



# FACULTY & STAFF HANDBOOK

# 2021-2022

**CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM**  
*CONNECTICUT STATE DEPARTMENT OF EDUCATION*

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## MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

*"The student is the foremost reason for the existence of the profession." Preamble, Connecticut Code of Professional Responsibility for Teachers*

*Every year, faculty and staff receive a copy of this handbook to serve as both a guide and a resource regarding the school system's policies. With the issuance of the 2021-2022 Faculty and Staff Handbook, I would like to emphasize two important components. First, faculty and staff should model the behavior that we expect from our students. This is particularly important with regard to professionalism and how we treat one another. Second, every single employee must participate in creating a positive learning environment for our students as well as for our colleagues. We all need to be leaders in the education of compassion, respect, and empathy. We all need to work hard to ensure that all of our activities, curricular and co-curricular, are safe for our students - socially, emotionally, intellectually and physically. This requires modeling and constant supervision of our learning environments. Thank you for all that you do and for your commitment to CTECS students.*

### FOREWORD

*As a faculty and staff member you are expected to become familiar with all information contained within this handbook. Information contained herein is supplemented and complemented by the 2021-2022 Student/Parent Handbook, Operational Directives, Administrative Letters, Staff Folders, Policies and Procedures of the CTECS, and Policies and Procedures issued by the Bureau of Human Resources and the State Department of Education, and state and federal law where applicable. In many instances, a brief summary of policy is included in this handbook with a reference to the complete text, which is available on the internal website.*

*As members of the school community, whether in fiscal, clerical, health care, building and grounds or maintenance, you are expected to familiarize yourself with the information contained in this handbook as it pertains to work rules and expectations.*

*Every effort has been made to insure consistency with all contracts between the State of Connecticut and applicable unions.*

*Throughout the school year, we will continue to keep you up-to-date on important information. Administrative Letters are emailed to faculty and staff as they are approved, and they may also be found on the internal website.*

*In addition to the Faculty and Staff and Student/Parent Handbooks, every member receives information at the beginning of each school year regarding current operational information, as well as other important policies and procedures that you must be familiar with and adhere to. A good rule of thumb is - if in doubt - ask your supervisor/administrator.*

# CTECS ENSURING POSITIVE CLIMATE

All students, teachers, administrators, school nurses, support staff, maintenance, building and grounds officers, parents and all who enter our school must treat each other with respect.

## **POSITIVE CLIMATE INCLUDES:**

Common courtesy

Using given or chosen names (not street names)

Real listening (*not just waiting to talk*)

Willingness to address rather than ignore, difficult issues

Capacity for empathy/compassion/caring

Treating others fairly and appropriately

Being honest, forthright and trustworthy

Understanding and accepting of differences

Recognizing that people are fallible

Learning to give honest apologies

## **INTRODUCTION**

The **Connecticut Technical Education and Career System (CTECS)** is committed to providing quality academic and technical programs. Students must graduate from **CTECS** with strong academic and technical backgrounds in order to be successful in the workplace, take advantage of post-secondary educational opportunities, or secure advanced apprenticeship training. Therefore, **CTECS** has developed a challenging program of study for each technical and academic program. Each program of study meets or exceeds state-mandated graduation requirements and prepares students to demonstrate the knowledge and skills they need to be successful.

### **POSITIVE SCHOOL CLIMATE**

School climate means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. One of CTECS' top strategic goals is to cultivate and sustain safe, effective, and collaborative schools for staff and students. This includes creating learning environments where students, staff and families feel valued, comfortable and supported. Each of CTECS' schools must connect emotional, social, behavioral, cultural and academic safety across all facets of the school community, school structures and school expectations for all members of its learning community.

In support of these goals, CTECS is committed to nurturing a culture of emotional safety where students feel a sense of belonging and can take academic risks in school. Students who feel accepted, respected, included, supported and understood by other members of their school community perform better academically and have greater motivation to learn. Such students also experience fewer behavioral issues and more positive academic progress, as well as pro-social and emotional development. Creating healthy and supportive connections within a school community strengthens attachment and is a significant factor in student achievement, mental health and emotional well-being.

### **TEACHER ROLE IN CREATING A POSITIVE SCHOOL CLIMATE**

A teacher is highly visible to students and should model the behavior that nurtures in students lifelong respect and compassion for themselves and others. In order to promote the dignity and worth of students and colleagues everyone in the school community must refrain from profanity, avoid teasing, hurtful sarcasm, name-calling and other insensitive behaviors.

Social Emotional Learning (SEL) is defined as “the process through which ***children and adults*** achieve emotional intelligence through the competencies of self awareness, self-management, social awareness, relationship skills and responsible decision making.”

**SOCIAL EMOTIONAL SUPPORT** Our community, like others, has experienced high levels of stress from disruptions to our daily lives, worries about one's physical health, and financial strains due to the pandemic. Children who may be living with these strains, may feel stress and anxiety; this impacts both the body and brain. CTECS is committed to providing social emotional learning and additional support that will help all students rebalance and refocus on learning so they can be productive and succeed in school. Each student will receive a nationally recognized virtual Social and Emotional Learning (SEL) screening as school re-opens. Information gained through this process will inform collective support efforts by school teams. School Support Services staff have established a school-based plan for delivery of lessons to support social-emotional well-



being and provide strategies for navigating the effects of social distancing and school closures. School teams that include the school counselor, school social worker and school psychologist meet on a weekly basis to identify and monitor any students in need of social emotional support. Students identified as needing additional support will have check-ins with school support staff. Students who are not in need of emergency mental health services will be offered services at school, such as small group sessions if appropriate. Students in need of immediate and urgent mental health resources will be directed to appropriate local resources. Parents are encouraged to call 211 in the event of a mental health emergency. CTECS' districtwide SEL committee meets regularly to review district and school needs. The committee will be reviewing data, interventions, staff training, and services/supports for members of our school communities. Local and national resources that could provide remote support, printed resources and useful activities will be made available to staff, families and students. Questions or concerns about student mental health, should be directed to the school counseling department.

#### New Statutory Obligations Regarding Social Emotional Learning and Mental Health

- **Mental Health Wellness Days for Students:** Starting July 1, 2021, schools shall permit students to take two mental health wellness days per year. The days may not be consecutive.
- **SEL Assessment for Students:** Beginning July 1, 2021 and each year thereafter, school districts may administer a social-emotional learning assessment or mental health resiliency screening. Parents/guardians shall receive prior written notice and must provide permission.
- **SEL and restorative practices and PD:** Commencing July 1, 2021, in-service PD for certified staff shall include the principles and practices of social-emotional learning and restorative practices. **School Resource Officers** must receive and complete the same training in social emotional learning and restorative practices that is provided to certified staff.
- **SEL and Teacher Evaluation:** Commencing July 1, 2021, teacher evaluation plan must be developed with consideration of student social-emotional learning and restorative practices and student academic outcomes.
- **List of Resources:** CSDE shall develop by December 1, 2021 a list of resources concerning education, safety, mental health and food insecurity available to students and parents. DCF shall develop materials re: regional behavioral and mental health evaluation and treatment resources for children. By January 1, 2022, schools shall make these materials available on school websites and shall distribute the materials to any student taking a course in health and safety and distribute to parents/guardians in September and May of each year.

## **EACH SCHOOL HAS A POSITIVE SAFE SCHOOL COMMITTEE**

The principal of each school shall establish a committee (or designate at least one existing committee) in the school to be responsible for and addressing issues developing and fostering a safe school climate relating to bullying in the school. This committee shall include at least one parent or guardian of a student enrolled in the school appointed by the school principal, at least one teacher selected by the teachers' union, medical and mental health personnel assigned to the school, and at least one student enrolled at the high school who is selected by the students of such school in a manner determined by the school principal.

Bullying is defined as an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual; (B) places an individual in reasonable fear of physical or emotional harm; or (C) infringes on the rights or opportunities of an individual at school. "Bullying" shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or 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.

## **EACH SCHOOL HAS A SAFETY COMMITTEE**

The school safety committee provides an important tool in providing a safe and hazard-free learning environment for students and staff in the CTECS. Safety Committee meetings should be held at least once every three months (it is recommended that monthly meetings be held if possible). A roster containing the names and departments of all committee members will be kept and be posted to ensure that all employees can readily contact committee members (can be posted on website). Any employee who participates in committee activities in his/her role as a committee member, including, but not limited to, attending meetings, training activities and inspections, shall be paid at his/her regular rate of pay for all time spent on such activities (conducted during regular work hours).

An important factor in creating a safe environment is that all staff and students are required to wear their Identification Cards at all times while on campus. Staff and students are expected to be vigilant and to observe and report anyone not enrolled or employed.

## **TEACHER INTERACTION WITH STUDENTS**

Teacher interaction with students must always be on a professional basis. It is important to establish and maintain professional boundaries. Examples of inappropriate interaction would be loaning money, giving rides to and from school, friending current students on social media, going on vacation with students, buying groceries for a student who is not living at home or buying a student expensive present. Such behavior might be well meaning but it can be misinterpreted and create conflicts in the classroom environment. There are trained staff available and the appropriate place to refer students with personal needs is the guidance office. Referrals must be done in a timely manner. See Appendix A for more guidance about teacher interaction with students.

## RESPONSIBILITY TO REPORT BULLYING, DISCRIMINATION AND HARASSMENT

On Bullying, discrimination and harassment on school property or at school-sponsored events is expressly prohibited. Teachers and other staff members who observe bullying, discrimination or harassment of any kind are obligated to report it.

In accordance with Connecticut anti-bullying statutes, the **Connecticut Technical Education and Career System's** school anti-bullying policy seeks to afford students a safe and healthy learning environment by prohibiting bullying conduct and establishing a system for reporting and investigating allegations of bullying.

Students are encouraged to report bullying to any faculty member or administrator and request anonymity. Students may anonymously report acts of bullying to school employees. The definition of people to whom reports can be made is expanded to encompass all school employees, and contractors having regular contact with and providing services to, or on behalf of, students. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist (Principal) not later than one school day after witnessing the act of bullying or receiving a report of an act of bullying. School employees must file a written report not later than two school days after making their oral report.

In the event of an alleged act of discrimination and harassment because of race, color, national origin, ancestry, religious creed, sex (including sexual harassment and pregnancy), age, genetic information, marital status, sexual orientation, gender identity or expression and/or disability, (including, but not limited to, mental retardation, past or present history of mental disorder, physical disability or learning disability), or any other basis prohibited by law, the **Connecticut Technical Education and Career System** school will use the procedures outlined in its Student Grievance Procedures for Alleged Illegal Discrimination, which can be found at <https://www.cttech.org/wp-content/uploads/2020/09/GRIEVANCE-Procedure-bullying-discrimination.pdf> Teachers and staff members who witness, receive a student report, or otherwise become aware of or has a reasonable belief that discrimination, harassment, or retaliation has occurred must promptly notify the Principal in writing.

## RESPONSIBILITY TO REPORT SEXUAL HARASSMENT

Sexual harassment is prohibited in CTECS' education programs and activities, whether by students, employees or third parties subject to substantial control by CTECS. Sexual harassment is prohibited by the State of Connecticut's Discrimination Employment Practices Laws, Section 46a-60(a)(8) of the Connecticut General Statutes, and is a violation of Title VII of the 1964 Civil Rights Act, and Title IX of the Education Amendments of 1972 (Title IX). Sexual Harassment is defined by state law as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting individual's work performance or creating an intimidating, hostile or offensive working environment. Although both state and federal law prohibits sexual harassment, the definitions of the term differ. The Title IX Definition of Sexual Harassment is conduct on the basis of sex that satisfies one or more of the following:

1. An employee of CTECS conditioning the provision of an aid, benefit, or service of CTECS on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct determined by a reasonable person to be severe, pervasive, and objectively offensive that it effectively denies a person equal access to CTECS's education program or activities; or
3. "Sexual assault," "dating violence," "domestic violence," or "stalking as defined by federal law.

Sexual Harassment shall constitute grounds for employee and student disciplinary action.

Below are some procedural safeguards to keep our school free from sexual harassment:

- Report any blatant or unwanted words or gestures between students to the administration;
- Actively model behavior, which is free from gender bias in your classroom or technology;
- Judge all students by their ability, not their gender;
- Avoid using profanity in your classroom or technology;
- Report students who display signs, symbols or pictures, which are sexual in nature; and
- Post clear statements in your classroom that Sexual Harassment is not tolerated at our school.

Each school has an Equity Coordinator who is able to assist any staff member or student with questions about sexual harassment. The name of the Coordinator is on the school website.

Staff members may report the sexual harassment of an employee to a supervisor, Principal or the school district’s EEO Director, Levy Gillespie, 450 Columbus Boulevard, Suite 607, Hartford, CT 06103, 860-807-2071, Levy.Gillespie@ct.gov.

### **GIFTS FROM STUDENTS**

Students sometimes give gifts to staff members to show their appreciation. However, all **CTECS** school staff members are public employees therefore they must be cautious about accepting a gift from persons that have an interest in their actions. A teacher, in particular, impacts a student through the grading and discipline process and gifts could influence a teacher’s actions. More importantly, gifts may create the appearance of impropriety or conflict of interest and thereby diminish the trust of other students.

As an alternative, students could:

- Wait until the end of the year – after grades are in;
- Offer a collective gift on behalf of the entire class; or
- Offer a gift for the classroom or program since such would become the property of the school and not the personal property of the teacher.

The maximum amount allowed for a gift in any of the above scenarios is up to \$100.

### **INTERNET ABUSE PREVENTION PROTOCOL FOR SCHOOL STAFF**

Internet Abuse Prevention Administrator Resources on the CTECS Intranet at:

<http://sde-cthsi/IAPAdminResources/index.htm>.

Incident regarding Internet Abuse is reported to the school and can be resolved in three possible ways:

<b>Interview Student(s):</b> Issue Resolution Locally	<b>Interview Student:</b> Police intervention and possible interaction from Home Office Staff	<b>Interview Student:</b> Escalate to Home Office for resolution with interest site for removal
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## DISPLAY OF DISRUPTIVE SYMBOLS

Extremist symbols and logos create a hostile school environment or disrupt the educational process. Therefore, the display of harassing symbols, pictures or vulgar, illegal, racial, sexist or other symbols that represent discriminatory viewpoints are not acceptable on clothing, toolboxes, autos, or other items and may result in disciplinary intervention. Examples of such symbols include, but are not limited to, the Confederate flag, swastikas and swastika variants, anti-gay or pro gang statements.

## HAZING

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation into or admission or affiliation with any student organization or educational program.

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make students feel afraid or embarrassed because of color, religion, the country in which they or their parents were born, sex, or any disability they may have.

To maintain a productive and positive learning environment, we must make every attempt to halt harassment of which we become aware by calling attention to this policy, or by direct disciplinary action, if necessary. Report the behavior to an administrator as well as addressing the incident.

## THREAT PROTOCOL

A threat made by a student to school staff, students or other persons, while on or off school grounds, or at any school-sponsored event, is an activity that leads to discipline in the **Connecticut Technical Education and Career System** school- either suspension or up to and including expulsion.

The following procedures are in effect:

1. Any staff member aware of a threat being made by a student must report it to an administrator immediately;
2. The administrator will contact the parent, and/or the police;
3. Any staff member who is the subject of a threat shall be immediately informed by the administrator;
4. Any incident that is reported shall be documented and retained by the administrator, and a copy shall be forwarded to the superintendent;
5. In addition to the above procedures, other measures may be taken. For example, prevention programs such as Peer Mediation and psychological and social worker services are available for students, and referrals are an appropriate intervention. Classroom and technical instructors will continue to be vigilant and aware of students; and
6. The above information is restated in various sections of this Handbook but it is presented here under the general category of School Climate in order to emphasize its importance.

# CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM

The **CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM** is established and maintained by the State Board of Education and advised by a board. Such board shall consist of eleven members as follows: (1) Four executives of Connecticut-based employers who shall be nominated by the Connecticut Employment and Training Commission and appointed by the Governor, (2) five members appointed by the State Board of Education, (3) the Commissioner of Economic and Community Development and (4) the Labor Commissioner. The Governor shall appoint the chairperson. The chairperson of the Technical Education and Career System shall serve as a non-voting ex-officio member of the State Board of Education.

## CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM (CTECS) BOARD

CTECS BOARD MEMBERSHIP	
<b>Mr. Robert J. Trefry, Chairperson</b> Former Chief Executive Officer of Bridgeport Hospital	<b>Mrs. Patricia Keavney-Maruca, Vice Chairperson</b> Current State Board of Education Member
<b>Dr. Christine Benz</b> Training and Development Manager TRUMPF, Inc.	<b>Ms. Lindy Lee Gold</b> Senior Specialist, Department of Economic and Community Development, Designee of DECD Commissioner
<b>Dr. G. Duncan Harris</b> Chief Executive Officer Capital Community College	<b>Mr. Fitz G. Walker, Jr.</b> President and Chief Executive Officer Bartron Medical Imaging Schedule and Meeting Minutes
<b>Dr. Kelli-Marie Vallieres</b> Executive Director, Workforce Development Unit Vice Chair, Governor's Workforce Council	<b>Commissioner Dante Bartolomeo</b> Department of Labor
<b>Dr. George Anderson</b> SVP, Chief Learning Officer at Synchrony Financial	<b>Mr. Eric Brown</b> Vice President for Manufacturing, Connecticut Business and Industry Association
<b>Dr. Jeff Auker</b> Head Associate Vice President Head of Innovation & Delivery at InfoSys	<b>Dr. Karen Wosczyzna Birch</b> Executive Director Regional Center for Next Generation Manufacturing State Director

Charlene Russell-Tucker, Commissioner of Education  
 Mr. Jeffrey S. Wihbey, Superintendent of Schools  
 Mr. Richard Cavallaro, Assistant Superintendent of Schools  
 Dr. Nikitoula Menounos, Assistant Superintendent of Schools

### ACCREDITATION

*The New England Association of Schools and Colleges accredits the  
 Connecticut Technical Education and Career System*

## MISSION STATEMENT

The mission of the **Connecticut Technical Education and Career System** school is to provide a world class, unique and rigorous learning environment for high school students and adult learners that:

- Ensures both student academic success and career technical education mastery, as well as, promotes enthusiasm for lifelong learning;
- Prepares students for post-secondary education, including apprenticeships and immediate productive employment;
- Engages regional, state, national and international employers and industries in a vibrant collaboration to respond to current, emerging and changing global workforce needs and expectations; and
- Pursues and participates in global partnerships that provide **CTECS** students with international exposure and experience.

## VISION STATEMENT

To be the best technical education and career system in the United States. [Working for Students and Connecticut's Future, the Connecticut Technical Education and Career System's \(CTECS\) 2019-2022 strategic plan](#), is driven by the organization's vision, mission and foundational imperatives. This plan is a three-year road map that will inform our decision making and daily work. It outlines what we want to achieve, how we will achieve it, and how we will measure our success.

The goals and strategies of the plan are organized around five themes: Culture, Climate, Instruction; Industry Alignment and Collaboration; Access and Opportunities; Systems of Excellence; and Human Capital.

## STATEMENT OF NON-DISCRIMINATION

CTECS is committed to a policy of affirmative action/ equal opportunity for all qualified persons and equal access to the Boy Scouts of America and other designated youth groups. CTECS does not discriminate in any employment practice, education program, or educational activity (including vocational opportunities and admissions) on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (including pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the **Connecticut Technical Educational and Career System's** nondiscrimination policies should be directed to:

Equity Coordinators – Each school has an equity coordinator assigned to respond to requests for information about the district's nondiscrimination policies and to receive and investigate complaints about discrimination and harassment. Equity Coordinators for each school are listed on school websites.

***For more information about CTECS' policy of non-discrimination, contact:***

**Levy Gillespie**

Equal Employment Opportunity Director/Americans with Disabilities Coordinator (ADA)  
Connecticut State Department of Education  
450 Columbus Boulevard, Suite 607  
Hartford, CT 06103  
860-807-2071

[Levy.Gillespie@ct.gov](mailto:Levy.Gillespie@ct.gov)

(Coordinator for matters related to Affirmative Action/Equal Opportunity Employment and nondiscrimination policies and practices.)

**Christine Spak**

Education Consultant  
Connecticut Technical Educational and Career System  
39 Woodland Street  
Hartford, CT 06105  
860-807-2212

[Christine.Spak@ct.gov](mailto:Christine.Spak@ct.gov) and [Christine.Spak@cttech.org](mailto:Christine.Spak@cttech.org)

(Coordinator for matters related to Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.)

***Additional information is available at:***

Commission on Human Rights and Opportunities  
450 Columbus Blvd  
Hartford, CT 06103  
860-541-3400  
1-800-477-5737  
TDD 860-541-3400

*(The mission of the Connecticut Commission on Human Rights and Opportunities is to eliminate discrimination through civil and human rights law enforcement and to establish equal opportunity and justice for all persons within the state through advocacy and education.)*



# OFFICIAL NOTICES

## STATE DEPARTMENT OF EDUCATION GRIEVANCE PROCEDURE

### I. INTERNAL GRIEVANCE PROCEDURE

The State Department of Education's Affirmative Action Office establishes this internal grievance procedure to assist it in carrying out its responsibilities in administering and enforcing applicable federal and state nondiscrimination laws and the Department's policies related to nondiscrimination. This grievance procedure addresses complaints of alleged discrimination in the employment practices, policies and services of the Department of Education, based on age, ancestry, color, marital status, learning disability, past or present history of mental disability, mental retardation, physical disability, national origin, race, religious creed, sex (including pregnancy and sexual harassment), sexual orientation, genetic information, and any other basis of discrimination under applicable federal or state law.

