



INSTITUTE FOR CHILD DEVELOPMENT

BINGHAMTON UNIVERSITY



The Children's Unit for Treatment & Evaluation

Student & Family Code of Conduct

This manual was developed in accordance with NYSED Part 100.2 regulations – School conduct and discipline.

Foreword

The Children’s Unit for Treatment and Evaluation is a New York State Education Department approved private special education program for preschool (ages 3-5) and school age (ages 5-11) students. Our program is specialized to serve students primarily diagnosed with Autism Spectrum Disorder as well as other related needs.

As part of our approval by the state for our School Age Program, we are required to comply with regulations to provide a code of conduct that outlines expectations for student behavior and disciplinary actions for prohibited student conduct, as well as visitors to our facility, including students’ families. The Part 100 Regulations of the Commissioner of Education, which specify requirements for elementary, middle and secondary school programs in New York State, Part 100.2, General School Requirements, on which this manual is based can be found at:
<http://www.p12.nysed.gov/part100/pages/1002.html#1>.

All of the staff at our program understand that children may come to us with extensive behavioral needs and greater flexibility will be needed from our staff than may be typical in other settings. The purpose of this Student & Family Code of Conduct is to outline how our staff will work together with each student and family, as well as other community partners (i.e., districts, county health departments, case workers and similar professionals) to ensure that each student has access to education in a safe, caring, and supportive environment.

Thank you for letting us partner with your family. We look forward to sharing in each student’s successes in the coming year!

Sincerely,



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Student (and Parents) Bill of Rights

Students enrolled in programs at the Children's Unit for Treatment and Evaluation (CUTE) will have the same civil or legal rights afforded to other students under the provisions of the federal and state constitution and laws of the State of New York. Students and families will be treated with kindness and support with no discrimination on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, relationship/marital status, political affiliation, disability, or health condition at any time.

All of our students have the right to the following:

- Privacy and confidentiality at all times;
- Access to an educational program consistent with the agreed upon, current Individualized Education Plan (IEP) per the student's school district;
- Kind and respectful treatment by all students and staff;
- Harassment-free and discrimination-free environment and information on how to report incidents of concern if intimidation, harassment, or discrimination are believed to have occurred;
- A safe, clean, and organized learning environment;
- A location in the classroom for personal belongings;
- Access to sufficient meals, snacks, and drinks during the school day as sent in by families for each student;
- Access to appropriate toileting facilities and support to engage in hygienic routines consistent with each student's developmental level;
- The ability to express one's opinions or concerns in a respectful way without fear of retaliation; and,
- The ability to participate in meetings regarding one's own progress and development, as appropriate to each student's capabilities.

All students who attend the Children's Unit for Treatment and Evaluation are expected to uphold the following standards:

- Treat others with kindness and respect at all times;
- Keep hands, feet, and body to oneself;
- Avoid all forms of bullying (including cyber-bullying), intimidation, harassment, or discriminatory actions against others, including but not limited to inappropriate comments or actions made on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, relationship/marital status, political affiliation, disability, or health condition;
- Avoid the use of profanity and obscenities in both verbal and written forms at all times;
- Agree not to record audio or video of other students during the school day; and,
- Report concerns of violations of any of the above to a staff person as soon as they are detected.

Parents/Legal guardians of enrolled students have the following rights:

- Privacy and confidentiality at all times;
- Kind and respectful treatment by all students and staff;

- Harassment-free and discrimination-free environment and information on how to report incidents of concern if intimidation, harassment, or discrimination are believed to have occurred;
- Ability to be an active member of their child’s educational planning, including but not limited to attendance at meetings, review of written material, or discussion regarding child progress and placement or service alterations per the IEP;
- Timely receipt of the information contained in this Code of Conduct, as well as other information about policies and procedures that impact their child’s education;
- Opportunities to discuss concerns and questions with staff and access to appropriate supports to ensure understanding (i.e., translation/interpretation services).
- Access to information about our program via our family guides and tours or staff meetings to support familiarity with our policies and procedures;
- Timely notification of any changes to their child’s health status or educational programming; and,
- Support from leadership staff when determining the most appropriate transition placement for their child.

