's educational objectives and curriculum.
- B. Transmission of material in violation of any local, Federal, or State law is prohibited.
- C. Intentional or unintentional use of Agency resources to access or process, proxy sites, pornographic, obscene, sexually explicit, harassing, threatening or illegal material or communications or explicit text or files or files dangerous to the integrity of the network is strictly prohibited.
- D. Cyberbullying is prohibited at all times, whether in the agency or out of the agency, on any device using any connection.
- E. Software, applications, and media may not be installed, downloaded or uploaded without prior approval from the Information Technology Department having an approved Software Form from the Building Principal, Director of Finance and Operations, Associate Executive Director, or Executive Director.
- F. Use of the Agency network for commercial activities, product advertisement religious or political campaigning, lobbying, or solicitation of non-agency material is prohibited.
- G. Accessing unauthorized chat rooms or instant messaging using the Agency's network is prohibited.
- H. Bypassing the Agency's content filter is strictly prohibited.
- I. Users may not share their passwords and are expected to maintain their passwords privately and securely.
- J. Users shall not vandalize, damage, disable, intentionally disrupt or degrade the Agency's technology systems or network and may be held personally and financially responsible for malicious or intentional damage or interruptions to network service, software, data, user accounts, hardware, and/or any other unauthorized use.
- K. Files stored on Agency-managed or cloud networks are the property of the Agency and may be inspected at any time.

- L. Materials published electronically must be for educational purposes. Administrators may monitor these materials to ensure compliance with content standards.
- M. Each user is responsible for taking reasonable precautions to ensure he or she does not introduce viruses into the Agency's network. All material not belonging to the Agency must be scanned for viruses prior to being placed onto the Agency's computer system. Users should understand that their home computers and laptops might contain viruses. All disks, memory sticks or perpetual media (e.g., DVD, CD) transferred from these computers to the Agency's network must be scanned for viruses.
- N. Users shall not "hack into," "snoop," monitor any network traffic or otherwise access data not intended for the user including, but not limited to, other users' files and administrative data.
- O. Users shall not violate copyright or otherwise use the intellectual property of another individual or organization without permission.
- P. Users shall not plagiarize (to take material created by others and presenting it as if it were one's own) or cheat (to deceive by trickery, mislead or fool).
- Q. Users shall not send, transmit, or otherwise disseminate proprietary data, personally identifiable information about students or other confidential information.

Procedures for Use

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

Violations and Sanctions

Accessing the internet or Agency network is a privilege, not a right. Inappropriate use and violation of this or any other Agency policy may result in cancellation of all network access. Inappropriate material is defined as any material or use that is inconsistent with the goals, objectives, and policies of the educational mission of the Agency. Any user can be denied

access temporarily or permanently if the school or Agency administrator determines that a user has used the Internet or Agency network in an inappropriate or unacceptable manner. Students may also be disciplined or subject to other legal action.

No Expectation of Privacy

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

- A. The Agency may have a duty under federal law to monitor on-line activities of users and enforce the use of protective measures. Authorized administrators and staff may review use of the Agency's computer resources and the Internet at any time, without reason or prior notice, to maintain system integrity and determine that users are acting responsibly or otherwise consistent with this policy.
- B. Computer resources are owned, controlled, and maintained by the Agency. They are provided to staff and students to be used for educational purposes only. Files or any information stored on school-based networks are subject to periodic inspection and routine maintenance.
- C. E-mail communications can be stored indefinitely on any number of computers. Copies of messages may be forwarded to others either electronically or on paper. In addition, e-mail sent to non-existent or incorrect user names may be delivered to persons that you never intended.
- D. Use of passwords to gain access to the computer network or to encode particular files or messages does not imply that users have an expectation of privacy in such access or materials. The Agency has global passwords that permit it to access all material stored on the computer system, regardless of whether that material has been encoded with a particular user's password.
- E. Agency personnel may receive or create e-mail messages and other documents that are public records that may be subject to disclosure under the Freedom of Information Act.

Use of Computer Resources by School Personnel

The computer resources are the property of the Agency and may only be used for approved purposes. Users are permitted access to assist them in the performance of their jobs. Occasional use of the computer resources by an individual school employee for personal communications is permitted when the use does not interfere with the employee's or other user's job responsibilities, performance of the computer resources, or operation of the Agency. A short social message and a quick note to a family member are examples of permitted

personal use. Use for personal or third party gain or profit, or for entertainment, is strictly prohibited. Solicitation for any purpose, other than to support a community service drive officially sponsored by the Agency, will not be tolerated.

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

Policy Violations

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

Representative Council Liability

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

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

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

Notice of Policy

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

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

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

Legal References:

20 U.S.C. 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.

APPENDIX G:

**EDUCATIONAL OPPORTUNITY DISCRIMINATION
COMPLAINT FORM**

EDUCATIONAL OPPORTUNITY DISCRIMINATION COMPLAINT FORM

Name of Complainant: _____

Program/Department (If applicable): _____

Complainant's Classification:

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/Guardian Signature (if student is a minor): _____

Date: _____

(Optional)

Received by: _____

Date: _____

APPENDIX H:

**COMPLAINT FORMS
FOR
FORMAL GRIEVANCES**

COMPLAINT FORM REGARDING SEX DISCRIMINATION, INCLUDING SEX-BASED HARASSMENT

Name of the complainant: _____

Date of the alleged conduct: _____

Name(s) of the alleged perpetrator(s):

Location where such conduct occurred:

Name(s) of any witness(es) to the conduct:

Detailed statement of the circumstances:

Remedy requested:

Signature: _____

Date: _____

APPENDIX I:
COMPLIANCE COORDINATOR

COMPLIANCE COORDINATOR

Inquiries about Educational Opportunity Discrimination or Title IX may be referred to the C.E.S.'s Compliance Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The C.E.S. Compliance Coordinator is:

Name: Christopher La Belle

Title: Associate Executive Director

Mailing Address: 40 Lindeman Drive, Trumbull, CT 06611

Phone: (203) 365-8828 TDD #: (203) 365-8813

APPENDIX J:

C.E.S. DIVERSITY, EQUITY, AND INCLUSION POLICY

C.E.S. DIVERSITY, EQUITY, AND INCLUSION POLICY

5.021 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.

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.