The procedure described herein is an internal process for resolving complaints of alleged discrimination in an expeditious and informal manner, and does not preclude an employee from exercising his or her right to pursue a complaint through a formal process as provided by state and/or federal law and/or applicable collective bargaining agreement. Irrespective of how a complaint is filed or brought to the attention of the Affirmative Action Office, all complaints of unlawful discrimination will be investigated. The Affirmative Action Office retains full discretion over the manner in which investigations are conducted pursuant to this policy. The Affirmative Action Office may, from time to time, amend these procedures as necessary.

**Jurisdiction of the Affirmative Action Office:** In carrying out the applicable policies set forth by the State Department of Education and to conform to Section 46a-68-46 of the Regulations of Connecticut State Agencies, and Chapter 67 and 68 of the Connecticut General Statutes, members of the Affirmative Action Office investigate complaints of discrimination within the Office's jurisdiction and make recommendations following such investigations. Consistent with federal and state law and Department policies related to nondiscrimination, the Affirmative Action Office has jurisdiction to investigate complaints concerning alleged violations of Department policies and procedures prohibiting employment discrimination on the basis of age, ancestry, color, marital status, learning disability, past or present history of mental disability, mental retardation, physical disability, national origin, race, religious creed, sex (including pregnancy and sexual harassment), sexual orientation, genetic information, and any other basis of discrimination under applicable federal or state law.

**Internal Discrimination Complaint Procedures:** The Affirmative Action Officer, or designee, investigates and attempts to resolve complaints concerning alleged violations of the Department of Education's employment-related nondiscrimination policies and procedures through this internal process. The Affirmative Action Office is required, by Connecticut law, to investigate all complaints of unlawful discrimination, no matter how a complaint is received or by whom it is communicated. As a result, the Affirmative Action Office will investigate any and all complaints of discrimination pursuant to this grievance procedure, whether the complaint is verbal or in writing, whether the complainant himself/herself notifies the Affirmative Action Office of the issue, or the matter is brought to the Office's attention through some other party, and/or whether the complainant seeks assistance from an external agency/union or chooses to pursue the complaint through the Department's internal processes. The Affirmative Action Office

would prefer, but does not require, the assistance and/or cooperation of the complaining party in order to complete this investigative process.

As part of the grievance process, employees may request confidential counseling from the Affirmative Action Officer, or designee, to address questions or concerns about the process, individual rights, and Department policies/procedures relative to nondiscrimination, although the investigation will proceed as required by law with or without the cooperation of the complaining party. Opportunities to mediate and/or conciliate employment-related issues under this policy are available throughout this grievance procedure and may occur at any time during the investigation. The Affirmative Action Office, or designee, will endeavor to use these alternative means, as well as other informal options, to conciliate complaints to a satisfactory resolution.

### **WHO MAY FILE A COMPLAINT?**

Current former, and prospective employees may file a written complaint alleging discrimination with the Affirmative Action Office in accordance with these grievance procedures. After a complaint is filed, however, conciliation, or some other informal resolution mechanism may occur at any time during the course of the investigation.

Conciliation – The Affirmative Action Administrator, or designee, will endeavor to resolve complaints filed through this internal process through conciliation to reach a satisfactory solution. Conciliation is defined as an informal mediation process that is designed to assist the parties in reconciling their differences before utilizing a more formal means of resolution. Conciliation may occur at any time during the course of the investigation.

### **TIME FOR FILING A COMPLAINT**

Complaining parties are encouraged to submit a written complaint as soon as possible, but should file such complaint to the Affirmative Action Office no later than sixty (60) days from the alleged discriminatory act in order for a complaint to be considered timely. The Administrator of the Affirmative Action Office may extend the time of this filing requirement in limited situations based on extenuating circumstances.

### **REQUIREMENTS OF A COMPLAINT**

A complaint alleging violation(s) of the Department's nondiscrimination policies should be submitted to the Affirmative Action Office in writing, preferably on the form provided by the Affirmative Action Office, and should include the information set forth in numbered paragraphs below (1) through (4). Notwithstanding this preference, the Affirmative Action Office, pursuant to its statutory obligation to investigate all claims of unlawful discrimination, will rely upon this grievance procedure to investigate and act upon any claim of alleged discrimination or harassment brought to its attention; whether in a written complaint made in person, by telephone, email, written correspondence, written report, union grievance, and/or by filing a complaint with the EEOC and CHRO. Any complaint, other than a complaint filed with a union, external agency, or forum that is not provided on the preferred complaint form, will be transferred to the complaint form by the Affirmative Action Office within five (5) business days from receipt of the complaint. The complainant will be asked to sign the written complaint with or without revisions; however, the investigation will proceed whether or not the complainant signs the complaint form and/or cooperates with the investigative process. The Affirmative Action Office will indicate the form and manner in which the complaint was communicated and will note the complaining party's decision not to sign the complaint form in such situations.

Complaints filed with an external agency, court, or with a union will be routed to the Affirmative Action Office and used as the informational source of the investigation without transfer to the Affirmative Action

Complaint Form. The Affirmative Action Office will contact the complainant to determine if there is any additional information and/or materials that would assist in the investigation.

Arrangements will be made to assist those individuals filing a complaint or participating in the investigation who may require an accommodation.

While a complaining party should follow the procedures set forth herein to utilize this internal grievance process, the Affirmative Action Office has an independent obligation to investigate all complaints of unlawful discrimination and will do so irrespective of whether a complaining party follows these procedures.

## **COMPLAINT REQUIREMENTS**

The written complaint should include the following information:

1. The full name and address of the complaining party, who must be the individual claiming to be harmed by the discrimination;
2. The name and work address of the person(s) against whom the allegations are made;
3. A clear and concise written statement of the basis for the complaint and the facts and circumstances that constitute the alleged discriminatory acts, including a description of the alleged act(s) of discrimination, the date(s) and location(s) of the alleged act(s), and names of any witnesses or other individuals with relevant information; and
4. The complaining party's signature and the date signed.

## **INTAKE INTERVIEW**

At or shortly after a written complaint is received by the Affirmative Action Office, the Affirmative Action Administrator, or designee, will conduct an interview with the complaining party to clarify and confirm allegations set forth in the complaint and discuss the possibility of conciliation.

## **COMPLAINT FILING**

Upon completion of the requirements set forth, a staff member from the Affirmative Action Office shall sign the complaint form and provide a copy to the complaining party. A complaint shall be considered filed after it is signed by the Affirmative Action Officer, or designee, and processed in accordance with the procedures established by that Office.

## **COMPLAINT PROCESSING**

### **NOTICE TO PERSON(S) AGAINST WHOM THE COMPLAINT IS FILED**

The Affirmative Action Officer, or designee, shall give the person(s) against whom the complaint is filed reasonable notice of the complaint and the allegations contained therein, as well as the opportunity to provide information and to be heard concerning the allegations of the complaint.

### **NOTICE TO OTHERS REGARDING COMPLAINT**

With the exception of the person(s) against whom the complaint is filed, only those persons with a legitimate need to know, including those who have information relevant to the complaint, will be apprised of the filing and final disposition of a complaint.

### **ACCESS TO INFORMATION REGARDING THE INVESTIGATION**

The complaining party and the person(s) against whom the complaint is filed, upon inquiry and during the course of an investigation, shall be advised of the status of the investigation.

## **AMENDING A COMPLAINT**

If, during the course of an investigation, a staff member from the Affirmative Action Office determines that more information is required to enable a meaningful investigation, s/he may request that the complainant clarify or amplify allegations in the complaint. The complaining party may also add additional allegations related to the original complaint, in appropriate circumstances and/or if the additional information falls within the time limits otherwise applicable to the filing of a complaint.

## **INVESTIGATION OF ALLEGATIONS IN COMPLAINT**

Once a complaint has been signed and filed, the Affirmative Action Officer, or designee, will act as a neutral fact-finder and investigate the allegations set forth in the complaint using investigative strategies appropriately tailored to the particular facts and circumstances. These strategies may include, but are not limited to, personal interviews, individual statements, and site visits, as well as gathering documents, and/or relevant interviews of other identified individuals who have or may have information concerning the allegations set forth in the complaint.

## **FINDINGS AND RECOMMENDATIONS**

Upon completion of an investigation, the Affirmative Action Officer, or designee, will evaluate the evidence and prepare a final investigative report concerning his or her findings and recommendations for review by the Commissioner of Education, or his/her designee.

If the investigative findings indicate that the complaint is not valid, or there is no evidence of discrimination and/or no violation of the Department's nondiscrimination policies, the final investigative report will reflect the finding of no discrimination/no violation of Department policy. The Affirmative Action Administrator will notify the complaining party and the person(s) against whom the complaint is filed of the Office's findings.

If the investigative findings indicate that there is reason to believe that a Department policy may have been violated, the investigator shall issue, within the report findings, recommended actions, including but not limited to, conciliation, disciplinary action, and/or other corrective/remedial action deemed appropriate, such as education and training. The Affirmative Action Administrator, or designee, will review the findings and recommendations with the Commissioner or his/her designee, for a determination as to the action(s) that will be implemented. All appropriate parties are then notified in writing of the final determination.

The Department will resolve complaints through this internal grievance process within ninety days from the date a properly filed complaint is submitted, but may require a longer period for resolution upon good cause.

## **ADMINISTRATIVE RESPONSES AND INDIVIDUAL RIGHTS**

Irrespective of the investigative conclusions and/or final determination, all complainants retain the right to pursue available remedies through other administrative, collective bargaining and legal opportunities. This internal process in no way supersedes, replaces, or precludes an employee's right to exercise his or her rights using such other formal processes available under state, federal and/or administrative law, and/or collective bargaining agreement.

Any individual whose conduct results in a finding of a policy violation by the Affirmative Action Office, and against whom disciplinary action is initiated as a result of that finding, shall be afforded all rights and protection as provided by union contract, federal and state law or any other applicable processes.

In the course of investigation, the Affirmative Action Office shall report to the Department of Public Safety any conduct that the investigator reasonably believes constitutes criminal conduct, regardless of any mitigating or other circumstances.

No complainant shall be transferred to another facility or assignment in connection with a complaint of discrimination unless the complainant agrees to such transfer in writing.

The manner in which the complaint is handled is at the discretion of the Affirmative Action Office.

## **CLOSURE**

An investigation shall be considered complete and the investigation shall be closed after the complaining party is notified of the results. According to C.G.S. 46a-68, the Affirmative Action Office shall not represent the Department in any EEOC or CHRO proceedings concerning complaints of discrimination. Such representation shall be assigned by the Commissioner to a designee.

## **WITHDRAWAL OF COMPLAINTS**

Once filed, the Affirmative Action Office has an obligation to investigate complaints raising claims of discrimination. However, in appropriate circumstances, and at the discretion and judgment of the Administrator for the Affirmative Action Office, the Affirmative Action Office may agree, upon a written and signed request to do so by the complaining party, to withdraw a complaint of discrimination.

## **INFORMATION RELATED TO COMPLAINTS AND INVESTIGATIONS: CONFIDENTIALITY**

Employees of the Affirmative Action Office shall maintain as confidential the information it obtains during the course of an investigation to the extent possible, except where disclosure is required:

- a. By an obligation imposed on the State Department of Education by law;
- b. Pursuant to the investigative process in order to complete a thorough investigation of the complaint and obtain the required information to make a sound recommendation;
- c. To advise Respondent, Complainant, or other appropriate party identified as to the outcome of an investigation; or
- d. To facilitate other legitimate Department processes, on a need to know basis.

## **FILE MANAGEMENT**

The complaint file, including all information and documents pertinent to the complaint, shall be maintained in the Affirmative Action Office as confidential files and shall not be disclosed except as required by law or administrative necessity as set forth herein.

## **PERIODIC REVIEW**

All records of grievances and their dispositions shall be reviewed on a periodic basis by the Affirmative Action Office to identify any patterns in the nature of the grievances.

## **TRAINING**

The Affirmative Action Administrator shall receive periodic training in counseling and grievance investigations.

### **II. FORMAL COMPLAINT PROCESS**

The Department acknowledges that individuals have the right to use the formal grievance procedures available under applicable collective bargaining agreements and/or

file formal complaints with external agencies at any time within the applicable agency deadlines, and that those complaints may be filed concurrently with or in lieu of complaints that are filed with the Affirmative Action Office. The fact that a complaint has been filed with a union and/or an external agency will in no way deter an investigation within the jurisdiction of this Department.

**COLLECTIVE BARGAINING AGREEMENTS**

Employees covered by a collective bargaining agreement may use the formal grievance procedure set forth in the applicable contract.

**EXTERNAL AGENCIES**

Any person who believes he or she has been subjected to employment discrimination can, by himself/herself or by a representative, file a complaint with the Connecticut Commission on Human Rights and Opportunities, the Equal Employment Opportunities Commission, or the Office for Civil Rights within the time period specified by law.

**THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES (CHRO)**

Complaints should be filed with the CHRO no later than one hundred and eighty (180) days after the alleged unfair employment practice or act of discrimination occurred.

<b>Contact Information:</b> General Telephone: (800)-477-5737	
<b>Capitol Region Office</b> 450 Columbus Boulevard, Hartford, CT 06103 Telephone: (860)566-7710	<b>West Central Region</b> 55 West Main Street, Suite 210 Waterbury, CT 06702 Telephone: (203)805 6530
<b>Southwest Region</b> 1057 Broad Street Bridgeport, CT 06604 Telephone: (203)579-6246	<b>Eastern Region</b> 100 Broadway, City Hall Norwich, CT 06360 Telephone: (860)886-5703
<b>Contact Information:</b> Regional Office Telephone: (617) 565-3200	Equal Employment Opportunity Commissioner Boston Area Office John F. Kennedy Federal Building Room 475 Boston, MA 02114

Any other state, federal or local agency – including the United States Department of Labor, Wage and Hour Division, and the United States Department of Education, Office for Civil Rights that enforces laws concerning discrimination in employment.

III. **PROTECTION FROM ADVERSE ACTION**

The Department of Education expressly prohibits the use of threats, coercion, restraint, or other forms of intimidation or retaliation of any kind against any person who files an internal/ external complaint of discrimination, assists/participates in an investigation, proceeding or hearing, or opposes an unlawful discriminatory practice or policy. Retaliation in violation of this provision shall form an independent basis for investigation and potential administrative action under these procedures.

IV. **DISTRIBUTION OF GRIEVANCE PROCEDURE**

In order to ensure that employees are fully aware of their right to file an internal and/or formal employment discrimination complaint, this grievance procedure will be posted on the Department’s website and throughout the Department’s facilities. It shall also be distributed to employees on an annual basis and provided to each new employee at or near the time of their appointment. All employees are expected to fully cooperate with all complaint investigations and any actions taken by the Department as a result of an investigation.

**PROTECTION OF RIGHTS PROVISION**

Confidentiality of these complaints is essential to the successful implementation of the procedure. Records of investigations are maintained only by the Affirmative Action Office and are kept in a separate, limited access file.

Any person who willfully interferes with or otherwise impairs the processing of any complaints taken under this process, or in any way restricts or impairs the employment rights of the Complainant or any witness involved in a complaint, will be dealt with through the appropriate disciplinary action, including, but not necessarily restricted to, the following: written reprimand, suspension or dismissal. The confidentiality of all investigations and counseling will be protected by the issuance of this policy.

Nothing in this procedure shall be construed as having the effect of barring any person from due process of law. They may file through any of the several processes available to them. Additionally, if any person feels that they have been treated in a discriminatory manner by the Affirmative Action Office, a complaint may be filed directly with the Commissioner of Education; Department of Administrative Services, Personnel Division, Employment Relations Division; or the Commission on Human Rights and Opportunities.

Complaints may be filed directly with the Connecticut Commission on Human Rights and Opportunities, 90 Washington Street, Hartford, Connecticut 06016. Telephone Number is 860-566-3350.

**CODE OF PROFESSIONAL RESPONSIBILITY FOR TEACHERS**

The Code of Professional Responsibility for Teachers is a set of principles, which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code

adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include commitment to the students, the teaching profession and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purpose of this code of professional responsibility, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate or other equivalent certificate issued by the State Board of Education. It is the teachers' responsibility to maintain their certification(s).

## **RESPONSIBILITY TO THE STUDENT**

The professional teacher, in full recognition of his or her obligation to the student, shall:

- a. Recognize, respect and uphold the dignity and worth of students as individual human beings, and therefore deal justly and considerately with students;
- b. Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- c. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, chronic illness, religion, or sexual orientation;
- d. Foster in students the full understanding, application and preservation of democratic principles and processes;
- e. Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- f. Assist students in the formulation of value systems and worthy, positive goals;
- g. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- h. Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- i. Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- j. Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

The professional teacher, in full recognition of their obligation to the student, shall not:

- a. Abuse his or her position as a professional with students for private advantage;
- b. Sexually or physically harass or abuse students;
- c. Emotionally abuse students; or
- d. Engage in any misconduct which would put students at risk



## **RESPONSIBILITY TO THE PROFESSION**

The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

- a. Conduct himself or herself as a professional, realizing that his or her action reflects directly upon the status and substance of the profession;
- b. Uphold the professional teacher's right to teach effectively;
- c. Uphold the principle of academic freedom;
- d. Strive to exercise the highest level of professional judgment;
- e. Assume responsibility for his or her professional development;
- f. Encourage the participation of teachers in the process of educational decision-making;
- g. Promote the employment of only qualified and fully licensed teachers;
- h. Encourage promising, qualified and competent individuals to enter the profession;
- i. Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- j. Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- a. Obtain licensure or employment by misrepresentation or fraud;
- b. Misrepresent his, her or another's professional qualifications or competencies; or
- c. Engage in any misconduct which would impair his or her ability to teach.

## **RESPONSIBILITY TO THE COMMUNITY**

The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- a. Be cognizant of the influence of teachers upon the community-at-large, and therefore shall not knowingly misrepresent facts or make false statements;
- b. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- c. Promote the principles and ideals of democratic citizenship; and
- d. Endeavor to secure equal educational opportunities for all children.

The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- a. Exploit the educational institution for personal gain; or
- b. Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

## **CODE OF PROFESSIONAL RESPONSIBILITY FOR SCHOOL ADMINISTRATORS**

The Code of Professional Responsibility for School Administrators reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. The principles set forth in this code are intended to guide the conduct and assist in the appraisal of

conduct for the members of the profession and the public they serve. The code cannot, and does not, address every situation in which choices and decisions must be made. The code recognizes the ability of the members of the profession to make administrative decisions that are in the best interest of the students and all individuals associated with the school district in which the members serve.

The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

Administrators must focus the energies of schools on student learning above all else. In addition, the code recognizes the responsibility of administrators to the public, their colleagues and all staff members to foster high standards for professional educators, provide leadership, encourage diversity in curriculum and staff and promote a quality educational program. By setting forth a code of professional responsibility for school administrators separate from the code applicable to teachers, there is a recognition of the similar, but different, responsibilities that the two groups have to the students they serve. Both codes seek to codify standards for the education profession to promote a quality system of education for the students in our state. The additional responsibility an administrator accepts in the performance of his or her duties is reflected in this code.

## **RESPONSIBILITY TO THE STUDENT**

The professional school administrator, in full recognition of obligation to the student, shall:

1. Make the well-being of students the fundamental value in all decision-making and actions;
2. Recognize, respect and uphold the dignity and worth of students as individuals and deal justly and considerately with students;
3. Promote in student's pursuit of truth, knowledge and wisdom, and provide access to all points of view without deliberate distortion of subject matter;
4. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, chronic illness, religion or sexual orientation;
5. Foster in students the full understanding, application and preservation of democratic principles and processes;
6. Guide students to acquire the required skills and understandings for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
7. Assist students in the formulation of positive goals;
8. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
9. Develop within students' fundamental critical thinking skills and problem-solving techniques;
10. Ensure quality education for all students;
11. Maintain confidentiality of all information concerning students obtained in the proper course of the educational process and dispense the information when prescribed or directed by law, governing board policy or professional practice;

12. Ensure that all students are provided educational opportunities in environments safe from sexual, physical, and emotional abuse; and
13. Promote ongoing development and evaluation of curriculum.

## **RESPONSIBILITY TO THE PROFESSION AND STAFF**

The professional school administrator, in full recognition of obligations to the profession, shall:

1. Maintain the highest standards of professional conduct, realizing that one's behavior reflects directly upon the status and substance of the profession;
2. Engage in administrative, supervisory and evaluative practices with staff members and provide leadership to ensure the highest standards of services for students;
3. Encourage student learning through the effective support of all staff engaged in the learning process;
4. Encourage the participation of administrators and teachers in the process of curriculum development and educational decision-making;
5. Maintain the standards and seek to improve the effectiveness of the profession through research and continuing professional development for self and staff;
6. Promote the employment of only qualified certified educators, and qualified non-certified staff.
7. Encourage promising, qualified and competent individuals to enter the education profession; and
8. Maintain the confidentiality of all information obtained in the proper course of one's administrative duties and dispense the information when prescribed or directed by law, governing board policy, or professional practice.