Parent responsibilities include:

- Being an active participant in their child’s education;
- Providing updated contact information, authorization of release, transportation permission, health information, and legal custody documentation in a timely manner;
- Abiding by attendance policies consistent with the child’s school district expectations, including provision of tardy/absent/early dismissal notes where applicable, with knowledge that absence patterns of concern will be reported to the Committee on Special Education supporting the student’s placement at CUTE;
- Communicating respectfully and kindly with all staff, students, and other families receiving services at CUTE, even during times of stress;
- Avoiding the use of profanity and obscenities in both verbal and written forms at all times;
- Avoiding all forms of bullying (including cyber-bullying or email aggression), intimidation, or discriminatory actions against others, including but not limited to inappropriate comments or actions made on the basis of race, color, national origin, sex, gender identity, sexual orientation, age, religion, relationship/marital status, political affiliation, disability, or health condition;
- Notifying school staff and administration of any concerns or complaints in a timely manner; and,
- Abiding by all responsibilities for health and safety as required by NYSED and/or NYS Department of Health, including but not limited to ensuring their child’s immunizations are up-to-date, keeping their child home for the duration of specific communicable illnesses as specified per state regulations as communicated by nursing staff, picking their child up from school when advised to do so by the school nurse given health status, providing a doctor’s note to return to school if requested, and ensuring their child is well groomed, clean, and wearing attire consistent with the school dress code.

Discipline Code for Student (and Parent) Behavior

Student Dress Code – A student’s grooming and appearance (including hair style and color, jewelry, make-up, body art, and nails) should:

- Be clean, safe, and appropriate to the activities in that student’s educational program;
- Not include garments that minimally cover the body, including but not limited to tube/crop tops, spaghetti-strap tank tops, low cut shirts (front or back), and any clothing that is either see-through or exposes the midriff, buttocks, or genitalia;
- Include clothing that covers all underwear completely;
- Include footwear at all times;
- Avoid items that depict vulgar, obscene, or discriminatory messages or cursing/profanity, as well as those that encourage illegal or violent actions, either in writing or by picture.

Students who violate the dress code will be required to change or cover the offending item. Failure to do so will result in a call to the student’s parent or legal guardian to come to assist them with changing or take them home if the student continues to refuse to change to appropriate clothing. The student and family will be provided with reminders about the dress code and examples of what the student can wear to be compliant with the dress code. An unusual event form will be completed if the student is removed from school due to this reason.

*If a student violates the dress code sufficient to require three removals from school for refusal to change inappropriate attire, a meeting will be called with the parent and responsible CSE to discuss behavioral expectations for continuing with the CUTE program.

Tobacco, Alcohol, and Other Controlled Substances- The CUTE program is housed in the Institute for Child Development on the Binghamton University campus. As a requirement of the Federal Drug-Free Schools and Campuses Regulations, all students, parents, and visitors to our facility may not carry a controlled substance of any kind or alcohol on their person nor use a controlled substance or alcohol while on our school grounds. Binghamton University is also a Tobacco and Smoke Free Campus, so per the Binghamton University Policy No. 621 (<https://www.binghamton.edu/operations/policies/policy-621.html>), the use of “all tobacco and tobacco-derived products intended for human consumption, including, but not limited to, cigarettes, electronic nicotine delivery systems, cigars, hookah-smoked products, clove cigarettes, bidis, kreteks, smokeless tobacco and snus” is strictly prohibited. This policy also prohibits smoking of any kind, defined as “inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, hookah, or any other lighted or heated tobacco or product intended for inhalation, including marijuana, whether natural or synthetic, in any manner or in any form. Smoking also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking in this policy. This definition does not include any product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco use cessation product. Electronic vaping is not approved by the FDA.” This policy applies to all university property, including buildings, grounds and facilities (parking ramps and parking lots).

If a student violates this policy, the item will be confiscated, the parent will be notified of the event, an unusual event form completed, and New York State University Police at Binghamton will be called for consultation to ensure the safety of all parties. Child Protective Services may be notified. The child’s

parent/legal guardian will be required to sign a written statement indicating that such an event will not occur again.

If a parent or visitor violates the tobacco, alcohol, and other controlled substances policy, they will be notified of their violation and asked to leave the school grounds. This may include staff not releasing a student to their parent if the parent appears to be under the influence of a substance affecting their ability to care for or maintain the safety of that child. University law enforcement may also be called and Child Protective Services notified, depending on the circumstances.

Weapons - All students, parents, and visitors to our facility may not carry or use firearms or other weapons at any time. A weapon is defined as a device, instrument, material, or substance that has the ability to cause death or serious bodily injury or harm. An exception to carrying of a specific device applies to approved law enforcement personnel.

If a student violates this policy, the item will be confiscated, the parent will be notified of the event, an unusual event form completed, and New York State University Police at Binghamton will be called for consultation to ensure the safety of all parties. Child Protective Services may be notified. The child's parent/legal guardian will be required to sign a written statement indicating that such an event will not occur again.