## **RESPONSIBILITY TO THE COMMUNITY**

The professional school administrator, in full recognition of the public trust vested in the education professional, shall:

1. Be cognizant of the influence of school administrators upon the community at large, and therefore, not knowingly misrepresenting facts or make false statements;
2. Obey local, state and national laws;
3. Implement the governing board policies and administrative rules and regulations;
4. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
5. Pursue appropriate measures to address those laws, policies and regulations that are inconsistent with sound educational goals;
6. Avoid misusing administrative position for personal gain;
7. Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contracts;
8. Promote the principles and ideals of democratic citizenship; and
9. Endeavor to secure equal educational opportunities for all children.

## **RESPONSIBILITY TO THE STUDENT'S FAMILY**

The professional school administrator, in full recognition of the responsibility to the student's family, shall:

1. Respect the dignity of each family, its culture, customs and beliefs;
2. Promote and maintain appropriate, ongoing and timely written and oral communications with the family;
3. Respond in a timely fashion to families' concerns;
4. Consider the family's perspective on issues involving its children;
5. Encourage participation of the family in the educational process; and
6. Foster open communication among the family, staff and administrators.

## **APPLICABILITY OF THE CODE OF PROFESSIONAL RESPONSIBILITY FOR ADMINISTRATORS TO CANDIDATES IN A CONNECTICUT ADMINISTRATOR PREPARATION PROGRAM**

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs requires that institutions and schools of education ensure that prospective administrator candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers and the Code of Professional responsibility for School Administrators; and
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching and the Connecticut Content Specific Standards for School Leaders; and have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

## **DEPARTMENT OF EDUCATION POLICY OF ETHICAL CONDUCT**

Please refer to: <http://sde-fs1hfds/bhr/Ethics/index.htm>

### **USE OF STATE PROPERTY FOR PERSONAL USE PROHIBITED**

Faculty and staff are prohibited from using state equipment, including telephones, computers, e-mail systems, fax machines, copy machines, state vehicles and other equipment and supplies for personal, non-work-related purposes. State equipment and supplies includes, but is not limited to, the following:

- Fitness room equipment. Staff may only use fitness equipment in the context of instructional purposes such as demonstration or supervision of students using such equipment or supplies.
- Shop tools, supplies, machines, equipment. Borrowing a tool from one of the shops for personal use, even if such use may be brief in duration and/or used on school grounds, is still a violation of the ethics policy.
- Office supplies and equipment. Pens, paper, highlighters, folders, paper clips, post-it notes, staplers, copies, etc., may not be utilized for personal use.
- Any item purchased for instructional use by CTECS' students.

This prohibition is one of the mandates of the SDE Ethics policy that applies to every employee. In addition, the Code of Professional Responsibility for Teachers prohibits faculty from exploiting the educational institution for personal gain.

### **ELECTRONIC MONITORING**

State employees should recognize that their work activities and communications may be subject to electronic monitoring.

“Electronic monitoring” is defined by the Act as “the collection of information on an employer’s premises concerning employees’ activities or communications by any means other than direct observation, including the use of a computer, telephone, wire, radio, camera, electromagnetic, photoelectronic or photo-optical systems, but not including the collection of information for security purposes in common areas of the employer’s premises which are held out for use by the public, or which is prohibited under state or federal law.”

Employees may be subject to electronic monitoring or recording (including sound, voice or video devices) while in State facilities and other locations where State business is conducted, except that employees will not be subject to any such monitoring or recording in areas designed for the health or personal comfort of the employees or for safeguarding of their possessions, such as rest rooms, locker rooms or lounges.

Employees should understand that their activities involving State computer equipment and computer and/or electronic documents, data and communications, including e-mail and internet usage, are subject to being monitored, recorded and reviewed. Employees should be aware that the fact that a document, data or communication has been “deleted” by the employee does not mean that the item cannot be monitored or retrieved and reviewed.

Employees will not be subject to electronic monitoring or recording of the content of their direct telephone conversations, except as may be permitted under state and federal law.

## **REPORTING RESPONSIBILITIES**

### **RESPONSIBILITY TO REPORT SUSPECTED CHILD ABUSE/NEGLECT**

#### **A MANDATED REPORTER MUST REPORT SUSPECTED CASES OF CHILD ABUSE**

Almost every employee of CTECS' schools is a mandated reporter. Specifically, mandated reporters include the following school employees: teachers, substitute teachers, administrators, superintendent, guidance counselors, psychologists, social workers, nurses, physicians, paraprofessional, coaches or **any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students.**

### **WHAT MUST BE REPORTED**

Mandated reporters are required to report as soon as practicable but not later than 12 hours after the mandated reporter has reasonable cause to suspect or believe that a child under the age of 18 has been abused or neglected or placed in imminent risk of serious harm or is in danger of being abused, has had non-accidental physical injury, or injury which is at variance with the history given of such injury inflicted upon him, by a person.

### **SIGNS OF ABUSE AND NEGLECT**

Abuse and neglect can present itself in a variety of circumstances. Among them are:

- Physical injury or injuries inflicted upon a student other than by accidental means;  
Injury at variance with the history given of such injury;
- Maltreatment such as malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment;
- Non-accidental physical injury;
- Injury that is at variance with the history given of such injury, inflicted upon a student by a person responsible for such student's health, welfare or care or by a person given access to such student by a responsible person;
- Imminent risk of serious harm to a student by an act or failure to act on the part of a person responsible for such student's health, welfare or care;
- Neglected, i.e., abandoned or denied proper care and attention, physically, educationally, emotionally, or morally; and
- Living under conditions, circumstances or associations injurious to his or her well-being.

### **HOW TO REPORT**

A mandated reporter, who has reasonable cause to suspect or believe that any student has been abused or neglected or placed in imminent risk of serious harm, must report the suspected case of child abuse or neglect.

1. Mandated reporters must report orally to the Commissioner of the Department of Children and Families (DCF), **DCF Child Abuse Hot Line, 1-800-842-2288**, or a law enforcement agency as soon as practicable, but **not later than twelve (12) hours**, after the mandated reported has reasonable cause to suspect or believe that a child under the age of 18 has been abused or neglected or placed in imminent risk of serious harm

or is in danger of being abused has had non-accidental physical injury, or injury which is at variance with the history given of such injury inflicted upon him, by any person;

2. If a mandated reporter has made a report that suspected abuse or neglect has been caused by a member of the staff of a school, DCF is responsible for notifying the person in charge of the school. The person in charge of the school shall immediately notify the student's parent or other person responsible for the student's care that a report has been made;
3. Within forty-eight hours of making an oral report, a written report ([Form DCF-136](#)) shall be submitted by the mandated reporter to the Commissioner of Children and Families or his representative;

The report shall contain:

- a. The names and addresses of the child and his parents or responsible care giver;
  - b. The age and gender of the child;
  - c. The nature and extent of injuries, maltreatment, or neglect;
  - d. The approximate date and time the injury or neglect took place;
  - e. The circumstances in which it became known to the reporter;
  - f. The name(s) of who is suspected of the abuse or neglect;
  - g. Action taken to treat or help the child;
  - h. Information about previous abuse or neglect of the child or his siblings;
  - i. The name of any school employee suspected of committing the abuse; and
  - j. Any other information the reporter believes would be important.
4. If the mandated reporter reports orally to the police, rather than to DCF, the reporter must submit within forty-eight (48) hours a written report to DCF - using the DCF-136 form.
  5. The person in charge of the school shall immediately notify the Superintendent or his/her representative if the report concerns a certified school employee.
  6. The school nurse shall maintain a file of all referrals made to protective service from that school. A copy of each referral is to be sent to the Pupil Services Education Consultant, **Connecticut Technical Education and Career System** school, 39 Woodland Street, Hartford, CT 06105, who will maintain a central file of all referrals made from all schools. The confidentiality of these records will be strictly maintained.

## **IMMUNITY AND PENALTY**

Any school district employee required to report who fails to make such report can be subject to criminal penalties including a fine and be required to participate in an educational and training program. In addition, if a person holding a State Board of Education certificate, authorization, or permit is convicted of a felony or fined for being a mandated reporter who fails to report, the state's attorney or assistant state's attorney in the judicial district where the conviction or fine occurred will notify the education commissioner in writing. However, any school employee who, in good faith, makes, or in good faith does not make a report, shall be immune from any civil or



criminal liability. The employee shall have the same immunity with respect to any judicial proceeding that results from such report provided that such person did not perpetrate or cause such abuse or neglect.

Anyone who knowingly makes a false report of child abuse or neglect may be fined up to \$2,000 or imprisoned for not more than one year, or both. If the Commissioner of the DCF or a designee suspects or knows that a school district employee has knowingly made a false report, the identity of such employee shall be disclosed to the appropriate law enforcement agency and to the perpetrator of the alleged abuse or neglect.

No person, at any level of authority within the school district, or from any other agency, may prohibit or interfere with reporting of suspected abuse to DCF. Likewise, the school district shall not discharge, or in any manner discriminate or retaliate against any employee who in good faith makes a report, testifies, or is about to testify in any proceeding involving child abuse or neglect.

In order to clarify current processes for submitting mandated reporting forms, please note the following:

All forms are available on the internal website at:

- <http://sde-cthsi/forms/index.htm> - Mandated Reporting Forms or;
- <http://sde-cthsi/student-services/main-menu.htm> - go to any of the student service
- classifications and link to Mandated Reporting Forms
- FWSN form
- [DCF 136 form](#)
- The Report of Suspected Child Abuse, [DCF 136](#) form, should be submitted to DCF. Any time it is suspected that a student has been subject to abuse or is in need of protection a report must be filed. If a teacher does not feel competent to fill out the paperwork independently, they can ask to have the assistance of support staff. However, it is the ultimate responsibility of the person who has knowledge of the situation to initiate and follow through with the report. A copy should be sent through Interdepartmental Mail to the attention of a Special Education Consultant. Notification will be made to the originator(s) of the forms when they have been processed.

**IF THERE IS ANY DOUBT – MAKE THE REPORT**

**ANONYMITY**

The name of the individual reporting the suspected abuse or neglect shall not be disclosed without his/her written consent except to:

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

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

The name of any school employee who cooperates with a DCF investigation shall be kept confidential upon the request of such employee or upon determination by DCF that disclosure of such information may be detrimental to the safety or interests of the individual. However, the name of such individual shall be disclosed to the persons listed above.

### **SEXUAL ASSAULT AND AWARENESS PROGRAMS**

CTECS' schools are responsible for implementing a sexual abuse and assault awareness program. This includes staff training, resources for parent and student awareness, age appropriate educational materials for students and interventions to assist students. Students may report child sexual abuse or sexual assault to any school employee. The report may be made verbally or in writing. Parents and guardians may also report child sexual abuse or assault to any teacher or building administrator.

### **CONCUSSION EDUCATION AND MANAGEMENT PLAN**

- Each student athlete and a parent or guardian of each student athlete, is required to take an annual concussion training course. The course may be completed either on-line or in person at location specified by the school;
- All students and parents in the district will be offered access to and encouraged to complete the on-line concussion training;
- Following completion of this course, the student and parent/guardian will be asked to sign an informed consent form prior to participation in club, intramural or interscholastic sport activities including try-outs, conditioning, practices and games;
- Certified coaches are required to complete an initial training, annual reviews and refresher courses regarding concussions as specified by law;
- The requirement is that all school staff complete an annual concussion education training;
- Information on concussion prevention, recognition and management are also available from the School Nurse and (where available) the School-Based Health Center (SBHC);
- Posters and other concussion-related educational materials on the recognition and management of concussions will be provided to schools in an effort to educate staff, students, parents and visitors; and
- Parents, students and staff with questions related to concussion recognition and management are encouraged to contact the school nurse, SBHC staff (where available), the school's contracted athletic trainer, their own health care provider or other health care provider in the community.

Please note that:

- Any staff member who suspects that a student may have sustained a concussion must refer the student to the school nurse for evaluation as soon as possible;
- When the school nurse is not available, a school administrator must be notified; and
- An incident report must be completed for all injuries occurring to students on school grounds or during a school-sponsored event, in accordance with district policy and procedure (**CTECS** Policy and Procedure for Incident Reporting).

## **REPORTING SAFETY HAZARDS**

The **Connecticut Technical Education and Career System** school (**CTECS**) is committed to protecting and promoting the health and safety of its employees. **CTECS** operations ensure that safety standards are met and/or exceeded and those employees, students, the environment and the public are protected.

**CTECS** employees are an integral part of the safety program and are able to promote safe practices by identifying safety needs, adhering to safe work practices, and reporting any identified hazards.

## **IDENTIFYING AND REPORTING SUSPECTED SAFETY HAZARDS**

In order to comply with OSHA, the **CTECS** will follow the guidelines below for Identifying and Reporting Suspected Safety Hazards.

- All employees and others on Department of Education worksites are responsible for obeying all safety rules, following safe work practices, wearing personal protective equipment, participating in safety training programs and informing supervisors of any unsafe work conditions;
- Employees, students and contractors who knowingly violate safety rules and safe work practices may face disciplinary action, dismissal and/or legal action; and
- The **CTECS** does not expect any employees or students to work in any situation that could cause immediate threat of harm. In the case where employees or students are placed in a situation they suspect could lead to injury, they should follow the procedures below.

## **PROCEDURES TO FOLLOW IF YOU FEEL THERE IS IMMINENT DANGER**

- Ensure the students are safe from the suspected source of the danger;
- Report the situation to your supervisor explaining why you feel there is a danger;
- The supervisor and you will immediately investigate the situation and promptly rectify the problem by removing it and/or modifying it to everyone's satisfaction; and
- If for any reason the situation cannot be rectified or resolved, the health and safety consultant will be contacted.

## **PROCEDURES TO FOLLOW IF YOU DISCOVER UNSAFE CONDITIONS**

- Ensure the students are safe from the suspected source of the hazard;
- If practical, have the power source locked-out or tagged-out;

- Report the situation to your supervisor explaining why you feel there is a danger;
- The supervisor and you will immediately investigate the situation and promptly;
- Rectify the problem by removing it and/or modifying it to everyone's satisfaction; and
- If for any reason the situation cannot be rectified or resolved, the safety consultant will be contacted.

## **ACCIDENTS/MEDICAL INCIDENT REPORTING**

During school hours, the school nurse is on duty to assess and treat student injuries and illnesses. Safety precautions must be observed at all times to prevent serious injury. All accidents and emergencies are to be reported to the school nurse, including minor cuts and bruises.

### **STUDENT INJURIES OCCURRING ON SCHOOL GROUNDS DURING REGULAR SCHOOL HOURS**

A student sustaining an injury on school grounds, during regular school hours must be evaluated by the school nurse as soon as possible after the accident or injury. A student who is asked to see the nurse may not refuse to comply. When responding to a student injury, staff are required to practice Standard Precautions (for more information see the **CTECS** Exposure Control Plan). Students who have sustained a major trauma, have had a loss of consciousness, or are suspected to have a severe injury must not be moved. In this instance, the school nurse and an administrator must be called to the scene of the injury.

Students who sustain a blow to the head or who are involved in a physical altercation must always be evaluated by the school nurse even when there is no apparent injury.

### **STUDENT INJURIES OCCURRING OFF SCHOOL GROUNDS DURING A SCHOOL-SPONSORED ACTIVITY**

In the event of a minor injury occurring off campus, during a school-sponsored activity such as a field trip, production job, or athletic event, staff will assist the student self-care and treatment of the injury or defer care to an athletic trainer when available. First Aid Kits are located on all **CTECS** Blue Busses. If an injury requires more than self-care, but is not life threatening, the instructor may dismiss the student to the care of a parent or legal guardian after notifying an administrator. Injured students are not to be driven back to school solely for treatment by the school nurse.

For more serious injuries, the instructor or coach will remain with the student and activate EMS (911) immediately. The instructor or coach will then call the student's identified emergency contact, an administrator and the school nurse.

## **INCIDENT REPORTING**

All major incidents occurring on school grounds or during a school-sponsored event are to be verbally reported to an administrator and a school nurse as soon as possible. A written incident report must be completed for all student and visitor accidents and injuries, occurring on school grounds, during athletic events, field trips or production jobs. The responsible instructor or coach must submit the incident report to the school nurse within 24 hours of the incident or on the next scheduled school day, if the incident occurs immediately before a weekend, holiday or vacation. The school nurse will then submit a copy of the original report along with the SNAP Nursing Accident Report to an administrator.

Accidents with state vehicles must be reported to the office immediately. Accident report forms are in the glove compartment of all state vehicles.

## **STAFF INJURIES**

All staff injuries occurring on school grounds or during a school-sponsored activity must be reported immediately to the employee's immediate supervisor, and/or the principal. In emergency situations, or situations requiring immediate first aid, the school nurse should be contacted. If the school nurse, or an administrator, determines that the situation is urgent or emergent, EMS will be activated, and the employee's immediate supervisor notified. Staff injured on school grounds or during a school-sponsored activity when there is no school nurse available should proceed as described below:

## **WORKERS' COMPENSATION**

Anyone injured on the job **MUST** notify their direct supervisor immediately. The supervisor must notify an administrator and the business manager immediately.

The Supervisor fills out First Report of Injury and Supervisor's Accident Investigation Report with injured worker. The supervisor is responsible for reporting the injury to Gallagher Bassett Services, Inc. via toll free number (1-800-828-2717). Supervisor will provide injured worker with: Use of Accruals, Filing Status, Concurrent Employment & Third Party and Work Status forms. Supervisor must forward claim reporting forms to DAS Centralized Workers' Compensation Unit within 24 hours via fax number 860-730-8316 or [DAS\\_RFaxWCGG@CT.GOV](mailto:DAS_RFaxWCGG@CT.GOV).

Please note that each employee **MUST** receive INITIAL as well as ONGOING medical treatment from a member of the Workers' Compensation provider network in order to avoid denial or suspension of benefits.

The current State of Connecticut Workers' Compensation PPO Network directory can be found at <http://ct.primehealthservices.com>.

## **DUAL EMPLOYMENT AND OUTSIDE EMPLOYMENT PROCEDURES**

The Bureau of Human Resources maintains procedures for Outside Employment, Dual Employment within the agency and Dual Employment involving more than one agency. There are specific forms for these activities that must be completed and approved by Human Resources prior to accepting a second position. For the most up-to-date information/forms, contact the Business Office.

## **CHANGE OF ADDRESS/CHANGE OF NAME**

Staff members are to notify the business office and certification office in Hartford immediately of a legal name change and any change of address or telephone number.

Bureau of Educator Standards and Certification  
Connecticut State Department of Education  
P. O. Box 150471  
Hartford, Connecticut 06115-0471  
Telephone: (860) 713-6969  
(Between the hours of Noon and 4:00 p.m. on Monday, Tuesday, Thursdays and Fridays)  
Fax: (860) 713-7017

## **ELECTRONIC COMMUNICATION**

### **E-MAIL PROTOCOLS**

All staff and faculty members receive a CTECS e-mail address at time of hire. Employees should check their e-mail on a regular basis, and when appropriate, should leave an e-mail reply message when they will be out of the office for any length of time.

Faculty and staff are provided with email accounts to enable them to communicate in their official capacity with students, staff, parents, and other members of the school community. As with all forms of communication, e-mail communications are expected to be professional in tone and content. Please remember that e-mails may be subject to public disclosure pursuant to the Freedom of Information Act. Faculty and staff are prohibited from sending mass electronic messages to groups within the school community (e.g. all faculty or all users) without the prior approval of an administrator.

It is CTECS expectation that all employees create and add a professional, consistent e-mail signature to the bottom of their work e-mails. Any photographs or images that are attached to your signature must be appropriate for the business environment and your role as a representative of CTECS. Follow the instructions on employee intranet, under Communications for a step-by-step guide to setting up your email signature.

### **SHARING OF STUDENT INFORMATION ACROSS E-MAIL**

We have started to routinely collect parent/guardian e-mail addresses - as well as cell phone numbers - as part of the student's educational record, and parents and staff now expect to communicate electronically. Electronic response is encouraged because it is much more efficient and we are providing you with the following guidance.

Please be advised that under FERPA and/or current CSDE Agency Policies, the following student information can be shared across e-mail with members of the school administration, teachers and other CSDE staff who have a legitimate educational interest in receiving such information (they need the information to do their job):

- Name
- District ID#
- State ID#
- Address
- School
- Courses/Credits
- Grades
- Attendance/Disciplinary
- Participation in Activities/Location
- Reduced Lunch Program Status
- Age
- Gender
- Ethnicity
- Special Education/disabilities

All the above information can be e-mailed to administration, teachers, CSDE staff who have legitimate educational interest and parents. Any audience outside of the ones mentioned should be discussed. This is not public information and cannot be distributed to the general public.

In addition, student/parent information (names, school, e-mail/telephone numbers, etc.) can be stored on outside contractors' servers for use for electronic message systems, which alert in case of delays/closings/emergencies if there is a proper confidentiality agreement in place.

## **SHARING OF STAFF/TEACHER INFORMATION ACROSS E-MAIL**

The following staff/teacher information can be shared across e-mail with members of the school administration, teachers, CSDE staff or general public:

- Certification status
- Address
- Salary
- Years of Experience
- Teaching Schedule
- NCLB/Highly Qualified Status

All this information is public information and can be shared. Basically, only the Social Security Number (SSN) and evaluation materials cannot be shared. Teacher Certification, by Statute, has an exemption on the use of SSN. With other systems, you need to exhibit your best judgment in keeping the data secure until a replacement system or alternate identifier is deployed. Data collections such as the ED-163 Certified Staff File use only the last four numbers of SSN. Any files containing sensitive data such as SSN need to be stored on the network in secure folders with access to only staff that needs to know. Data of this type should not be stored on a computer hard drive or laptop. This would be in violation of department and state policies unless the proper approvals from the Commissioner are obtained.

Applications such as the ED-163 that collect sensitive data need to run over a secure session.

## **STATE OF CONNECTICUT ACCEPTABLE USE OF STATE SYSTEMS POLICY**

### **PURPOSE**

The purpose of this document is to provide common standards for the use of State of Connecticut Executive Branch electronic communications, including, but not limited to, electronic mail systems (E-mail), the Internet, computers, laptops and related technologies and equipment (herein referred to as "State systems").

The intent of this policy is to provide information concerning the appropriate and inappropriate use of State systems. Examples are included in order to assist readers with the intent of specific sections of this policy. However, the examples contained within this policy do not exhaust all possible uses or misuses.

### **DEFINITIONS**

**E-mail or electronic mail** refers to the electronic transfer of information typically in the form of electronic messages, memoranda, and attached documents from a sending party to one or more receiving parties via an intermediate telecommunications system. E-mail is the means of sending messages between computers using a computer network. E-mail services, as defined by this policy, refer to the use of state-provided electronic mail systems.

**Internet** refers to a "worldwide system of computer networks - a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). The world-wide web is the most widely used part of the Internet, (often abbreviated "www" or called "the Web").

**Intranet** refers to an internal network or website within an organization. The main purpose of an intranet is to share company information and computing resources among employees.

**CTNET refers** to the equipment and services which provide State of Connecticut agencies, affiliates, and authorized users with electronic access to, including, but not limited to, the Internet and e-mail.

## **SCOPE OF POLICY**

This policy covers all State of Connecticut Executive Branch agencies and employees whether permanent or non-permanent, full or part-time, and all consultants or contracted individuals retained by an Executive Branch agency using State of Connecticut systems (herein referred to as "users"). DOIT: Acceptable Use - May 2006 Page 2 of 4.

This policy does not apply to the Judicial or Legislative Branches of government. However, these branches may consider adopting any or all parts of this policy for use within their own branches.

## **AUTHORITY**

In accordance with C.G.S. 4d-2 (c) (I), the Chief Information Officer of DOIT is responsible for developing and implementing policies pertaining to information and telecommunication systems for state agencies.

## **AGENCY RESPONSIBILITY**

Executive Branch agencies are responsible for providing all users with a copy of this policy, obtaining a signed acknowledgment of receipt from each user, and keeping a copy of the signed acknowledgement on file.

Agencies may establish additional restrictions regarding the use of State systems within their local environments. Should conflict exist between this policy and an agency policy, the more restrictive policy would take precedence.

Distribution of software within or between State agencies may be subject to more restrictive agency computer use policies. When in doubt, users are urged to inquire about all applicable restrictions.

The Director of Human Resources (or person serving in this capacity) within each State agency is responsible for addressing individual employee questions concerning this policy and the appropriate use of State systems.

The Office of Labor Relations and the Chief Information Officer of DOIT will serve as consultants to agencies in this regard.

## **OWNERSHIP OF MESSAGES, DATA AND DOCUMENTS**

State systems and all information contained therein are State property. Information created, sent, received, accessed or stored using these systems is the property of the State.



## **NO PRESUMPTION OF PRIVACY**

All activities involving the use of State systems are not personal or private; therefore, users should have no expectation of privacy in the use of these resources. Information stored, created, sent or received via State systems is potentially accessible under the Freedom of Information Act. Pursuant to Public Act 98-142 and the State of Connecticut's "Electronic Monitoring Notice" the State reserves the right to monitor and/or log all activities without notice. This includes but is not limited to correspondence via e-mail and facsimile.

If parents request all information and records regarding their child then a copy is made of the entire student's file including:

- All report cards and progress reports;
- All disciplinary notices, suspension letters, referrals, incident reports, witness statements, investigation reports, and any other documents related to discipline;
- Attendance data;
- All documentation of any meetings held regarding discipline of this student;
- All correspondence retained between the parent and the school officials regarding discipline;
- All correspondence, including electronic, written between school personnel regarding discipline of this student;
- Logs/notes of all phone calls made by school personnel to the parent regarding discipline of this student; and
- Logs notes of meetings with support staff, administrators and faculty.

In addition to the above, we do the following:

- Current staff is asked to search their e-mail files using the student's name and print out everything they find;
- If staff have been transferred then we ask HR for access to e-mail at new site;
- Any info identifying other students is redacted; and
- After the package is complete, count the number of pages because we can charge per page if we wish.

Inform the requestor ASAP that you are preparing the above documents.

## **USER RESPONSIBILITIES**

As a user, it is important to identify yourself clearly and accurately in all electronic communications. Concealing or misrepresenting your name or affiliation is a serious abuse. Using identifiers of other individuals as your own constitutes fraud. This includes but is not limited to using a computer Logon ID other than the individual User ID authorized. Individuals may not provide their passwords or Logon IDs to others.

Users should also be mindful that the network is a shared resource and be aware of the impact of their activities on other users. For example, a user with a need to frequently move large files across CTNET should consider scheduling this to occur during off hours so as not to degrade network performance. DOIT: Acceptable Use - May 2006 Page 3 of 4.

## USAGE OF STATE SYSTEMS

State systems are provided at State expense and are to be used solely to conduct State of Connecticut business. This means system usage is in conformance with federal and state laws, agency policies and procedures, and collective bargaining agreements.

System usage must be in accordance with each user's job duties and responsibilities as they relate to the user's position with the State of Connecticut at the time of usage. Users who are dually employed must keep in mind the responsibilities of each specific position while engaged in activities involving State systems. Activities must reflect the position duties the employee is performing at the time of State system usage.

## EXAMPLES OF ACCEPTABLE USE OF STATE SYSTEMS

Examples of acceptable use of State systems include job-related activities involving any of the State systems and in accordance with the above criteria. The following items are examples of acceptable activities:

**E-mail:** sending and receiving correspondence for job-related purposes; communicating with local governments, vendors, other state agencies and/or employees, etc., on work-related issues; collaborating with other organizations, states, and the federal government about initiatives and projects of interest to Connecticut. Note: E-mail messages are considered public records and are, therefore, legally discoverable and subject to record retention policies. See "Additional Resources" below.

**Internet:** researching state and federal legislation and regulations as they pertain to the user's State position; obtaining information useful to users in their official capacity;

## MISUSE OF STATE SYSTEMS

State systems are provided at State expense and are to be used solely to conduct State of Connecticut business. Unacceptable system usage is generally defined as any activity NOT in conformance with the purpose, goals, and mission of the agency. Additionally, activities that are NOT in accordance with each user's job duties and responsibilities as they relate to the user's position within State service are also unacceptable.

Any usage in which acceptable use is questionable must be avoided. When in doubt, seek policy clarification from your agency Director of Human Resources (or person serving in this capacity) prior to pursuing the activity.

## EXAMPLES OF UNACCEPTABLE USE OF STATE SYSTEMS

Any and all personal activities involving any of the State systems. The following items are examples of prohibited activities; however, users are reminded prohibited activities are not limited to these examples:

### E-MAIL:

- Creating or forwarding jokes, chain messages, or any other non-work related messages;
- Checking and/or responding to personal e-mail via another (second party) e-mail system such as Yahoo! or Hotmail;
- Sending or forwarding messages referring to political causes or activities;

- Communicating union information messages concerning participation in sports pools, baby pools or other sorts of gambling activities;
- Religious activities;
- Stock quotes;
- Distribution groups or "list-serves" for non-work related purposes; or
- Solicitations or advertisements for non-work related purposes.

#### **INTERNET:**

- Pirating software;
- Stealing passwords;
- Hacking other machines on the Internet;
- Participating in the viewing or exchange of pornography or obscene materials;
- Engaging in other illegal or inappropriate activities using the Internet;
- Personal job searches;
- Shopping on-line for non-work related items;
- Checking/viewing stocks or conducting any personal financial planning activities;
- (DOIT: Acceptable Use - May 2006 Page 4 of 4);
- Use of a personal Internet account using state systems is strictly prohibited;
- Usage of CTNET for illegal or inappropriate purposes is prohibited. Illegal activities are violations of local, state, and/or federal laws and regulations (please see Connecticut General Statutes, 853a-25 1). Inappropriate uses are violations of the appropriate use of State systems, as defined in this document; failure to identify the author(s) of information accessed and obtained through CTNET (i.e., that which is subject to copyright laws, trademarks, etc.);
- Connecting personally owned hardware or installing and/or using non- State licensed software. State policy on downloading software is included in Connecticut Software Management Policy;
- Unauthorized access to any computer system, application or service;
- Activities for private or commercial purposes, such as business transactions between individuals and/or commercial organizations;
- Usage that interferes with or disrupts network users, services, or computers. Disruptions include, but are not limited to, distribution of unsolicited advertising, and deliberate propagation of computer viruses; or
- Activities where users engage in acts that are deliberately wasteful of computing resources or which unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, broadcasting unsolicited mailings or other messages, creating unnecessary output or printing, or creating unnecessary network traffic.

#### **CTECS SYSTEM WEBSITE**

The Connecticut Technical Education and Career System school (**CTECS**) website was established to provide:

- Timely, supportive and educational information to students, staff and community; and

- Easy access to a wide variety of educational resources including multimedia, which directly supports student achievement, professional development, and organizational effectiveness.

## PRIVACY STANDARDS

- **Connecticut Technical Education and Career System** school web pages may display a student's name unless a **DENIAL OF PERMISSION TO RELEASE DIRECTORY INFORMATION** form is on file for that student;
- **Connecticut Technical Education and Career System** school web pages may only display a student's photographic or video images when the parent/guardian has granted permission by filling out and signing the official release form of the **CTECS**;
- Confidential information about students including home address, telephone number, e-mail address or grades are not permitted on any web page; and
- These privacy standards only apply to pages on the **CTECS** website. They do not apply to websites that are linked off of the **CTECS** website.

## CONTENT STANDARDS

- The content of the system website and school websites must support and promote the mission of the **Connecticut Technical Education and Career System** school;
- All published content must comply with all state, federal, and international laws concerning copyright, intellectual property rights, and legal uses of network computers;
- Neither staff nor students may publish personal websites on the system website;
- Teachers may only maintain instructional pages. There cannot be any links to websites that are marketing products or endorsing products or services. Confidential information about students including home address, telephone number, e-mail address or grades cannot be published on these pages;
- Published content must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials; and
- Published content cannot be used for personal or financial gain.

## TEACHER WEB PAGES

Teachers may establish web pages for use with class activities. Teachers will be responsible for maintaining their class or educational resource sites. Teacher web pages will be developed in such a manner as to reflect well upon the district and school.

## APPROPRIATE USE OF FACEBOOK, TWITTER, INSTAGRAM, AND OTHER WEB-BASED COMMUNICATION AND SOCIAL NETWORKS

### SOCIAL MEDIA GUIDELINES

CTECS social media guidelines relate to the use of social media networking sites on behalf of a CTECS school or program, and for personal use. The guidelines outline the protocol for opening a social media account on behalf of CTECS; employee prohibitions and responsibilities as an account administrator; employee rights; warnings and notices; communication with students through social media; and privacy when utilizing a CTECS network or device.

CTECS employees who seek to use social media sites or application as educational tools or for extracurricular activities and programs must first:

1. Obtain prior written permission from a supervisor;
2. Complete the State of Connecticut Department of Administrative Services (DAS)/BEST Social Media Authorization Form and forward it to the CTECS Director of Communications;
3. Read and be familiar with DAS/BEST social media policy; and
4. Complete CTECS' social media awareness training.

For complete guidelines, policies, and to download a Social Media Authorization Form, please visit the employee intranet page under Communications.

## **STAFF TO STAFF**

Private/home use of web-based communication and social networks with personal computers (non-state issued) are appropriate among staff members as long as FERPA requirements regarding student information are met. FERPA requirements are applicable to web-based communication in the same manner as they are applicable to verbal and written communication. This means that any communication involving students or student records is confidential and private and for the use of the intended recipient only. If communication is web-based the confidentiality and privacy that is required by FERPA is compromised, therefore, any dissemination, distribution or copying of the communication is strictly prohibited.

## **STAFF TO STUDENT AND STUDENT TO STAFF**

Use of web-based communication between staff and students with personal computers is appropriate if the content is related to classroom and technology instruction including repetition of classroom presentations or clarification of specific questions. Professional boundaries must be maintained and the student/teacher relationship must not be compromised via access to these sites, therefore, personal comments or opinions are not appropriate by either party, nor are the use of endearments or criticism beyond the scope of the instructional dialogue.

## **STUDENT TO STUDENT**

Use of web-based communication with personal computers is appropriate between or among students as long as it is not a violation of the publicized policy of the school, conduct that is seriously disruptive to the educational process or conduct that endangers persons or property. Behavior that is considered misconduct on or off campus or at a school-sponsored event as set forth in the **CTECS** Discipline Policy and further described in the Student Handbook is also considered misconduct if it is expressed through web-based communication.

## **USE OF CELL PHONES OR OTHER ELECTRONIC DEVICES**

Electronic devices have become an integral part of the educational process. As a technical school, the **CTECS** encourages their appropriate use in the classroom or other school settings, but may restrict the possession or use of such devices in order to promote learning and positive school climate. Faculty and staff should be familiar with the rules regarding student use of cell phones and other devices that are outlined in the Student/Parent Handbook. The general rule is that the use of personal devices must not disrupt the classroom, create a safety risk or harm others. Teachers have the authority to restrict student use of personal devices in the classroom in order to promote a positive learning environment. In addition, teachers are expected to model the appropriate use of cell phones and other personal devices when supervising students in the

learning environment. Teachers may use cell phones during non-instructional time, but not in the presence of students, except in case of an emergency, field trip, or on production work.

## **CREDENTIALS**

### **CERTIFICATION REQUIREMENTS**

By State Law, Connecticut Teaching Certification is a statutory condition of employment. Certification is the responsibility of the individual. As part of this responsibility, each faculty member must ensure that the Bureau of Certification at the Connecticut State Department of Education has up-to-date contact information (see page 35). When receiving a new or reissued certificate, you must submit a copy to the school principal.

#### **Connecticut General Statutes, Section 10-145, states in part:**

No teacher, supervisor, administrator, special services staff member or school superintendent shall be employed in any of the schools or local or regional board of education unless such person possesses an appropriate state certificate, nor shall any such person be entitled to any salary unless such person can produce such certificate dated previous to or the first day of employment.

Technology Instructors must also hold a current Trade License as well as certification.

It is your responsibility to keep your certification and trade licensure current. If you allow your certificate or license to lapse, there will be no alternative but to relieve you of your duties as a full-time teacher and to discontinue your salary. This does not preclude you from applying for work as a substitute at your current school or any other school in the Connecticut Technical High School System.

If you choose to work as a substitute until you reacquire certification or licensure, you will be paid at the current substitute rate of pay. It also means you lose entitlement to health insurance and other benefits and will result in forfeiture of salary during the summer. When you reacquire your certification, there will be no retroactive salary adjustment, even if you are subsequently re-certified with a retroactive date on your certificate. This applies even if you substitute in your old job.

**If you lose your certification and/or trade license, you must notify your principal and CTECS central office fiscal bureau immediately. All faculty have an affirmative obligation to notify the school principal and CTECS' central office fiscal bureau when your certification and/or trade license lapses or is revoked, suspended, put on probation or changed to something other than an active status.**

### **DEPARTMENT HEAD CERTIFICATION REQUIREMENTS**

Any CTECS teacher serving as a department head must hold a department head endorsement (#110) or one of the following appropriate administrative certificates: department chairperson (#105), or intermediate administrator or supervisor (#092).

**ACADEMIC DEPARTMENT HEAD** – For the following subjects: English, social studies, physical education, health, world languages, reading, art, music, TESOL, mathematics, and science:

- Certified in one of the academic subjects; and
- Has completed 30 semester hours of credit beyond the bachelor's degree or a master's degree, including six semester hours of graduate credit in instructional supervision and school administration, six semester hours of graduate credit in curriculum development, and six semester hours of graduate credit in one or

more academic subjects, other than the subject(s) for which the applicant holds a certification endorsement.

**TRADE TECHNOLOGY DEPARTMENT HEAD:** (includes health technology):

- Certified in the trade subject covered by the department head endorsement; and
- Has completed 30 semester hours of credit in professional education, including three semester hours of credit in instructional supervision and administration, and three semester hours of credit in curriculum development.

**SPECIAL EDUCATION DEPARTMENT HEAD:**

- Certified in comprehensive special education; and
- Has completed 30 semester hours of credit beyond the bachelor's degree or a master's degree, including six semester hours of graduate credit in instructional supervision and school administration, six semester hours of graduate credit in curriculum development, and six semester hours of graduate credit in special education.

**GUIDANCE AND COUNSELING DEPARTMENT HEAD:**

- Certified as a school counselor; and
- Has completed a master's degree, including six semester hours of graduate credit in instructional supervision and school administration, six semester hours of graduate credit in curriculum development, and six semester hours of graduate credit in school counseling.

**FYI** – Special education teachers, school counselors, and school library-media specialists who meet the requirements for the department head endorsement and have three years of successful experience under their respective endorsement, should apply for the department chairperson endorsement (#105) instead of the #110. The experience requirement is the only difference between the two endorsements.

Academic department heads who have three years of successful teaching experience would need to meet the following requirements to apply for the #105 endorsement:

- Certified in an academic subject; and
- Has completed 30 semester hours of credit beyond the bachelor's degree or a master's degree, including six semester hours of graduate credit in instructional supervision and school administration, six semester hours of graduate credit in curriculum development, and six semester hours of graduate credit in the academic subject for which the applicant holds a certification endorsement.

## **LICENSE RENEWALS**

### **SCHOOL NURSES**

In compliance with the state's collective bargaining agreement with the New England Health Care Employees Union, we are obligated to reimburse school nurses for the cost of their nursing license renewal.

The employee can request for full reimbursement of license fees by submitting a CO-17XP-PR (available in the Forms Center at <http://sde-cthsj/> - State Comptroller forms) to their business office along with a copy of the renewed license and a copy of the canceled check.

The school business manager will forward the package to Kisha Richardson for approval. Reimbursement will be included in the employee's payroll check.

## TRADE LICENSES

The **Connecticut Technical Education and Career System** school Home Office will continue to assist the trade instructors with renewal of the occupational trade licenses listed below:

- Heating and Cooling
- Electrical
- Plumbing
- Hairdressing

The construction trade licenses are administered by the Connecticut State Department of Consumer Protection (DCP), Occupational Licensing Division while the hairdressing licenses are administered by the Connecticut State Department of Public Health (DPH).

## REIMBURSEMENT OF HAIRDRESSING LICENSES

Due to the varying expiration dates for hairdressing licenses, these instructors should renew their licenses directly with DPH and apply for reimbursement through their school business office. The employee must complete a CO-17XP-PR which is available in the Forms Center at <http://sde-cthsj/> - State Comptroller forms.

The CO-17XP-PR along with a copy of the renewed license and a copy of the canceled check should be sent to your school business manager. The school business manager will forward the package to Lillian Rivera-Hicks for final processing through payroll. Reimbursement will be included in the employee's payroll check.

## REIMBURSEMENT OF TRADE LICENSES (OTHER THAN HAIRDRESSING)

Trade instructors may continue to renew their licenses directly with DCP and apply for reimbursement through their school business office. This process will allow trade instructors to receive their trade license renewals as quickly as possible. Once the employee receives the renewal form at home, the employee can submit the form with payment directly to the Department of Consumer Protection or Department of Public Health. The employee can then process for full reimbursement of license fees by submitting a CO-17XP-PR (available in the Forms Center at <http://sde-cthsj/> - State Comptroller forms) to their business office along with a copy of the renewed license and a copy of the canceled check.

The CO-17XP-PR along with a copy of the renewed license and a copy of the canceled check should be sent to your school business manager. The school business manager will forward the package to Lillian Rivera-Hicks for final processing through payroll. Reimbursement will be included in the employee's payroll check.

If employees wish to continue to submit their licenses for renewal through the **CTECS** Central Office, they may do so. Instructors must sign the license renewals, answer any questions and submit them to the school business office where they will be checked for accuracy and



appropriateness. The school business manager will then forward all renewal forms along with the renewal log (see attached) to Kisha Richardson at Central Office.

The **CTECS** Central Office will transmit all renewal forms to the Department of Consumer Protection for processing. The Department of Consumer Protection will then forward renewed trade licenses to the instructors' home addresses.

The schedule for fiscal year 2021-2022 occupational licenses processing to the **CTECS** Central Office and subsequent to the Department of Consumer Protection is as follows:

<u>Type of License</u>	<u>License Expiration Date</u>	<u>Submission to CTECS C/O</u>	<u>Transmission to DCP</u>
Heating and Cooling	08/31/2021	(ASAP)	(ASAP)
Electrical	09/30/2021	(ASAP)	(ASAP)
Plumbing	10/31/2021	10/09/2021	10/11/2021

Please adhere to this schedule as late license renewal submissions are subject to a penalty fee from Consumer Protection.

The Department of Consumer Protection is responsible for mailing out and processing employees' trade license renewals. Any questions or concerns in this regard may be directed to DCP at (860) 713-6000, or you may access their website <https://portal.ct.gov/DCP>.

Please note that the district will no longer reimburse employees for the Fire Protection license as it is not supported by the curriculum and is not required for the plumbing and heating trade.