If a parent or visitor violates this policy, they will be notified of their violation and asked to leave the school grounds. University law enforcement may also be called depending on the manner in which the violation came to the attention of ICD staff (i.e., Violence or threatened violence that may prompt a lockdown) or the manner in which feedback is received and parent complies with the directive.

Use of Personal Electronics

We understand that students have a range of electronics available to them to support their learning and to connect with others, including family members. As such, we feel that it is important to specify the bounds of permitted use of electronics in school to be consistent with that of local school districts from which students come to our program. Please note the following policies regarding student electronics:

1. Students who bring non-essential electronic equipment from home, including but not limited to cell phones, computing devices, and portable music and entertainment systems, are solely responsible for storage and safety of that equipment. This does not refer to approved communication devices or other equipment related to IEP goal attainment or general functional support as well as app-based medical monitoring that may be necessary for health stability if prescribed by a physician, nurse practitioner, or physician's assistant as necessary for that student (a written prescription or note from the medical provider must be on file with the nurse).
2. Cell phones or other messaging systems may not be used by students in the classrooms at any time. If a student and parent need to communicate during the school day, ICD staff will ensure that phone calls are made or accepted via reception staff for appropriate reasons (i.e., family emergencies).
3. Recording of classroom activities on personal electronics is prohibited for all staff, students, and parents or legal guardians of students to uphold protections of privacy and confidentiality for all parties who participate in activities at CUTE at ICD.
4. Students who wear GPS-enabled tracking bracelets or other devices are able to wear these devices throughout the day to ensure their safety with a written letter from the legal guardian

requesting that the student be permitted to do so. If there is an audio recording mechanism in the device, it must be turned off or otherwise disabled during the school day to respect the privacy and confidentiality of other students in our program.

5. If a student is found using personal electronic equipment not approved as part of an IEP goal, the equipment will be removed and held at the reception office until the end of the school day.
 - If inappropriate use of electronics occurs three separate days, the parent or legal guardian will be called and the electronic equipment only returned to a parent with discussion of how to limit inappropriate use during future school days. A signed agreement may be required.
6. If electronic devices or other equipment related to IEP goal attainment or general functional support are being used at CUTE, the responsibility for replacement or repair of any damage sustained on site are the sole responsibility of the originating agency (i.e., school district, county health department, or other funding agency for device) or legal guardian if paid for by the family.

Despite restrictions on the use of personal electronics, CUTE at ICD has many internal electronic equipment options that are available for student use during the school day. Given this level of access to program-approved electronics, personal electronic use is unnecessary for most of our students.

Procedures for Maintenance and Enforcement of Order on School Property

We recognize that children are referred to our program for needs associated with the developmental delays and emotional and behavioral characteristics consistent with autism or related conditions. Individualized Education Plans are specifically designed in ways to support student behavior in positive ways per our program's mission. Any concerns that may arise regarding aggressive or disruptive behavior are more often associated with the child's already identified needs for CSE support and, subsequently, placement in our program.

Our program does not use aversive interventions, including verbal reprimands or other disparaging statements nor physical discipline of any kind. We also do not use time-out rooms or other isolating means of de-escalating students. Our approach to instruction involves focusing on the skills the students need to succeed, such that the skills they develop often compete with less adaptive ways they were previously using to try to meet wants and needs. Our goal is co-regulation, which means that the staff are committed to modeling strategies and helping children to see their coping options while guiding them through the process toward a more balanced emotional state. This is part of our developmentally driven socio-emotional curriculum and is central to the way that we structure our program.

A goal, instructional support plan, or lesson plan are terms we use for the specific instructional methods used to teach a skill or set of skills. For each skill the student is learning, there is a separate and specific plan. Individual plans are prioritized for each student, depending on the skill(s) or behavior(s) essential for their growth and development. These plans are chosen after an initial analysis of the student's skill level and assessment of what may be motivating or helpful to them in learning the skill, any physical limitations that may impact the demonstration or learning of the skill, and the expectations/demands of social and environmental settings where the student needs to display the skill. Plans are organized across domains: Communication/Speech, Pre-Academic/Academic, Activities of Daily Living /Fine Motor,

Social, Vocational, and Self-regulation. Most plans are scheduled to be conducted various times throughout each day across different settings to support maintenance and generalization of skills.