## **TRANSPORTATION LICENSE REQUIREMENTS**

Employees who drive for CTECS fall within two types of requirements:

- Class "D" license with "A" endorsement is required for Seven (7) Passenger School Transportation Vehicle (van); and
- CDL – Class "C" with "P&A" endorsement is required for a Twenty-Four (24) Passenger School Transportation Vehicle (bus) GVW under 26,000 lbs.

**All instructors who teach a trade that participates in production work are required to possess a CDL license.** For such instructors, obtaining and maintaining a commercial driver's license (CDL) is an essential function of the job. Anyone who wishes to apply for a commercial driver's license (CDL) may do so directly with any Department of Motor Vehicles office.

All CTECS drivers are required to submit to mandatory, random drug and/ or alcohol testing. **Please be advised that use of cannabis or cannabis-derived products may result in the failure of mandatory drug and alcohol testing.** Details on this process and consequences of test failure can be obtained through your immediate supervisor and/ or Human Resources. Drivers are required to immediately report a positive alcohol and/or drug test result under the CDL testing program to their principal and/or Human Resources. Drivers are also required to report the suspension or loss of their CDL as soon as possible to their principal and/or Human Resources, but definitely prior to performing safety sensitive work duties.

CTECS drivers must report any changes to their driver's license credentials (for example, license suspension, loss or addition of endorsement) to the building principal and transportation consultant.

## **TEACHING AND LEARNING**

### **SCHOOL YEAR**

The student school year is in operation a minimum of 182 days of the year. The school day for students is approximately six and one-half (6-1/2) hours long. The school year for staff may not exceed 188 days. New staff members are required to attend a three-day orientation period. The School Calendar is published annually in the spring for the following year.

### **LESSON PLANS**

The Lesson Plan template has been designed for use during the school year for both trade/technology and academic content areas available on website. If a school desires to adapt the format to better meet their individual school needs, the same categories must be included in the design, as follows:

- Essential questions and big ideas for lesson plan development;
- Learning objectives;
- Reference to curriculum goal(s) and corresponding learner outcomes;
- Schema Activator (activity designed to stimulate the student's interest and independent thinking about the learning topic; activates prior knowledge);
- Activities;
- Assessment;
- Closure; and
- Reflections based on student performance; necessary changes/modifications for future use.

Furthermore, the use of any modified lesson plan template must be reviewed by the school principal and have received prior approval from the Assistant Superintendent of Teaching and Learning before use by the teachers.

### **FACULTY ASSISTANCE TO STUDENTS**

All instructors are expected to utilize their non-assigned time between school dismissal and the end of the workday to provide assistance to those students scheduling appointments for extra help.

### **GRADE WEIGHTING FOR CLASS RANK**

Ranking of students attending a **Connecticut Technical Education and Career System** school is the process of determining the relative academic standing of students within a class. Class rank is cumulative and is computed yearly using the database stored in the PowerSchool Management System. **The Connecticut Technical Education and Career System** school weights Advanced Placement (AP) courses when calculating class rank by multiplying the AP course grade by a factor of 1.3. Honor courses are weighed by a factor of 1.15.

### **HOMEWORK POLICY**

Homework assignments are to be considered an integral part of the instructional program and a legitimate demand on the time of the individual student. Homework or home study assignments shall have grade value and shall complement the lesson that is given in the classroom. Homework is a learning activity, which should increase in complexity with the

maturity of the student. The complete policy can be found on the internal website. Homework cannot be more than 10 per cent of the quarterly grade.

## **MAKE-UP WORK**

Students who have been absent from school should complete missed work as soon as possible. Students will be allowed to make up work missed as a result of any absences from class. Generally, for each day's absence, two days may be allowed for make-up work. In the case of pre-announced tests or major assignments, it is the teacher's prerogative to determine an acceptable make-up day. The responsibility of initiating make-up work rests with the student.

## **INCOMPLETE GRADES**

A grade of Incomplete (IN) will be given when a student has an extended absence or an absence near the end of the marking period with the approval of the Principal or his/her designee. Make-up work should be started immediately to secure credit for the marking period.

## **SUBSTITUTE FOLDERS**

Instructors are provided substitute guidelines every year on the first day of school, along with current notification procedures for reporting illness. Please refer to and follow the guidelines and procedures. Each instructor must have a substitute folder on or in their desk.

These folders must contain:

- Lesson plan with assignments for the day, including applicable textbook;
- Up-to-date seating charts and class list or grade book;
- Disciplinary removal form(s);
- Corridor passes/sign out sheet;
- Nurse's passes;
- Fire drill reporting form;
- Bell schedule;
- Class schedule for the day, including duties;
- School attendance report forms;
- Emergency plan;
- Student emergency care plan(s); and
- Location of standard precaution kit.

Substitutes should be instructed by administrators about procedures and responsibilities.

A substitute should not leave the classroom or shop area. In some cases, something needs to be delivered to the main office such as a customer production work order. If paperwork is required in the main office it is advisable to do one of the following:

1. Complete the paperwork electronically;
2. Ask the customer to bring the paperwork to the office;
3. Leave paperwork at the office on the way to lunch;
4. Send a student to the office with the paperwork; or
5. Send a student with the customer and paperwork to the office.

## INTERIM REPORTS

Each school must ensure that no later than at mid-quarter failures and potential failures for the school year are reviewed and appropriate interventions take place.

Teachers and administrators will:

- Meet with the department heads to determine their role;
- Meet with the teachers to identify specific classroom interventions;
- Insure that the teacher is in communication with the parent in addition to the mid-marking period warning notice;
- Have the student's counselor arrange for a parent/faculty/student meeting if necessary (especially for those students in danger of failing more than one subject);
- Insure that parents are aware of their child's progress;
- Insure that the student's counselor has met with the student to discuss the seriousness of the situation;
- Require student participation in your after-school program until deficiencies are met;
- Develop a plan with the lab teachers in conjunction with the classroom teacher to insure that the appropriate interventions/remediation's are provided;
- Refer the student to the SAT if warranted; and
- Insure that documentation of interventions are maintained in the student's guidance file.

All schools have "The Pre-Referral Intervention Manual" which will list for you a host of recommendations to address the most common learning and behavior problems encountered in the educational environment.

## LANGUAGE ARTS LAB/MATH LABS

The Language Arts/Math Labs and Labs provide targeted instruction to students through the implementation of ***Differentiated Instruction Strategies*** and ***SRBI (Scientific Research Based Intervention)*** practices. All ninth and tenth grade students receive additional instructional time in these key content areas when they are in their trade/technology cycle.

The lab instructional model supports:

- Differentiation of instruction for all learners; including students performing above and below grade level expectations and English learners (ELs);
- Student-focused interventions—Learning Strategies—designed to provide the skills students need to access the content;
- Common assessments of all students, that enable teachers to monitor academic progress and identify those who are experiencing difficulty early; and
- Language transition support services for English Language Learners by continued monitoring of their language needs and modified as the student's proficiency in the second language grows.

## STUDY HALL

Students may be allowed to leave study hall periods to work with instructors with non-teaching periods for individual help, make-up work, or committee work. Students should obtain a pass

from the instructor to be visited and present it to the study hall instructor. Students are not permitted to go to the shop area unless the pass is issued by the shop instructor and signed by the administrator responsible for supervising that particular shop.

## HONOR ROLL

In an effort to recognize outstanding scholarship, the school publishes an honor roll at the close of each marking period. Students receiving an overall average of 80 or better, with no grade below 70 during the marking period, are listed on the honor roll. The list is published on school bulletin boards and in area newspapers. In addition, letters of commendation are sent home to the parents of each student whose name appears on the honor roll.

## FIELD TRIPS

School trips are considered a part of the educational program in the **Connecticut Technical Education and Career System** schools. School trips are valuable educational activities which enhance learning and support the educational program. Every effort shall be made to ensure optimal learning by students on a school trip.

Clubs are not eligible for field trips during the school day. School field trips should not be used as an award incentive. The only grade-level field trip that may be approved is the senior class trip. Personal vehicles are never to be used for field trips.

The complete School Field Trip Policy can be found on the internal website.

## PPT MEMBER PROTECTION

No planning and placement team member who discusses or makes recommendations concerning the provision of special education and related services for a child during a PPT meeting for such child will be disciplined or otherwise punished for discussing or making such recommendations.

## **OTHER TEACHER RESPONSIBILITIES**

### **STUDENT RECORDS**

Staff is advised that no student record can be destroyed without written authorization through our Central Office on 39 Woodland St. in Hartford.

Each **Connecticut Technical Education and Career System** school maintains student records that include a listing of subjects taken, levels of achievement, attendance, and other data including standardized test scores. School records also include health data, honors and awards received, and directory information such as: i.e. name, parent's name, address, birth date and any information recorded in any way that is directly related to a student and which is maintained by the school. Parents of students and eligible students may, upon request, inspect and review the student's records. Parents or eligible students must submit to the school principal or designee a written request that identifies as accurately as possible the record or records for which the request for inspection and review is submitted. An authorized school official will notify parents or eligible students of the date, time and location where the records may be inspected and reviewed. Requests by parents and eligible students to inspect and review the student's education records will be accommodated within fifteen (15) school days after the receipt of such requests.

Parents of students who are receiving special education and/or related services receive additional rights under Connecticut State Law. Requests by such parents must be accommodated within ten (10) school days of the receipt of such requests and within three (3) school days of the receipt of such requests if the requests are made in order to prepare for a meeting regarding an individualized education program or any due-process proceeding. Such parents also have a right to receive one free copy of the student's education record within five (5) school days of such request. Additional copies will be subject to a fee of 25 cents per page.

The **Connecticut Technical Education and Career System** school provides parents or eligible students with a copy of the student's education record whenever failure to do so would effectively prevent parents or eligible students the right to inspect and review such records. The fee for copies of the student's education record is 25 cents per page.

### **SUPERVISION**

Providing adequate supervision of students is one of the most important roles for faculty. In addition to classroom management, staff are assigned general school supervision every year. This usually encompasses the parking lot before and after school (bus duty), hallway supervision during, before and after school and student dining hall supervision during lunch. If assigned, it is important to be at your duty station in a timely manner. All assigned staff are expected to be present during their duty period unless prior coverage arrangements have been made and approved by department head or administration. Staff on supervisory duty are expected to be highly visible by walking and observing in assigned areas, circulating among students in a positive yet unobtrusive manner. All instructional staff are expected to supervise and monitor the hallways near their classrooms during class changes.

- Report any incident of bullying or harassment directed to a student, yourself or another teacher to your administrator; and
- Ask for literature from your administrator that promotes a positive and safe atmosphere that is conducive to learning.

## NOTIFICATION OF SUPERVISOR OF CRIMINAL CHARGE OR CONVICTION

All employees must notify their supervisor of any criminal charges and/or convictions in any jurisdiction when the nature of the crime is reasonably related to the employee's job duties. For example, a business manager must report a theft, a teacher (and any other staff member) must report reckless endangerment of a child, and a bus driver must report a DUI. Such notification must be made no later than seven calendar days after the criminal charge or conviction. Notwithstanding this requirement, **no employee or prospective employee is required to disclose the existence of any arrest, criminal charge or conviction the records of which have been erased pursuant to sections 46b-146, 54-76o or 54-142a of the Connecticut General Statutes.** Criminal records subject to erasure include those pertaining to a finding of delinquency or that a child was a member of a family with service needs, an adjudication as a youthful offender, a criminal charge that has been dismissed or nolle, a criminal charge for which the person has been found not guilty or a conviction for which the person received an absolute pardon.

An employee's failure to report a criminal charge or conviction as required within the specified time period may result in an adverse employment action including possible dismissal. Upon receiving notification of an employee's criminal charge or conviction, a supervisor shall notify Human Resources. Such notification alone will not necessarily result in an employment action. Each situation will be assessed on a case-by-case basis with consideration of the employee's rights under the law and the provisions of applicable collective bargaining agreements.

## GIFTS FROM STUDENTS

Students sometimes give gifts to staff members to show their appreciation. However, all CTECS school staff members are public employees therefore they must be cautious about accepting a gift from persons that have an interest in their actions. A teacher in particular impacts a student through the grading and discipline process and gifts could influence a teacher's actions. More importantly gifts may create the appearance of impropriety or conflict of interest and thereby diminish the trust of other students.

As an alternative, students could:

- Wait until the end of the year – after grades are in;
- Offer a collective gift on behalf of the entire class; or
- Offer a gift for the classroom or program since such would become the property of the school and not the personal property of the teacher.

The maximum amount allowed for a gift in any of the above scenarios is up to \$100.00.

## DUTY TO INTERVENE

**The policy in the CTECS schools has been as follows:**

"Supervision of students is an integral part of an instructor's duties. An instructor observing a fight between students has an obligation to intervene; this includes verbal intervention, sending for help, and taking other reasonable steps to protect students, faculty and property."

An instructor is not expected or required to physically intervene. This does not mean that an instructor cannot physically intervene if the circumstances merit such intervention; it does mean that an instructor who chooses not to physically intervene will not be penalized for such choice."

## PARENT FACULTY ORGANIZATION (PFO)

We encourage parents and teachers to participate in the Parent Faculty Organization (PFO). Parents, teachers and administrators should always work together in the best interests of students.

Research has shown that students whose parents are involved in their education do, in fact, perform better in school. Such students get better grades and test scores, more long-term academic success and display more positive attitudes and behaviors. Staff members are encouraged to support the PFO but they are not permitted to hold the office of president or treasurer.

## **HOMEROOM**

There is a daily a.m. homeroom period. Daily attendance is recorded in the computer by the homeroom teacher at the start of the school day. Occasionally, due to specific school-related business, homeroom periods will be scheduled at other times of the day and/or extended. If assigned a homeroom, a teacher must record daily attendance in the homeroom period. Teachers should monitor attendance during their classroom time and report attendance discrepancies to the attendance office or the administration.

## **CLASSROOM AND SHOP DISPLAYS**

Classroom and shop displays must support student instruction, be curriculum-related and are subject to the approval of the administration.

## **SUPPLIES**

Supplies for the school year are ordered by the department head and charged to each department. Staff should plan ahead to avoid emergency needs. The business office will keep a few extra supplies on hand.

## **TELEPHONE CALLS**

Long distance and personal calls are not to be charged to the school.

## **CELLULAR PHONE USAGE**

Staff is permitted to have cell phones in their possession; however, the phone must be maintained in a safe and secure location on the person or in a locked space which is inaccessible to students.

Staff is permitted to use cell phones during non-instructional time, but never in the presence of students, except in case of an emergency, field trip, or on production work.

## **TRAVEL REIMBURSEMENT**

Written evidence of current auto liability insurance is required to be on file before travel is allowed. Limits of liability must conform to the Comptroller's requirements. You must submit up-dated insurance information at least yearly on the forms provided by the business office.

## **VEHICLES (STATE)**

All vehicles are assigned to specific shops/maintenance. Anyone wishing to utilize a vehicle must clear it with the person to whom it's assigned and the bus coordinator. Drivers must be appropriately licensed and must complete the proper forms. A mileage report log and vehicle trip check must be filled out each time the vehicle is used. Report all problems with the vehicle immediately so that proper maintenance may be scheduled. Turn in all gas slips to the main office right away. Accident forms are in the mileage log book.



## VOLUNTEERS

The Program of Volunteers in the Connecticut Technical Education and Career System schools is designed to meet the following objectives:

1. To provide an opportunity for parents and other interested citizens to participate in the educational programs of the students;
2. To increase the number of Connecticut citizens who are well informed about the **Connecticut Technical Education and Career System** schools and its array of programs;
3. To increase the amount of small group and individual attention given to **Connecticut Technical Education and Career System** school students;
4. To increase positive communications between school and community;
5. To make community talents and expertise available to **CTECS** students under professional guidance; and
6. Fingerprinting is requested prior to the start of volunteer services.

If you are planning or would like to utilize individuals as part of any program, all proper paperwork must be approved in advance. The complete policy can be found on the internal website.

## **PROGRAM REQUIREMENTS FOR STUDENTS**

### **ATTENDANCE AS A COURSE REQUIREMENT**

Regular attendance by students is a critical aspect of the educational process. Without daily classroom attendance, a student does not receive the benefits of personal interaction with his/her teacher and other students. Ideas are often exchanged which enrich the learning experiences, and research indicates that the mere makeup of assignments and time cannot substitute for actual physical presence and involvement in the classroom.

Furthermore, in order to prepare students for the actual world of work, the **Connecticut Technical Education and Career System** school expects from its students' what employers will expect, and thus provides a smooth transition from school to work. The **Connecticut Technical Education and Career System** school's attendance policy is designed to develop in students a sense of responsibility and cooperation.

The educational objectives to be achieved by an attendance policy are as follows:

1. Increase attendance;
2. Increase punctuality;
3. Improve scholastic performance;
4. Develop an attitude of cooperation and responsibility in the student;
5. Place the responsibility of attendance and punctuality on the students and parents;
6. Develop work habits that are beneficial to future employment; and
7. Develop an awareness of the importance of attendance on the part of both students and parents.

[http://sde-cthsi/administrative-letters/2015-2016/CT-20\\_Attendance\\_Policy.pdf](http://sde-cthsi/administrative-letters/2015-2016/CT-20_Attendance_Policy.pdf)

### **DIPLOMAS AND CERTIFICATES**

Students completing the four-year program are awarded high school diplomas by the State Board of Education. High school graduates who enroll for a one or two-year program in trade/technology education receive appropriate certificates upon completion.

### **SKILLSUSA**

SkillsUSA is a national organization with which the **Connecticut Technical Education and Career System** school is affiliated. Students develop trade and personal skills while interacting with students from other vocational programs statewide. The SkillsUSA Olympics held each spring is a state-wide competition which sends Connecticut representatives to the National SkillsUSA Olympics every summer. Staff members must obtain appropriate approvals from their school principal when participating in SkillsUSA activities, which may interfere with their regular duties and/or involve school funds.

## **STUDENT SUPPORT**

Through regular review of student assessment and performance data, individual students may be identified for an increased level of support in accordance with Connecticut's Scientific Research Based Intervention (SRBI) framework. This support may include:

- Identification of specific research-based interventions to be implemented within the student's regular classroom or study hall;
- Referral to the Student Assistance Team (SAT) for development of an intervention plan;
- Requirement of the student to participate in an after-school program until deficiencies are eliminated;
- Additional targeted instruction through the Math or Language Arts Literacy Lab;
- Additional targeted instruction through the Foundations in Mathematics course; and
- Counseling with identified support staff.

The student's counselor will insure that parents are aware of their child's need for support and progress. Documentation of interventions will be maintained in the student's guidance file. Additional information on Connecticut's SRBI framework may be found at: <https://portal.ct.gov/SDE/SRBI/SRBI---Scientific-Research-Based-Interventions>

## **FOREIGN NATIONALS**

CTECS must support a number of immigrant populations, including immigrant children (e.g., unaccompanied youth) and the children of immigrants, Deferred Action for Childhood Arrivals (DACA) children and youth, immigrant families, adult immigrants (e.g., refugees, asylees), foreign-born professionals and migrant students.

Foreign born students (also known as foreign nationals) enrolled in the CTECS have an equal right to enroll and participate in CTECS programs and activities without regard to their or their parents' or guardians' immigration status. Many foreign born students enrolled at CTECS are undocumented and are in the US illegally. Some students are afraid to seek licensure or other documentation in order to be employed.

The CTECS has obligations under U.S. law to educate foreign students without regard to immigration status. CTECS is not required to help the Immigration Service enforce U.S. immigration laws. Undocumented youth, in particular, can experience high levels of stress from immigration-related issues. The most significant stressor for undocumented students is the fear of deportation, which impacts their daily lives and is for some a constant concern.

In 2012, the United States Department of Homeland Security (DHS) began implementing the Deferred Action for Childhood Arrivals (DACA) policy, which allows youth who were brought to the U.S. as children and who meet certain criteria to request consideration for "deferred action," including a determination by DHS not to pursue an eligible undocumented youths removal from the U.S. (deportation). Eligible students are 15-31 years old. DACA recipients can live and go to school in the U.S. and may be eligible to obtain work authorization while their deferred action remains in effect. DACA can also assist recipients with obtaining their Driver's License, Affordable Health Care and Workplace Rights.

Working conditions without fear of deportation, as well as the freedom to live free from fear of detention and deportation policies is conferred on a DACA recipient. CTECS must ensure that our undocumented students receive an equitable education that prepares them for a career and beyond.

## CONFLICT RESOLUTION

When a conflict arises in the classroom, do not escalate the problem by confronting the student in front of his/her peers or belittling the student. A calm, quiet tone is much more effective especially if it is done at your desk or just outside the classroom door. If it is a problem that can be handled between instructor and student, use the following guidelines to help resolve the issue:

1. Identify the problem;
2. Focus on the problem;
3. Attack the problem, not the person;
4. Listen with an open mind;
5. Treat a person's feelings with respect and;
6. Take responsibility for your actions. Strive for a win-win outcome!

## TOOLS FOR STUDENTS IN NEED

Students are expected to purchase the tools needed to perform the basic skills required by entry-level apprentices. In the event that a student is unable to purchase these tools due to a financial hardship, a reserve will be established to acquire the required tools.

- A student in need may be identified by any of the following individuals: student, teacher, parent, guidance counselor, administrator, or social worker;
- Verification of the student's financial need will be the responsibility of the school guidance department. The guidance department will evaluate the need for continued financial support on an annual basis;
- Students whose tools are lost or stolen because of the school's failure to provide secure storage are eligible regardless of financial need;
- The required basic tools as contained on each trade's standardized list will be initiated by the respective trade/technology consultant by completing a requisition (OF-95). Upon purchase of the tools by the Central Office Fiscal Unit, they will be delivered to the school and will be the responsibility of the Department Head to inventory. This may also include a shop uniform. The Department Head is also asked to engrave the tools for identification/security purposes;

The tools are the student's responsibility and they will be allowed to take them home, or to Work Based Learning (WBL) employment, etc.;

- When the student acquires the ability to purchase tools, the used tools should be returned to the Department Head who shall keep them in their inventory until the need for redistribution;
- On completion of senior year, the student will be required to return the tools to the Department Head for inventory purposes and possible redistribution.

## PEER MEDIATION PROGRAM

The Peer Mediation Program is intended to provide a means of conflict resolution for students for disputes that arise in the school setting. Students are trained as mediators, third party neutrals, who help disputants reach agreements that are mutually satisfactory. Mediation is a voluntary process; the mediator does not find fault or punish, but helps parties reach agreements that will allow them to continue their relationship. Students access the program in three ways: teacher referral, administrative referral and student referral.

## STUDENT ASSISTANCE TEAM

The Student Assistance Team (SAT) is a school-based approach to dealing with the under-achievement and problem behaviors of troubled youth.

The program is based on three convictions:

1. Students who are worried about personal problems will not effectively learn, even in the best taught classes;
2. Schools are often the first system to observe the warning signs of troubled youth.
3. Given their vested interest in student welfare, schools provide a logical setting in which to provide help to these students.

The Student Assistance Team will respond to self-referrals or to referrals from staff, parents, student's friends or outside agencies. They will assess the nature and extent of the problem and follow up to student and staff. This team will be composed of an administrator, school counselors, school nurse, school psychologist, school social worker and teachers.

The SAT also deals with school improvement issues, special education referrals, crisis intervention issues, attendance issues, as well as, emotional health, mental health and illness and chronic health issues that affect learning. A listing of SAT members, meeting times and goals is published and distributed periodically. SAT members are always available to receive input on student-related concerns.

## HOMELESS EDUCATION

Federal legislation requires schools to remove barriers to the enrollment and retention in school of children and youth experiencing homelessness. Such students have the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living. Such students also have a right to several services including transportation and lunch. Each school has a person responsible for service to homeless students. The complete policy can be found on the internal website.

## LOCKERS

Each student is assigned a locker. It is the responsibility of the student to see that the locker is kept locked and in order at all times. Students should not compromise security by sharing their lockers and combinations.

The school administration may conduct an inspection of lockers or other school property such as desks, work benches, and school vehicles, etc. to maintain the integrity and security of the school environment subject to procedures regarding Student Search and Seizure in the **Connecticut Technical Education and Career System** schools. Current practice is to conduct routine locker clean

up and inspections at every cycle change. Instructors may and should conduct routine locker inspections in their classroom/shop area.

In some schools, the Student Council sells combination locks to each student. Locks other than those offered by the school are not permitted.

## YOUTH SUICIDE PREVENTION

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students should be encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, their safety and well-being comes first.

Preventing and responding to suicidal behavior among students is a complex task requiring collaboration between school, home and community resources. CTECS' Youth Suicide Prevention and Intervention Plan consists of policy and guidelines that shall be issued and periodically revised by the Superintendent or designee. The guidelines shall address the following elements:

- **Prevention Awareness**  
Risk factors, warning signs, screening and identification.
- **Intervention and Collaboration**  
Development of proactive intervention and collaboration with parents, students, community mental health resources and other stakeholders to develop, expand and assess protocols and procedures, and make referrals.
- **Postvention and Response**  
An organized response in the aftermath of a suicide to facilitate the healing of individuals from the grief and stress of suicide loss and/or to mitigate other negative effects of exposure to suicide.
- **Training of Staff and Students**  
Training shall include, but not be limited to: prevention awareness (risk factors, warning signs), identification, reporting, interventions, referral, data collection and evaluation of efforts.
- **Evaluation and Data Collection**  
Analyze and monitor systemic and individual assistance provided to students.

### Implementation Responsibility

Everyone in the school community is needed to implement the Youth Suicide Prevention and Intervention Plan, including educators, school and district staff, students, parents/guardians, and volunteers. At each school, students, parents/guardians, staff and volunteers shall be provided with methods to report concerns about students.

The Superintendent or designee shall be responsible for the district-level coordination and development of the youth suicide prevention and intervention plan, including periodic revision of the guidelines portion of the plan.

The building Principal or designee will be responsible for coordinating and implementing the youth suicide prevention and intervention plan at each school. The school psychologist or other appropriate individual in each building will also act as a point of contact in each school for information relating to suicide prevention and intervention.

All staff members are expected to report students they believe to be at-risk for suicide or self-harm to the building Principal or designee.

## **EVALUATIONS/TESTS/ASSESSMENTS**

### **LANGUAGE ASSESSMENT SCALES - (LAS LINKS)**

The No Child Left Behind Act of 2001 requires that all school districts assess the English proficiency of all English learner students (EL). The Language Assessment Scales (LAS Links) Reading, Writing, Listening and Speaking assessments will be administered annually to all identified EL students in Grades 9 through 12. The state standard for achievement on the LAS Links Assessment is an “overall” score of Level 4 or higher.

### **CONNECTICUT PHYSICAL FITNESS ASSESSMENT**

The Connecticut Physical Fitness Assessment (CPFA) is a statewide assessment of fitness administered in Grades 4, 6, 8 and 10. Section 10-220(c) of the Connecticut General Statutes required that student physical fitness performance be reported as part of the district’s Strategic School Profile. The CPFA is administered annually in September.

The purposes of the CPFA assessment are to:

- Provide for continual monitoring of students’ fitness levels in targeted grades;
- Provide additional test achievement information about students, schools, and districts;
- Provide earlier identification of students not meeting a fitness standard; and
- Improve instruction as a result of test analysis.

All students in Grade 10 participating in physical education must be tested. Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical exemption on file in the school and/or limited activities through an Individual Education Plan (IEP), or a 504 Plan, may be exempt from participating in part or all of the CPFA.

### **TEACHER EVALUATION**

Staff is evaluated on a yearly basis. The current evaluation process is outlined in great detail in the Educator Support System, which is available on the **CTECS** Intranet at: <http://sde-chis/ess/index.htm>. Any questions regarding the process should be directed to the appropriate administrator.

## **STUDENT DISCIPLINE**

### **DISCIPLINE POLICY – STUDENT**

Maintaining good discipline throughout the entire school is the responsibility of every instructor. Student growth occurs when he or she develops self-control and self-direction. Student behavior should be taught every day. The kind of behavior desirable should be clearly explained and understood from the beginning of the school year. Effective classroom management is the first step.

Removal from shop or classroom is sometimes necessary. When this removal becomes necessary, it should be regarded as a serious matter. The student should be ordered to a designated place and/ or a designated person (department head or assistant principal). A disciplinary removal form must be filled out. It is good practice to call ahead to insure that the person to whom you are referring is available. If that person is not available, seek another department head or administrator. The parent should always be notified as one of the initial steps with any disciplinary action or misbehavior of the student.

**(See Student Handbook for Complete Policy)**

### **DISPLAY OF DISRUPTIVE SYMBOLS**

Extremist symbols and logos create a hostile school environment or disrupt the educational process. Therefore, the display of harassing symbols, pictures or vulgar, illegal, racial, sexist, or other symbols that represent discriminatory viewpoints are not acceptable on clothing, toolboxes, autos, or other items and may result in disciplinary intervention. Examples of such symbols include, but are not limited to, the Confederate flag, swastikas and swastika variants, anti-gay or pro gang statements.

### **DRESS AND GROOMING FOR STUDENTS**

In order to maintain a proper and healthy educational atmosphere, students must be suitably dressed and groomed. CTECS encourages students to dress in a manner that reflects pride in and respect for themselves and their community. Restrictions on student appearance may be applied whenever the dress or grooming interferes with the learning process, is disruptive, is unsafe, or is contrary to law.

Faculty and staff shall support the student dress code by modeling the behavior expected of students (e.g., no hoodies, no flip flops).

Students shall be provided with picture identification cards. Such cards shall be visible and worn on a lanyard worn while on school property or at school-sponsored events. (ID Cards must be tucked into shirts while in shop areas.)

Students must be properly dressed and groomed in order to promote a positive, safe, and non-disruptive learning environment. Students are prohibited from wearing clothing or other items that interfere with the learning process, are disruptive, are unsafe, or that are contrary to law. Without limitation, the following are examples of attire that is prohibited in the school buildings during the academic school day or at school-sponsored activities:

1. Coats, jackets or other attire normally worn as outerwear, including hooded sweatshirts and jackets;
2. All head coverings of any kind, including, but not limited to, scarves, bandanas, masks (other than as required for medical reasons or to prevent transmission of illness), kerchiefs, athletic headbands, hats, caps or hoods, unless it is worn for bona fide



religious reasons or is considered to be a protective hairstyle. The term “protective hairstyle’ includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs. In all cases, health and safety concerns take precedence

3. Footwear that damages or marks floors or that is a safety hazard, including backless shoes, flip-flops and toeless shoes, heelies or slippers;
4. Sunglasses, unless required by a doctor’s order;
5. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article or attire with spikes or studs attached;
6. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products or alcoholic beverages;
7. Attire that can create a hostile school environment or disrupt the educational process such as clothing with harassing symbols, pictures or vulgar, illegal, racial, sexist or other discriminatory viewpoints which denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual preference or disability;
8. Gang-related attire, including, but not limited to gang colors, jewelry, emblems, badges, symbols, signs, or other insignia which are evidence of membership in or affiliation with a gang,
9. Clothing that is overly revealing, including, but not limited to, shirts and/or blouses that reveal the abdomen, chest, or undergarments; tank-tops; see-through clothing; shorts (mid-thigh shorts are acceptable); miniskirts; or pants that reveal the navel, upper thigh or undergarments;
10. Underwear must be covered;
11. Cleavage must be covered;
12. All pants must fit and be properly fastened;
13. Students shall not wear pants that when fastened sag or fit below the natural waist; and
14. No sweatpants.

Leggings are not permitted as an outer garment-can be worn under appropriate length skirt.

Trade uniforms are required in the trade cycle and there may be additional restrictions based on the specific trade environments. Students are notified of these requirements at the beginning of the school year. For example, in Culinary Arts, students are required to wear black leather slip resistant shoes and remove jewelry and body piercings because of health and safety reasons or requirements.

Some schools have uniform policies in place in the academic cycles in which case student dress must comply.

## **IDENTIFICATION CARDS**

Students and staff are provided with picture identification cards. Such cards must be visible and worn on a lanyard while on school property or at school-sponsored events. (ID Cards must be tucked into shirts while in shop areas.) If an ID card is lost it must be reported to the office.

## **HAZING**

Students are prohibited from participating in any hazing activities. Hazing is any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation into or admission or affiliation with any student organization or educational program.

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make students feel afraid or embarrassed because of color, religion, the country in which they or their parents were born, sex, or any disability they may have.

To maintain a productive and positive learning environment, we must make every attempt to halt harassment of which we become aware by calling attention to this policy, or by direct disciplinary action, if necessary. Report the behavior to an administrator as well as addressing the incident.

## **STUDENT ACHIEVEMENT INTERVENTION LAB (SAIL)**

The student Achievement Intervention Lab (SAIL) provides a setting for student with potentially serious behavior problems as well as in-school suspension program. Students who are assigned to the SAIL classroom learn new behaviors and the importance of this knowledge as it relates to school and class attendance, academic achievement, high expectations, self-discipline and appropriate interactions with staff and peers.

The activities in the Student Achievement Intervention Lab are three-fold: disciplinary, tutorial and advisory. The disciplinary activity includes explanation, clarification and enforcement of the rules that have been implemented in the school to ensure the integrity of the in-school suspension program. The tutorial activity includes assisting students with problems they may have in academic areas. Finally, the advisory activity offers students the opportunity to discuss the specifics of the violation(s) that led to the suspension and possible alternative behaviors or solutions that might have occurred.

## **STUDENT SEARCH AND SEIZURE**

Connecticut Technical Education and Career System students are subject to reasonable searches. If there is reasonable suspicion that a CTECS student while on school property or at a school sponsored event is in violation of any laws or school rules, the school administration is authorized to conduct a search of the individual's person, personal property or assigned lockers and other school property with or without the express permission or knowledge of the student or his/her parents. It is desirable that permission be sought or, at the very least, knowledge is given that a search is to take place, however, such permission or knowledge is not necessary.

A search of a student's person or effects may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school (including but not limited to possession of a weapon, contraband or fruits of a crime or other materials in violation of school policy or state law). Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

CTECS administrators are authorized to seize illegal or prohibited materials that are discovered as a result of a reasonable search.

1. There shall be a minimum of two staff persons present whenever a search is conducted;

2. Each year, at the beginning of the school year, the principal will identify staff that is authorized to search students or their personal property or assigned property and a list of such persons will be maintained in each school;
3. The superintendent will provide such persons with annual training on how to conduct a reasonable search;
4. Such persons may search students or their property, when they have reasonable suspicion that a student is carrying some form of dangerous weapon, drugs or anything that may be perceived as illegal, or in violation of school rules;
5. Searches shall be limited to a student's locker, desk, workbench, toolbox, purse, book bag, backpack, pockets, phone, electronic devices or outerwear;
6. A more intrusive search is normally not permitted. Under no circumstances shall school district personnel conduct a "strip" search of a student;
7. A search of an automobile is not permitted unless consent has been obtained in exchange for issuing a permit to park on school property;
8. If a school administrator concludes that a more intrusive search such as that described above is necessary, the parents of the students involved should be called, and suspicions should be reported to the police who shall be responsible for any such search;
9. Teachers in the normal function of their responsibilities may retrieve visible items and materials from students that are in violation of school rules;
10. If a reasonable search has been conducted and items or materials that are illegal or violative of school rules are discovered, the items or materials may be seized; and
11. A log shall be maintained in each school indicating whenever a search has been conducted, who conducted the search, who was searched, the basis for the search and the outcome.

In order to deter the possession, use or distribution of drugs on campus, periodically, a drug sniffing dog may be brought on to school grounds by law enforcement officials. Notice is provided to students and parents before the visit occurs.

## HEALTH AND SAFETY (SELECTED TOPICS)

Please refer to the Health and Safety Manual for Complete Information.

### CONCUSSION EDUCATION AND MANAGEMENT PLAN

- Each student athlete and a parent or guardian of each student athlete, take is required to take an annual concussion training course. The course may be completed either on-line or in person at location specified by the school;
- All students and parents in the district will be offered access to and encouraged to complete the on-line concussion training;
- Following completion of this course, the student and parent/guardian will be asked to sign an informed consent form prior to participation in club, intramural or interscholastic sport activities including try-outs, conditioning, practices and games;
- Certified coaches are required to complete an initial training, annual reviews and refresher courses regarding concussions as specified by PA 14-66;
- The requirement that all school staff complete an annual concussion education training;
- Information on concussion prevention, recognition and management are also available from the School Nurse and (where available) the School-Based Health Center (SBHC);
- Posters and other concussion related educational materials on the recognition and management of concussions will be provided to schools in an effort to educate staff, students, parents and visitors; and
- Parents, students and staff with questions related to concussion recognition and management are encouraged to contact the school nurse, SBHC staff (where available), the school's contracted athletic trainer, their own health care provider or other health care provider in the community.

#### **Please note that:**

- Any staff member who suspects that a student may have sustained a concussion must refer the student to the school nurse for evaluation as soon as possible;
- When the school nurse is not available a school administrator must be notified; and
- An incident report must be completed for all injuries occurring to students on school grounds or during a school sponsored event, in accordance with district policy and procedure (**CTECS** Policy and Procedure for Incident Reporting).

### AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)

In order to assist individuals who may experience cardiac arrest on school property, the **Connecticut Technical Education and Career System** school has acquired external defibrillators for use in school buildings and on school grounds. Automatic External Defibrillators (AEDs) are available for use in the event of sudden cardiac arrest where CPR is needed before the arrival of local EMS. Use of an AED in addition to CPR increases survival rates in cases of Cardiac Arrest.

The school nurse and district medical advisor oversee the AED program in each school. School-based responders are the school nurse and any volunteer trained in CPR and AED who wishes to be added to a list maintained by the school nurse. Anyone who possesses a CPR/AED certificate is encouraged to speak to the school nurse about being part of the school's volunteer responder list.

## CARE OF PHYSICAL PLANT

The care of the Physical Plant is everyone's responsibility and concern. Instructors are responsible for their assigned areas and all staff should monitor and report damage to any area of the school that they notice is in need of repair or cleaning.

### Please note the following:

1. Please close and lock all windows and doors, close the blinds, and shut off the lights at the end of the day;
2. Please shut off the lights when leaving an area;
3. Trade/technology instructors are requested to allow a reasonable amount of time at the end of the day for shop clean up;
4. Immediately report to the Administration any damage to the building/grounds;
5. Requests for maintenance work are to be processed through the main office on the appropriate form;
6. Please report any blood/body fluid spills to maintenance staff for immediate clean up; and
7. Chemical Hygiene Officers.

Each **Connecticut Technical Education and Career System** school must have, as part of their science staffing, a Chemical Hygiene Officer whose responsibilities are specific to the science laboratories. This is a stipend position filled only by a science instructor. If a science instructor does not apply, the duties of the Chemical Hygiene Officer are the responsibility of the Related Department Head. The Chemical Hygiene Officer will assist the school with maintaining compliance with OSHA regulations regarding the school's Chemical Hygiene Plan.

## COMMUNICABLE DISEASES

A student with a communicable disease that is easily transmitted in the school setting such as chicken pox, mononucleosis, head lice, scabies, conjunctivitis, impetigo and ringworm, etc., may be excluded from school by the school nurse and directed to see his/her health care provider. The nurse, in the case of a communicable disease that is easily transmittable in the school setting, may request a health care provider's written statement that the student is cleared to return to school. Likewise, a staff person with a communicable disease easily transmitted in the school setting should receive clearance from his/her personal healthcare provider before returning to school. Good hand washing is the primary defense against the spread of many types of infection common in schools.

## STANDARD PRECAUTIONS PROCEDURES

Standard precaution kits are distributed at the beginning of each school year to each classroom, gymnasium, locker room and trade area. Standard precaution kits are also stocked in **CTECS** blue bus first aid kits. Directions for use of the kit are located inside each standard precaution kit. The school nurse will review with staff, the use of the Standard Precaution Kit near the beginning of each school year. Standard precaution kits must be kept accessible at all times, not in a locked cabinet. Physical education instructors must be sure that standard precaution kits are easily assessable at all times, including during outdoor activities. The location of your classroom/trade area's standard precaution kit should be noted in the teacher's substitute folder. Instructions for use of standard precaution kits are reviewed as part of the annual exposure control plan training. Printed instructions for use are also located in each standard precaution kit.

Standard precautions help protect against the transmission of blood borne pathogens such as Hepatitis A & B and HIV. Gloves and other personal protective equipment must be worn any time there is risk of exposure to blood or other body fluids.

Students should be encouraged to apply constant direct pressure to their nosebleeds and bleeding wounds. Students should be discouraged from providing first aid to other students.

Maintenance personnel should be contacted immediately to clean surfaces contaminated with blood or other body fluids.

The school nurse may not supply information to staff regarding a student's or staff person's HIV or Hepatitis infection status. Procedures safeguard the rights of both students and staff while allowing for communication of essential information between healthcare providers.

## **EXPOSURE CONTROL PLAN**

The Exposure Control Plan must be reviewed annually with all staff in accordance with the OSHA blood borne pathogens standard, 29 cfr 1910.1030. The Exposure Control Plan and blood borne pathogen training is completed within 10 days of the start of school. All staff members are required to complete the training including substitute staff.

The school nurse is the designated exposure control officer for the school. In the event of an exposure to blood or body fluids, immediately contact the school nurse, or in the absence of the school nurse, an administrator.

Copies of the Exposure Control Plan are housed in the school health office, the maintenance office and administrative office and online at CTECS' [Exposure Control Plan](#).

## **BLOOD BORNE PATHOGENS**

A student may be exposed to blood borne pathogens. Students can be at risk for exposure to blood and OPIM in many situations especially the following:

- Providing first aid;
- Participating in athletics/gym;
- During a physical altercation or biting incident; or
- Handling sharp materials, tools and equipment in the trade/technology setting and/or on a production job site.

The health curriculum and exploratory safety curriculum provide all students with basic information regarding blood-borne pathogens and universal precautions. The Hairdressing and Barbering Curriculum and Health-Related Trade Curriculums provide more in-depth information on these topics and include information on the handling of sharps.

The student must be sent to the nurse immediately.

**NOTE:** If a student is exposed at a clinical sight, then the facility's exposure control plan will be implemented (and this would include paying for any necessary testing.)

## **FIRE DRILLS/EMERGENCY EVACUATION/LOCK OUT/LOCK DOWN**

### **DEFINITIONS:**

A lockout will be utilized to counteract a threat coming from outside of the school. During a lockout drill all exterior doors are closed and locked. No one will be allowed to remain outside of the school. Any parents or guardians present outside of school that have been determined not to be a threat can enter the building before the doors are locked, or they are required to leave the school grounds immediately. Once the doors have been locked, only law enforcement officials will be allowed to enter the school.