Behavioral Support at the Children’s Unit for Treatment and Evaluation

Children learn and grow best when they are healthy, safe, and in a nurturing and supportive environment. Our staff at the CUTE at ICD are committed to the well-being and safety of each student. We rely on evidence-based behavioral strategies to build skills and help children cope with challenges they face in their social and learning environments. We also recognize that sometimes children need specialized support. In order to provide this type of support, our staff receive specialized training with an emphasis on preventing interfering behavior and helping children when they do become upset.

Our facility uses a multi-tiered approach to behavioral support. We rely on strategies like choice-making, modeling of appropriate behavior, reinforcing the behavior of children displaying positive behavior, redirection, using first-then statements, providing corrective feedback while not commenting on less helpful or interfering behavior, and having the child be part of detecting when they start to get upset and/or returning their learning environment to the prior status after becoming upset (i.e., putting materials back, cleaning up debris, and so on). These strategies are used daily as supports for all students, where applicable. If students are not responding to these general strategies, we look at a specific instructional support plan that increases their opportunities to earn rewards for appropriate behavior to compete with behavior that is getting in the way of their success. All of these support plans are developed by the student’s multidisciplinary team and approved by senior leadership.

All of our staff are trained in the Safety-Care™ Behavioral Safety Training program (QBS, Inc.), which is an approach based on extensive clinical research that emphasizes positive reinforcement of appropriate behaviors and support to reach those behaviors even when emotionally dysregulated. Safety-Care™ provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety as top priorities. These methods are specifically designed to prevent crises and teach desirable, functional alternatives to dangerous or disruptive behavior.

Although our emphasis is always on prevention and the development of emotion regulation and coping skills, our staff are also trained in how to respond if a crisis does happen. In the *extremely rare* event that a student becomes a significant danger to self or others because of significant behavioral problems, our staff are trained to intervene to reduce the likelihood of significant injury or harm to all involved. Again, we do not seclude students because our staff are an essential part of each child’s de-escalation and reengagement, which is the definition of co-regulation; your child will not be left alone at any time nor placed in a locked room or space.

ICD standard policy is that physical and mechanical restraint is not to be used. Content in quotations below is excerpted from the *U. S. Department of Education’s Restraint and Seclusion: Resource Document* (<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>) and sections 19.5 of the Rules of the Board of Regents and Sections 100.2, 200.1, 200.7, 200.15, and 200.22 of the Regulations of the Commissioner of Education.

Physical restraint is defined as “a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely.” This includes physically holding a child in a sitting position in a chair, or at a desk, etc. “The term physical restraint does not include a

physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.”

Mechanical restraint is defined as “the use of any device or equipment to restrict a student’s freedom of movement,” but does not include adaptive devices, vehicle safety restraints, medical immobilization (casts, braces, etc.), or orthopedic devices prescribed therapeutically. It also does not include safety equipment (arm guards, body padding) worn by staff so long as that equipment does not limit the child’s movement.

In the event of an emergency situation “where the child’s behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective,” physical restraint can be used only as a last resort, “and should be discontinued as soon as imminent danger of serious physical harm to self or others has dissipated.” Prone restraint (lying face down on the ground) is strictly prohibited at all times.

Other forms of physical restraint require that the developmental level of an escalated student be considered for appropriate time limitations; again, any immobilization of a student is considered physical restraint. No student will be held in an approved emergency physical restraint for longer than one minute per restraint. If the student either has not de-escalated or re-escalates following removal of a physical restraint intervention and re-initiation of the all the positive, proactive intervention strategies available and again meets criteria where behavior poses imminent danger of serious physical harm to self or others and other interventions are ineffective, staff may reintroduce a physical restraint. However, each restraint will be no more than one full minute before release.

Per regulation [8 NYCRR § 19.5(d)(7)(ii)], any staff who may be called upon to implement emergency interventions must receive evidence-based training in safe and effective, developmentally appropriate timeout and physical restraint procedures. The New York State Education Department (NYSED) does not recommend specific trainings and expects schools to determine which program will be used at the school level. The Safety-Care™ Behavioral Safety Training program (QBS, Inc.) includes training on the implementation of emergency strategies, including physical restraint, for safe and effective management of crisis situations. All staff undergo initial full certification training within their first three months of hire and undergo annual recertification training as a requirement of employment. Only Safety-Care Certified Trainers (on site at ICD) can make determination that a physical restraint is necessary. We do not use timeout as an intervention. We have five or more certified trainers on site at ICD to support our students and assure competence of our staff.