Students and staff are expected to move to their scheduled classroom.

A lockdown is used to handle a threat emanating from inside of the school. During a lockdown drill all interior and exterior doors are closed and locked. No one will be allowed to remain in the hallways or unprotected areas. Students and staff are required to move into their scheduled classrooms or the nearest safe locations. Individuals determined not to be a threat will be allowed into the nearest room. In addition, classroom doors will be to be locked, lights turned off, blinds drawn and students moved to a safe place within the classroom/shop. Throughout the drill no one, except law enforcement officials, will be allowed to enter the building.

A fire drill is an evacuation of a school. Other evacuations will be performed for a variety of reasons including, but not limited to, explosive threat, weather conditions and health concerns. An evacuation drill will begin with the use of the fire alarm notification system. Once activated, all staff, students and visitors are required to leave the school and assemble at a predetermined location. Once outside the school attendance will be taken and further instructions may be given. No one will be allowed to leave the assemble location without permission from the school administration.

### **FREQUENCY:**

- Fire drills are scheduled to be conducted one each month. In the event of inclement weather, the drill will be rescheduled to be completed prior to the end of the month;
- A minimum of three crisis response drills are conducted during each school year; and
- These drills can be scheduled in place of every third monthly fire drill.

You must be aware of the procedures to be followed during a drill. The fire evacuation route for your room/shop must be posted and explained to all of your students.

The students who are leaving from a particular room/shop are to remain with that group, under the teacher's supervision, during the entire drill.

All students in the cafeteria are to leave quickly and quietly and proceed away from the building to provide access to the building by fire apparatus.

Classroom doors and windows should be closed during a fire drill. Teachers should outline to each of their group's proper procedures and exit routes when the fire alarm goes off. Directions for exiting should be posted prominently in all rooms.

Teachers should ascertain the presence of physically disabled students under their supervision in each of their assignments; further, they are responsible for providing immediate and safe

evacuation of students with disabilities from the building with the rest of students under their supervision. (See below.)

Teachers are expected to remind the students to remain with their groups during a fire drill and to file out of the building quietly. Teachers are responsible for checking attendance outside the building. With the exception of the building secretary, the switchboard operator, the head dietitian, custodians, fire patrol and staff/students with specific assignments, all personnel are expected to evacuate the building and follow other fire drill procedures.

## **QUICK CHECK LIST FOR TEACHERS**

1. Check the corridor for heat; if hot, do not open the door! Exit room by secondary exit if available. If there is no other means of egress, block the door and await evacuation by fire personnel;
2. Check the corridor for smoke; use the exit route that is away from the fire and smoke;
3. Assemble the students, take your attendance register, and lead an orderly and quick evacuation to the nearest accessible exit;
4. Assemble the students away from the building and take student attendance;
5. Report students who are not accounted for to the designated collector; and
6. Maintain order during the evacuation.

## **STUDENTS WITH DISABILITIES DURING SCHOOL EMERGENCIES**

The following procedures are to be followed by staff during emergency evacuation of the building:

1. Members of the staff to whom students(s) with disabilities are assigned (see item 3) are to remain with student(s);
2. Advise the nearest staff member of the circumstance and give him/her your class list (seating chart or grade book) so that a check of those students can be made if necessary;
3. Accompany the student to the nearest fire emergency window where you can signal the fire department for assistance if the need arises;
4. If a student with a disability is not assigned to a teacher at the time of an emergency, the nearest staff member should take charge and follow procedures 1 and 2;
5. If a student with a disability is in a location where evacuation by a staff person can be accomplished, such as the first floor, evacuate the student with a disability after the floor is cleared to avoid an accident; and
6. For these purposes, student with a disability is any individual who might have difficulty in evacuating the building at the pace the school population is moving. This inability could cause harm to the student and/or others by causing congestion leading to an accident.

## **HEALTH OFFICE**

The School Health Office is open and staffed by an RN during regular school hours. The School Nurse is available to students for the treatment of illness and injury, as allowed under the Health Office standing medical orders and individual student medical orders.



Staff should consult their personal healthcare provider for routine illness and injuries not incurred in the workplace and for chronic illness care such as routine diabetes care and blood pressure monitoring.

School nurses do not treat faculty other than providing immediate first aid. New worker's compensation reporting procedures require that injured employees seeking medical treatment are directed to receive treatment from a provider within the Gallagher Bassett Services, Inc. /Prime Health Medical Provider Network directory (formerly GAB Robins). Receiving treatment outside the Gallagher Bassett Services, Inc. /Prime Health Medical Provider Network may jeopardize an employee's entitlement to available workers' compensation benefits, subject to the jurisdiction of the Workers' Compensation Commission.

The Bureau of Human Resources can assist in locating a provider within the network or Directories are available through:

1. Dialing Prime Health Directly at 1-866-348-3887
2. Internet: Visit the DAS Workers' Compensation web page under Medical Provider and Pharmacy Directory Look-up <http://ct.primehealthservices.com/Search>

### **CONFIDENTIALITY OF MEDICAL INFORMATION & MEDICAL ALERT LISTS:**

The school nurse treats both student and staff medical information as confidential. By law, the school nurse can only disclose student medical information to a staff person when there is a "legitimate need to know". That is only the information absolutely necessary to keep a student safe and healthy in the classroom or trade/technology area. A medical alert list is made available to administrators and instructors near the beginning of the school year and is updated as needed.

### **GENERAL HEALTH OFFICE INFORMATION:**

1. Students presenting at the health office without a pass will not be seen unless it is an emergency;
2. It is helpful to call the health office prior to sending a student to determine the school nurse's availability;
3. When you suspect that a student is impaired by alcohol or drugs please contact the administrative office for an escort for the student to the health office. The student should never be allowed to travel unattended;
4. Passes to the health office during the last period of the day should be limited to students with conditions demanding immediate care (i.e. bleeding, burns, etc.) or who have been issued an unlimited pass to the health office;
5. Please notify the school nurse well in advance of field trips, so the nurse can prepare medications and emergency care plans for students with medical needs;
6. When the health office is closed due to a training, meeting or other reason, please refrain from sending students whenever possible. Please call the administrative office in the event of emergency, the need for an inhaler or routine daily medication, diabetic testing or other urgent concerns;
7. Please notify the school nurse immediately of any student complaining of asthma symptoms or difficulty breathing. They should always be sent to the nurse immediately;
8. If there is any question about whether a student is abusing visits to or excessively visiting the school nurse, please bring it to the school nurse's attention; and

9. The school nurse does not provide or read pregnancy tests.

Students who are ill or injured are prohibited from contacting a parent/guardian directly for pickup without seeing the school nurse first. In the absence of a school nurse, the student must report to an administrator. Any student who contacts a parent for early dismissal without being evaluated by the school nurse or an administrator first, will be considered unexcused.

## COVERAGE OF THE HEALTH OFFICE IN THE ABSENCE OF THE SCHOOL NURSE

- When the absence of the School Nurse is anticipated, such as for a conference or scheduled personal or vacation day, the School Nurse will make every effort to find substitute nurse coverage for the health office;
- When the School Nurse calls out ill, it is the responsibility of the school to arrange for substitute nurse coverage; and
- Health Technology and Practical Nurse Program Instructors may not be used to cover the school health office.

## MEDICATION ADMINISTRATION COVERAGE

- The principal or his/her designee is responsible for identifying several administrators and staff members at the beginning of each school year who will attend initial medication administration training or medication administration review classes. Participation in medication administration classes is completely voluntary; and
- A medication administration trained staff will be assigned to administer routine daily medications in the absence of the School Nurse or substitute School Nurse.

## PROVISION OF FIRST AID AND MEDICAL CARE

- Other than for the administration of routine daily medications, medication administration trained staff are not to be used to cover the health office or to administer first aid;
- When there is no School Nurse in the building, an announcement will be made asking teachers to direct students who need medical attention to the administrative office;
- The School Nurse will provide the administrative office with a first aid kit;
- This will be used to supply students with the items necessary for self-care of minor injuries. The First Aid Kit will be stocked with a universal precaution kit; gauze, self-adhesive bandages, antiseptic wipes and feminine hygiene products;
- Anything other than a very minor illness or injury will be referred to an administrator to determine the course of action to be taken (i.e.: activation of emergency medical services, dismissal to a parent/guardian or return to class);
- Over-the-counter (as needed) antacids (Tums), naphazoline ophthalmic drops, tetrahydrozoline ophthalmic drops or albuterol inhaler may not be given out by any staff member (including medication administration trained staff) other than the School Nurse;
- The School Nurse will make available a complete medical alert list and copies of all student Individualized Emergency Care Plans (IECPs) to all school administrators. It is up to the Principal and School Nurse to determine a secure, but easily accessible location where this information will be kept;

- IECPs will be distributed to teachers and other staff on a need-to-know basis; and
- See the medication administration policy for more information.

## **HANDLING OF MEDICAL EMERGENCIES**

In the absence of the School Nurse, 911 may be activated by any staff person responding to a serious injury or life-threatening medical problem. Immediately after calling 911, a school administrator must be notified.

- A staff certified in First Aid or who holds MRT/ EMT or other medical certification may volunteer, with the approval of the principal, to assist an administration the provisions of First Aid and emergency care,
- If there is a question about whether 911 should be activated, the decision will be made by an administrator or his/her designee; and
- A copy of the student's emergency contact information must be given to EMS personnel.

## **MEDICAL REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC SPORTS ACTIVITIES**

Before the student will be allowed to practice and/or compete in any interscholastic sport activity, a physical exam including the health care provider's medical release to participate in athletics must be on file in the office of the school nurse. The "blue" physical form is now acceptable for athletic exams, provided the appropriate portion of the form is completed by the students' health care provider.

Sports physical exams are to be returned directly to the school nurse.

The sports physical examination is valid for thirteen months from the date of the previous sport's physical exam.

The privilege of participating in a physical education classes, athletic programs, competitive sports and field day is not dependent on a student's disability, HIV or other chronic illness status, when there is healthcare provider's medical release to participate and current physical examination on file. School officials will make reasonable accommodations to allow students living with these conditions to participate in school-sponsored activities.

## **STUDENT INSURANCE**

Student medical insurance is available for a nominal fee. If parents do not have a regular family health plan, they are strongly urged to purchase either 24-hour or during-school coverage. Student insurance applications will be sent home with the students at the beginning of the school year. Additional applications may be obtained from the school nurse. All student athletes participating in interscholastic, intramural and club sports are covered by athletic insurance at no cost to the student. This policy covers only the portion of the cost not picked up by the student's own insurance. The policy does not cover accidents or injuries occurring during regular school activities. The policy number may be obtained from the school nurse or coach. Instructions for completing claim forms are located at: <https://commercialtravelers.com/media/316022/form-2015w.pdf> or obtained from the school nurse or coach.

For accidents occurring during sports play or practice, part A of the claim form must be completed by a representative of the school. This can be the coach, the school nurse, an

administrator or staff supervising an intramural or sport club; usually whoever was supervising the student at the time of the injury. The parent/legal guardian is responsible for completing the remainder of the form and submitting to the insurance company. When a student athletic injury occurs the claims process should be started immediately.

## **STUDENT TRANSPORTATION VEHICLE RIDER'S RULES**

The **Connecticut Technical Education and Career System** school (CTECS) Student Transportation Vehicles (STV) are utilized and scheduled for educational reasons. While on any trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the trip's activity. The same policies that are adhered to while on the **CTECS** campus, are to upheld while on a school-sponsored activity.

All accidents, injuries and unusual incidents must be reported to the school principal, who shall make a report to the superintendent.

Guidelines have been established for the use of the STV. Students are responsible for the seating area of the STV assigned to them. They will be assessed damage to equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for the damaged content on the (STV). However, the school district will not withhold a transcript from a college or other secondary school to which the student has applied.

Student violations of the guidelines can result in the termination of access privileges and in disciplinary actions. It is the policy of the **CTECS** that all students must sign an acceptable use policy, which indicates that a student agrees to use the STV in a safe and compliant manner as instructed by the driver. This form must also include a signature from the student's parent/guardian.

Each student is to be assigned a seat while on a STV. It is the responsibility of the student to see that the assigned seat is kept in order at all times. The school administration and staff may conduct inspection of, STV to maintain the integrity and security of the STV.

## **THREAT PROTOCOL**

A threat made by a student to school staff, students or other persons, while on school or off school grounds, or at any school-sponsored event, is an activity that leads to discipline in the Connecticut Technical School System - either suspension or up to and including expulsion.

The following procedures are in effect:

1. Any staff member aware of a threat being made by a student must report it to an administrator immediately;
2. The administrator will contact the parent, and/or the police;
3. Any staff member who is the subject of a threat shall be immediately informed by the administrator; and
4. Any incident that is reported shall be documented and retained by the administrator, and a copy shall be forwarded to the superintendent.

In addition to the above procedures, other measures may be taken. For example, prevention programs such as Peer Mediation and psychological and social worker services are available for

students, and referrals are an appropriate intervention. Classroom and technical instructors will continue to be vigilant and aware of students.

## **SAFETY/EYE PROTECTION**

Safety must be taught in all shops, laboratories and classrooms. Each shop, piece of equipment, and job has a safety procedure which must be followed carefully. All instructors and students are required to wear, and properly use, industrial quality eye protective devices during such time as they are engaged in any work, activity or study in a laboratory or workshop where exposure to a dangerous process may have a tendency to cause damage to the eyes, or where there is a reasonable probability of injury to the body that can be prevented by such protection.

OSHA approved safety glasses must be worn according to shop policy. Prescription glasses are NOT OSHA approved. They are safe for street wear only. OSHA approved goggles may be worn over prescription glasses. They may be purchased in hardware stores, etc. Contact lenses should not be worn in shops without proper safety shields, goggles or other protection.

## **SAFETY GUARDS**

This is a reminder that it is imperative that guards be in place and used on all equipment where guards are called for. Please make sure that you personally inspect your technology areas on a regular basis and that you are certain that every prudent measure is being taken to safeguard our students from injury.

## **WINDOWS AND OVERHEAD GARAGE DOORS**

No student(s) shall open or close any window in the building under any circumstance. In addition, no student shall operate any manual overhead door under any circumstance. However, a student may operate an electrically operated overhead garage door equipped with a safety stop motion device with the permission of the teacher(s).

## **PESTICIDE APPLICATIONS**

Staff and parents or guardians of students may register for prior notice of pesticide applications in the building or on the campus during the current school year. The school maintains a registry of persons requesting prior notice and such persons are provided with notice at least 24 hours prior to application. The notification procedure is usually by mail and includes:

- A description of the name of the active ingredient in the pesticide being applied;
- The target pest;
- The location of the application, and
- The name of the school official who may be contacted for further information.

A record of pesticide applications at a school during the prior year is also maintained.

## **ADMINISTRATION OF MEDICATIONS BY SCHOOL PERSONNEL**

The School Nurse is responsible for general supervision of administration of medications in the school. Administrators and teachers who have received medication administration training from the school nurse shall be allowed to administer medications to students.

The Principal or his/her designee is responsible for identifying several administrators and staff members at the beginning of each school year who will attend initial medication administration training or medication administration review classes. Participation in medication administration classes is completely voluntary.

A medication administration trained staff will be assigned to administer routine daily medications in the absence of the School Nurse or substitute School Nurse.

A physician's order is required for all medications, including over-the-counter medications administered during the school day. The physician's order must include the name, indication for, strength, dosage and administration schedule of the prescribed medication.

Students may not carry or self-administer medication without written permission of both the health care provider, licensed to prescribe in the state of Connecticut, and the parent/guardian. Medications commonly carried and self-administered include asthma inhalers, EpiPens and diabetes medications. If there is any question about whether a student is authorized to carry a medication, please contact the school nurse.

A parent/guardian or responsible adult is required to hand-deliver the medication directly to the school nurse or an administrator (with the exception of medication for self-administration). The medication must be in its original container with the student's name, name of medication and instructions for administration clearly printed on it.

## **FOOD RULES**

Staff is discouraged from bringing food in for students. Health code regulations are in place to ensure the safety of students and staff.

The list below includes high-risk areas that need to be compliant with Public Health Code 19-13-B42, this list is not all-inclusive:

- Potentially hazardous foods (PHFs) (examples: whole beef, ground beef, chicken, pork, fish, eggs, cheesecake) are received at the required internal temperature;
- PHFs are cooked to the correct temperature;
- PHFs are cooled properly;
- Raw and cooked foods are stored properly;
- Proper hand wash procedures;
- Minimize bare hand contact with ready to eat foods;
- Sanitizing solutions are the correct concentration; and
- Proper cleaning of food contact surfaces and utensils.

Questions regarding the Public Health Code may be directed to the **CTECS'** Certified Food Safety Inspectors:

Chad Raasumaa – [Chad.Raasuma@cttech.org](mailto:Chad.Raasuma@cttech.org); Tel. No. 860-807-2105

John Woodmansee – [John.Woodmansee@cttech.org](mailto:John.Woodmansee@cttech.org); Tel No. 860-807-2233

## **SMOKING, VAPING AND ALCOHOL CONSUMPTION**

The consumption of alcoholic beverages by any staff member on school property or at school functions which include students, is strictly prohibited.

Smoking and vaping is not permitted for students or staff in any CTECS building or on school grounds, including the parking lot, at production sites or at school-sponsored activities/locations.

## **EMERGENCY SCHOOL CLOSING**

School will be in session every school day as specified in the school calendar. Any changes in this schedule will be publicized in advance. On occasion, it becomes necessary to close or delay school on rather short notice because of emergencies such as heavy snowstorms. In the event of such a closing, announcements will be made through the radio and television media. If no announcement is made to the contrary, school will be in session.

## **VISITORS**

In order to maximize the safety of the school community, members of the staff are not permitted to bring visitors on campus unless it is for school business. Visitors include children and other family members.

Visitors who are permitted must report to the main office for permission to visit and must wear a nametag. Staff members should be alert for unauthorized visitors and report their presence to the principal promptly.

## **OPERATIONAL INFORMATION**

### **ADMINISTRATIVE COMMUNICATIONS**

**CTECS Internal Web Site** at <http://sde-cthsi/> contains valuable information for staff with appropriate links.

### **ACADEMIC/TRADE REQUIREMENTS FOR ELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES**

1. Any student failing his/her trade/technology is ineligible; and
2. No student may fail more than one full-credit course (math, science, English, social studies) and one partial-credit (physical education, art, health, computer) course and be eligible.

### **ATHLETICS ELIGIBILITY REQUIREMENT FOR PARTICIPATION IN INTERSCHOLASTIC SPORTS**

The athletic program is an important and integral part of the total school program and is open to participation by all students enrolled at a **Connecticut Technical Education and Career System** school. Athletics serve as a base for the development of a positive self-image for all participants, encourages individual and group excellence, dedication, and commitment in working toward team goals, contributes to the participants' growth in physical fitness and skill, fosters mental alertness, emotional maturity and social interaction. While the high school athletic program serves as an arena for the student/athlete to display his/her talents, student/athletes, must in turn, be willing to assume certain responsibilities.

Participating in sports is a privilege not a right. Students not in attendance for the school day cannot participate in practice, scrimmages or games.

The **Connecticut Technical Education and Career System** school adheres to C.I.A.C. Eligibility Rules and those listed below:

#### **A student is not eligible:**

1. If he/she is not taking four (4) units of work or the equivalent. (Rule I.B.);
2. If he/she failed trade/technology course at the end of the last marking period. The final average grade in trade/technology determines fall eligibility. (Rule I.D.);
3. If he/she has failed more than one full-credit course (i.e. math, science, English, social studies) and one partial-credit course (i.e. art, health) at the end of the last marking period, the final academic grade averages determines fall eligibility. (Rule I.D.);
4. If he/she has failed physical education. (**CTECS** Rule);
5. To start a sport during a season in which his/her twentieth (20th) birthday falls. The season is from the first allowable play date until the posted date of the state championship in that sport;
6. For 30 calendar days if he/she has changed schools without a change of legal residence provided both the receiving and sending school Principals sign a Transfer Waiver Form attesting that the student, to the best knowledge of the Principals, did not transfer for athletic reasons. (Rule II.C.);



7. If he has consecutive semesters, or four consecutive years of eligibility from the date of initial entry into ninth grade. A student may not participate in a specific school sport for more than four seasons in grades 9-12;
8. If he/she plays or practices with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E.). The exceptions to Rule II.E shall be:
  - i. Participation in parent/child tournaments and caddie tournaments; and
  - ii. Tennis and gymnastics - a pupil may practice, but not compete, with a non-C.I.A.C. team during the season, not to exceed three (3) hours per week.
9. If he/she plays under an assumed name on an outside team. (Rule II.7); and
10. If he/she receives personal economic gain for participation in any C.I.A.C. sport. (Rule II.F.)

Each CTECS school determines a student athlete's eligibility based on the official receipt of the previous marking period's report card.

## TEACHER ATTENDANCE

Teacher attendance is extremely important to student learning and supervision. The teachers' work day is 7 ½ hours beginning not earlier than 7:15 a.m. and ending not later than 3:00 p.m.<sup>1</sup>

## ARRIVAL AND SIGN-OUT

Each instructor must sign in on the attendance computer.

If an instructor has to leave the building on school business, or in the case of emergency, must notify the department head, receive permission from their administrator, and sign-out. Under no circumstances are employees to sign in or out for another employee or leave the building without administrator permission.

- Electronic School Sign-in Process

The **CTECS** has implemented an electronic sign-in and sign-out process. A computer located in the main office is used by staff to login and record their sign-in. This replaces the former process of employees signing timesheets each day upon arrival.

- Sign-out during the School Day

Staff are required to use the computer to sign-out (and sign back in) when leaving the school facility during scheduled hours. This includes leaving the school grounds for lunch and during prep periods, or on school business. Examples of school business include production work, field trip or observation of a WBL site. This replaces the former process of employees signing the manual sign-out log when leaving the facility. Please note that teachers may not leave the building during preparation periods except for professional purposes and with the permission of the Principal or designee.

Staff scans their ID or logs into the system to sign out. They then select the applicable code to indicate the reason for leaving the school. Upon return, staff simply scans their ID to register their return.

- Sign-out due to Unscheduled Leave

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<sup>1</sup> Please refer to the SVFT collective bargaining agreement for specific requirements related to hours of work.

Employees are still required to obtain appropriate supervisory approval and report to the timekeeper (or the timekeeper back up) when taking an unscheduled leave (sick, vacation, personal, etc.) and leaving the school due to illness or emergency. Staff scan their ID or log into the system to sign out and to provide the leave type and duration of their unscheduled leave. This entry provides a record for employee attendance.

### **PERSONAL LEAVE FOR FACULTY**

Pursuant to the current teacher collective bargaining agreement, personal leave requested on the day before or after a weekend, holiday or any day other than a scheduled work day shall be restricted to the following reasons:

- a. Religious holidays;
- b. Court appearance; court appearance in connection with school business shall not be deducted from personal leave; and
- c. Family emergencies or important personal business which cannot be transacted outside of scheduled working hours.

Not more than one personal day may be carried over to the following calendar year, but it must be used prior to the end of the school year. If said day is not used by the end of the school year, it may be returned to the State for payment as provided in the teacher's collective bargaining agreement. Personal days, or portions thereof, will not be denied on the final PD day, nor on days near the end of the school year unless granting the day would affect the orderly running of the school.

### **FUND RAISING ACTIVITIES**

Direct solicitation of donations of money or goods on school property during regular school hours is disruptive. Students are not permitted to sell anything that is not school sanctioned, including raffle tickets, and they are not permitted to conduct fundraising and collect money for donations. Indirect forms of charitable solicitation on school premises that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation may be approved by the principal.

### **MEDIA GUIDELINES**

The CTECS Board believes in the dissemination of timely and factual news concerning the school system and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Because schools are public institutions serving the educational needs of the community, it is important that information be disseminated concerning programs, activities, and significant school events. To ensure that this publicity be given wide coverage and coordinated with a common effort and purpose, the following procedures shall be followed with news media:

1. Spokespersons designated to speak to the media on behalf of CTECS include the Board Chair, Superintendent and the Communications Director. Other staff may be asked by the Superintendent or designee to speak to the media on a case by case basis, depending on their expertise on an issue.
2. News releases of a system-wide nature, or which pertain to established school system policy, are the responsibility of the Communications Director and will be issued through his/her office with prior approval from the Superintendent.
3. News releases which are of concern to only one school, or to an organization of one school, are the responsibility of Principals who may issue the release themselves with

prior approval from the Communications Director. Principals may also collaborate with the Communications Director who will submit the release on the Principals behalf.

4. CTECS spokespersons are authorized to provide to the members of the press information which is a matter of record and public information. It is recognized that there is information of a confidential nature which shall not be released, such as information concerning personnel, grievances, negotiations, court actions and special placement of students.
5. Members of the press, television and radio stations will be directed by the Board Chair, Superintendent of Schools, or Communications Director to the administrator directly responsible for the information they seek.
6. All school system staff who are contacted by members of the press, television and radio stations should direct the media personnel to the Communications Director.
7. All school system staff should inform the Communications Director when they have spoken to a member of the press while representing CTECS.
8. Information provided to the media should be factual and should not involve speculation or assumptions.
9. All communications by school officials to the press shall be "on the record."
10. Reporters do have limited rights to be at public schools. While the press does have a legal right to go our schools, there are restrictions. The Principal has the right to restrict interaction with students on school property if he/she deems it interferes or disrupts the educational process;
11. All media must check-in at the main office of each school, provide their credentials and will be escorted to their final destination;
12. Media inquiries about specific students, including inquiries in police-related matters or activities that have taken place off school grounds and not during the regular school day, should be referred to the Superintendent or the Communications Director;
13. Media may take overall photographs of students without permission slips, so long as the students are not identified or singled out;
14. Media photographs that single out and identify students must be cleared with the school building main office for permission to print.
15. Parent group presidents/chairs should know that they can also get help from Communications Director when they are asked questions by reporters that go beyond their area of expertise or authority. They can and should ask the Communications Director to put the reporter in touch with knowledgeable staff who may have pertinent information or a broader view of the situation in question.
16. Schools must provide the Communications Director with news about school events and activities.

## **PROFESSIONAL DEVELOPMENT (PD) ACTIVITIES OR DISTRICT COMMITTEE MEETINGS**

All employees are required to submit an ELR when they are attending a PD activity or any off-site meeting.

- Employees who are members of district committees such as Steering Committees or Facilitator Meetings have a professional obligation to attend scheduled meetings.

Employees who are unable to attend a meeting should notify the meeting organizer in advance;

- Personal Leave requests should not be scheduled on District-wide PD days, district committee meetings days, or during school organized professional learning, and will only be granted in accordance with the employee's collective bargaining agreement;
- School responsibilities should not interfere with attendance at Steering Committee meetings or leadership meetings and members should make arrangements to find alternate coverage if the activity falls within the time committed to the professional development activity.
- Employees attending a PD Activity or a district committee meeting that is scheduled for a partial work day are required to report to their assigned school first or return to their assigned school after the PD activity or district meeting;
- While attending a PD Activity or district meeting, employees are expected to arrive on time and return from breaks in a timely manner;
- Employees arriving late to a meeting must notify their supervisor as soon as possible. An ELR must be submitted to address the late arrival time; and
- An employee that needs to leave early must notify their supervisor and receive approval to leave. An ELR must be submitted.

## COLLECTING MONEY

All revenues collected outside of the school business office (e.g. athletics, production, Student Activity Funds) must be given to the school business office for deposit in compliance with Connecticut General Statute 4-32. In the event that the business office is closed (e.g. evening athletic events), the revenues must be kept in a locked and secure location. The revenues must then be given to the school business office at the beginning of the next business day.

All revenues must be deposited intact and may not be:

- Taken home for safe keeping;
- Used to cash personal checks or as an automated teller machine (ATM);
- Used for loans; or
- Used to pay immediate expenses.

## CORRIDOR PASSES AND SIGN-OUT SHEETS

Except for the passing session between periods, students must have a corridor pass signed by an instructor when leaving classroom or shop areas. Students must also sign a sign-out sheet before leaving class or shop. Instructors should challenge students seen in the corridors during shop/class periods. Students in classrooms are allowed to go to their lockers only before and after school and at lunch periods passing times; otherwise, students will be required to possess a corridor pass. Instructors must maintain sign-out sheets for their class or shop. The following should be kept in mind when receiving student requests for passes:

1. Students must be directed to take the shortest route while using a pass;
2. Students must use the restroom designated for your room or area;
3. Passes during instructional time, unless for a medical emergency, should be discouraged. It's ok to say no; and

4. Never admit students into your assigned area without a properly executed pass unless there is an emergency.

If 10 days of unexcused absences are exceeded, a letter shall be sent to the parent indicating that credit denial for the year has occurred and that there is a procedure, which can be followed if they wish to appeal the denial of credit. This notice shall be sent by mail with a return receipt requested, or in lieu of a return receipt, verification can be made via telephone contact.

## **DAMAGED OR LOST TEXTBOOKS, LIBRARY BOOKS OR SCHOOL MATERIALS**

The State Board of Education reaffirms that an important part of every student's educational program is the development of a responsible attitude concerning the use of educational materials provided by the school. Thus, the Board prescribes rules concerning the use of such educational materials.

Students are expected to treat and use textbooks, library books and school materials with care. Loss of textbooks or educational materials will be determined when students fail to present them at a time required by the school principal or designee.

The assignment of liability to student(s) for loss or damage to textbooks or educational materials is the responsibility of the school principal or designee.

## **EMPLOYMENT OF STUDENTS BY STAFF**

**Connecticut Technical Education and Career System** school (CTECS) instructors, administrators and providers of student support services are not permitted to hire students to work in their home or business. This prohibition extends to members of the employee's immediate family\*, as defined by statute.

It is not advisable for other **CTECS** employees to hire students to do work of any kind in the employee's home or business. Such action exposes the employee to allegations of conflict of interest, impairment of judgment regarding educational decisions affecting the student, use of official position to benefit oneself and family or associates, and improper solicitation of services.

This topic was addressed in prior correspondence, Administrative Letter SVT-4, September, 1999.

\*Immediate family of a public official or state employee means any spouse, child, child's spouse, parent, brother or sister. This also includes any dependent relative who resides in the individual's household.

## **INVENTORY**

Every attempt is made to provide accurate inventories in every area of the building. To this end, room/shop equipment inventories are taken at least once a year. Materials assigned to students should be carefully documented when handed out. Every instructor is responsible for the inventory in their assigned area(s). Do not take this process lightly. Every item must be accounted for auditing purposes. No equipment is to be relocated or borrowed without the proper paperwork. Sample spot checks will be utilized in each area to insure accuracy and accountability. Instructors are responsible for maintaining accurate inventories and records of supplies, equipment and student use.

## **KEYS**

Instructors are responsible for all keys issued to them. Any lost keys must be reported to the main office. Students should not be given keys at any time. Do not leave keys in plain sight; be

careful where you put them down. Keys are collected at the end of every school year and reissued in August. They may be signed out in the main office during the summer.

## PARKING

Staff may park using the designated parking spaces. Speed limits and safety rules are to be strictly observed at all times. No driving or parking in other areas will be allowed at any time without prior administrative approval. All staff and student vehicles must be registered with the parking coordinator and marked with a school-parking permit, which must be visually displayed on the rear window.

## PAYCHECKS

The office staff has severe time constraints for preparing timesheets and sorting and recording checks. Only emergency requests for information, forms, etc. will be honored from 1:00 p.m. thru 3:00 p.m. on "Payroll Thursday." Your cooperation is appreciated. For further information regarding payroll options such as direct deposit, etc., see the business manager.

## PRODUCTION WORK

Educational production work is accepted on the basis of instructional value. The activities to be performed must supplement or enhance the curriculum being taught at the time, provide effective skill training for the student, promote work readiness and conform to industry standards. The complete policy is in force and can be found on the internal website at <http://sde-cthsi/policies-procedures/Policies.htm> under Production Work Program. This is a reminder of some important points.

All production work done must have an approved production order prior to the assignment of students to the job.

Work needs to be completed in a reasonable amount of time, or as indicated on the order, or a new order needs to be completed.

Labor hours on production orders must reflect time allotted by industry standards (refer to guidelines).

Work for **Connecticut Technical Education and Career System** school administrators must be approved by Central Office prior to the assignment of students to the job.

Any work for commercial or religious organizations must be reviewed by the Legal Consultant and approved by the Superintendent. Verbal or written commitments to such parties should be avoided prior to approval.

Production work over \$1,000 requires approval by the Superintendent as well as the school principal. Student labor must be limited to the description of work to be performed on the approved production order. Additional work that is not stated on the production order is not permitted prior to approval of a revised or new production order.

If any additional work is done or tasks eliminated, the production order should be modified in the area designated for changes and submitted for approval.

Vehicles should not be left on campus overnight, and should not be left near the auto shop unless the work is scheduled for that day.

Students are not permitted to drive vehicles scheduled for production work unless they have a CT driver's license, and parental permission.

Principals should monitor production work and production work orders on a continual basis.

If there is damage or injury during production work, or a customer is dissatisfied, or there are questions relating to legal action or potential legal action, the principal must be notified immediately. The principal will inform the Legal Consultant.

For construction production work, form and procedures are available on the S drive, in a folder 6600, under construction trades. For other trade technologies production work, use forms PF3 and PF5, and the Educational Production Work Manual (1998). These forms can be downloaded from the **CTECS** Forms Center. In the future, the entire process will be done electronically.

#### Production Work within the School Building

- Only students with a good disciplinary history should be selected for these jobs;
- The teacher should ensure that students know how to perform the procedure prior to performing the actual job;
- The teacher should be present at the beginning of the job and give clear instructions to the students;
- The teacher should tell the students not to deviate from the instructions without checking with the teacher first; and
- The teacher should tell the students to return to shop if anything unexpected happens.

The complete policy can be found on the internal website.

### **SCHOOL TRANSPORTATION VEHICLES (STVS)**

Drivers of **CTECS** vans and buses used for athletic events are allowed to stop the activity vehicle for the purposes of allowing players/participants to use lavatory facilities and/or to purchase and consume food. Drivers/Coaches, whenever possible, must inform their school administration of their anticipated destination(s) prior to leaving for the event. The vehicle must be fully integrated into a designated parking area and off the road. The driver, and any other adult supervisors, will ensure that students safely exit the vehicle and enter the establishment and will supervise student behavior at the restaurant. All purchased food will be consumed on the premises and not be returned to the vehicle. Previously obtained annual parental permission will be on file at the school by the first arranged practice or game for each sport requiring transport of students. Arrangements will be made to address students who cannot afford the costs associated with stopping for a meal.

We cannot use vans or busses to transport students to their home or to a centralized location.

#### **ATHLETIC RELATED PERSONNEL:**

Athletic Related Personnel Assignments Include:

- Timekeepers
- Bus Drivers (4 – 6 hours in duration)
- Bus Drivers (greater than 6 hours)

- Timers and Scorers
- Ticket Sellers and Takers
- Security Supervisors and Other Security Personnel
- Football Chain Member
- Football Announcer
- Football Scoreboard Operator

Each school year, the Principal will post the assignments. Principals will solicit interested employees within the school first, then employees within the **CTECS**. If there is no one interested and qualified in the school or in the **CTECS**, the Principal may recruit outside the **CTECS**. Interested persons must submit a CT-HR-12 application form and a cover letter indicating the assignment for which they are applying.

## PURCHASING POLICY

Any employee of the Department of Education shall not knowingly use a State account number with a vendor to purchase personal items nor secure or store such items using State assets in or on State property.

No employee (except as noted below) is authorized to order, purchase, and/or procure supplies and services on behalf of the State of Connecticut without an approved state issued purchase order. This requirement applies to all funding sources – Federal, State, Private, and Student Activity Funds.

The only exception to this rule is when the school business manager and/or plant superintendent are utilizing a state purchasing card (P-Card) to pay for the supply or service. In these instances, the P-Card holder should have a pre-approved internal purchase requisition (OF-95).

In instances where staff has not complied with these requirements, the expectation should be that they are donating the item(s) to the State and you may provide them a donation form.

We must use state contracts when available. The database of state contracts for technology equipment is available at <https://portal.ct.gov/SOTS/General/Contact-Us/Contact-Us---Information-Technology> (Department of Information Technology) while all other state contracts can be found at <https://portal.ct.gov/das> (Department of Administrative Services).

## GIFTS TO THE SCHOOL

The **Connecticut Technical Education and Career System** school has a Gift Acceptance Policy approved by the State Board of Education. The procedures follow. The form is available from the **CTECS** Internal Website: <http://sde-cthsi/forms/index.htm>.

1. The donor has sole responsibility for determining the value of the gift;
2. All gifts must be approved in writing by the superintendent;
3. In the case of a gift, the school must receive and maintain on file a statement signed by the donor that the conditions of acceptance set forth in the Policy are understood and acknowledged;
4. In the case of a loan of equipment for use by schools for a specific period of time, the item may be accepted by the principal. The terms and conditions of such loan must be reduced to writing and signed by the donor;



5. Items that appear to be offered primarily for purposes of advertising rather than for the educational benefit of students may not be accepted. Any donations appearing to fit into this category shall be referred to the superintendent for consideration and action; and
6. An inventory control number shall be assigned (if the item is not disassembled or consumed) and the number shall be recorded on the gift log and on the school's inventory record.

## **SPECIFIC PROCEDURES FOR DONATION AND DISPOSAL OF MOTOR VEHICLES**

Donation Paperwork consists of:

1. Gift Acceptance Form (12/4/2006);
2. Donor Acknowledgement of Conditions for Acceptance of Gifts (revised 7/2006);
3. Donated Vehicle Inspection Form; and
4. Original title signed by the owner(s) and transferred to the State of Connecticut, Department of Education.

All forms can be found on the **CTECS** Internal Website <http://sde-cthsi/> in the Forms Center under the heading Gift Acceptance and Donor Acknowledgement Form and Donated Vehicle Inspection Form.

When the useful life of the donation has passed and it needs to be disposed of the school requests return of the paperwork in writing or via email to the Automotive Consultant. The title is sent back to the business manager of the school who removes the vehicle from inventory through the inventory control system and makes arrangements for disposal of the vehicle with the Automotive Department Head.

The complete policy can be found on the internal website.

## **TEACHER SUPPORT**

### **EMPLOYEE ASSISTANCE PROGRAM (EAP)**

Early identification and resolution of problems is vital. To help employees and their families address difficulties, the Connecticut Department of Education provides a free, confidential counseling and referral service called the Employee Assistance Program (EAP). It is the hope of the Department that employees will seek help from the EAP early on, before problems worsen. The confidential program may be able to help you with solving workplace problems. You may wish to contact Deer Oaks with the agency Employee's Assistance Program at 1-866-EAP-2400.

### **EMPLOYEE MEDIATION PROGRAM**

The Bureau of Human Resources (BHR), State Vocational Federation of Teachers (SVFT), the American Federation of School Administrators (AFSA), and the **Connecticut Technical Education and Career System school (CTECS)** have initiated an employee mediation program in the Technical Schools. This program, which is an outgrowth of the Labor-Management Conflict Resolution Partnership, provides an effective means of dealing with employee conflicts. Both union and management believe that the mediation process improves how disputes are resolved and creates a healthier school/work environment.

Many times, employees wait until the conflict escalates into a serious situation before seeking help. Actually, mediation can be more helpful if used early on. If a conflict is beginning to make it difficult for you to function effectively, please don't hesitate to contact an employee mediator or call Human Resources to learn more.

## **APPENDIX A**

### **EIGHT THINGS YOU SHOULD KNOW**

It is important that teachers conduct themselves in such a way as to prevent situations where behavior may be called into question. To that end, the following important information is offered to give you guidelines to use. These suggestions are based on recent events and lawsuits in the State of Connecticut. They have been developed with the help of Brian Doyle, the attorney for the AFT-CT.

1. **Never Leave Your Students Unattended**

If you need to leave the classroom for any reason, make sure an appropriate staff member is covering for you before leaving.

2. **When Required to Be Alone with a Student**

If you are going to be alone in a room with a student, please make sure someone else knows about it and leave the door open.

3. **Never Close Your Door When Giving Extra Help**

Extra help is important to the development of knowledge for students. When you are giving extra help, make sure you keep the door to the room open and make sure someone knows you are giving the help.

4. **Searching Book Bags**

You should not search a student's bag. You may ask the student for an item in the book bag, and if it is given to you, keep it and send the student to the office immediately. You should report this matter to the administrator.

When you think that a student's bag contains something that can harm others or is illegal in some way, separate the student and the bag and contact an administrator immediately.

5. **Never Be Alone on a Field Trip**

If you are going on a field trip, consider the following:

If it is an overnight field trip, make sure you are never alone with a student. Make sure another adult knows where you are at all times. If you and others are on a bus trip, make sure you are sitting in different parts of the bus. You must be able to see what is happening to each and every student on the bus. Also, make sure you have a person to contact back at the school or at the person's home in case any problems develop on the field trip.

If you are chaperoning students at an overnight event involving students, consumption of alcohol is not allowed. If something happens to a student while you are drinking or after you have had a drink, the law might consider that you were unable to perform your chaperoning duties and could result in (whichever the law allows) and disciplinary action.

6. **School Equipment Must NEVER Be Taken Home Without Written Permission from the Administration.**

If you have equipment in your possession without permission, it may be a felony. Please get permission in writing.

7. **Always Have a Way to Contact the Main Office**

You should be aware of the telephone system in your school and the location of the nearest cellphone.

8. **Never Take Students in Your Car**

You should never travel with students in your personal car.

**POLICIES AND PROCEDURES OF THE STATE**  
**DEPARTMENT OF EDUCATION**

<http://sde-fs1hfds/bhr/Annual%20Mailing-Pol%20&%20Proc/index.htm>

**If you require further information, please contact the Human Resources Business Partner**

Bureau of Human Resources  
Connecticut State Department of Education  
450 Columbus Boulevard, North Tower, Suite 403  
Hartford, CT 06103  
Telephone: (860) 713-6690  
Fax: (860) 713-7011

**POLICIES AND PROCEDURES OF THE CONNECTICUT TECHNICAL**  
**EDUCATION AND CAREER SYSTEM (CTECS)**

<http://sde-cthsi/policies-procedures/Policies.htm>

**ADMINISTRATIVE LETTERS  
OF THE**

**CONNECTICUT TECHNICAL EDUCATION AND CAREER  
SYSTEM (CTECS)**

<http://sde-cthsi/administrative-letters/a-z.htm>

**PLEASE ENSURE THAT YOU HAVE READ THE ENTIRE STUDENT HANDBOOK FOR  
ADDITIONAL RULES, REGULATIONS AND PROCEDURES.**