Should an *extremely rare* emergency or crisis behavioral event occur that requires physical restraint, we will:

1. Contact the legal guardian/parent immediately by phone once the student has deescalated safely. During the call, we will discuss the situation, as well as our planned strategies for preventing any future crises from happening, and answer caregiver questions.
 - a. If we cannot reach the legal guardian/parent by phone, we will notify the child’s school district immediately.

2. Legal guardians/parents and the child's committee for special education (CSE) chairperson at their district will receive written documentation on the same day an incident occurred as well, either in writing or via email depending on consents in place from the parent for use of email.
 - a. If the student has left for the day and there is no email consent on file, the documentation will be sent home with the student the following school day or mailed if the parent requests such support.

Documentation on the use of emergency interventions for each student (consistent with the requirements of Chapter 516 and 8 NYCRR sections 200.22(c) and (d), will include:

- the name and date of birth of the student;
- the setting and the location of the incident;
- the name of the staff who participated in the implementation, monitoring, and supervision of the intervention and any other persons involved;
- a description of the incident including duration, and for physical restraint the type of restraint used;
- the student's status as being served under an IEP and any other relevant support plans including a behavioral intervention plan (formally developed following a functional behavior assessment ordered by the school district, if applicable – rare for CUTE students) or other plans developed for the student by our program;
- a list of all the positive, proactive intervention strategies utilized prior to the use of the emergency intervention and whether those strategies were consistent with the student's behavioral intervention plan, if one exists;
- details of any injuries sustained by the student or others, including staff, as a result of the incident and whether the student was evaluated by the school nurse or other medical personnel.
- the date and method of notification to the parent/guardian and whether a meeting was held;
- the date of debriefing by the school administrator or designee and the staff involved in the emergency intervention;
- the date of student debriefing and personnel assigned (must be conducted in a manner appropriate to the student's age and developmental ability to process the behavior that led to the intervention); and,
- the date the incident was reviewed by school supervisory personnel and, as necessary, the school nurse or other medical personnel.

Our policies and procedures are in alignment with the *U. S. Department of Education's Restraint and Seclusion: Resource Document* (<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>) and New York State Education Department guidelines on emergency interventions in school settings as of the date of the most recent manual revision.

Leadership staff will review data on at least a monthly basis regarding behavioral interventions and emergency interventions involving physical restraint to monitor patterns that warrant staff training or changes to student support mechanisms. If there are multiple incidents within the same classroom, or involving the same staff, school administration or approved designees will investigate and design staff training and student lesson plan changes within one week's time and communicate such efforts to families of any students impacted.

Our emphasis on prevention and positive skill building often keeps crisis situations from becoming a concern, but families should be assured that we are able to support each student in any situation they encounter with care, respect, and safety in mind. Parents will always know what we are trying to do to help their child and what has happened during the school day. If a parent has concerns or feels they would like to have a further discussion with our team, we strongly encourage the parent to call us and request a meeting. We all work best when we are on the same page and the same team.

If a student appears to be struggling with ongoing behavioral challenges, we will contact the parent and ask to meet for planning to ensure we are doing all we can to best serve the student and family. During the meeting, we will discuss options and strategies, including whether it might be best to reach out to a child's school district for permission to conduct a functional behavior assessment (FBA) for consideration of a behavior intervention plan (BIP). Definitions of FBAs and BIPs can be found within NYSED's regulations, as these are related to formalized IEP supports. The primary purpose of such assessments and plans is to help identify what might be causing the student's behavior and create a systematic plan to improve the student's functioning. All of these steps are in the interest of providing each student with the best education possible, and parent input is essential to each step of the process.

Visitors

Visitors to our program are required to uphold similar standards of safety and responsible conduct when on the grounds of our school on the university campus. All visitors are required to sign-in with our reception staff, obtain a visitor badge, and be escorted by a staff person at all times when in our school hallways, classrooms, and meeting rooms. Parents of enrolled students are considered visitors to our building and will be expected to follow procedures as specified in this section. Should a visitor engage in intimidating, discriminatory, or harassing behavior, the staff person escorting that individual will notify them that the behavior being displayed is not consistent with our expectations for conduct as outlined in this manual and request that the individual adjust behavior accordingly. If a visitor continues to engage in an intimidating, discriminatory, or harassing manner toward staff, students, or other visitors/parents, they may be asked to leave. New York State University Police at Binghamton may be called for consultation or intervention. *Visitors are strictly prohibited from recording (audio, video, or other means) or photographing classrooms, students, meetings or ongoing activities supported by our program at any time. All parties must adhere to the guidelines for protecting student rights to privacy.*

Child Protective Services

Please be advised that our program will cooperate with Child Protective Services investigations, which might include requests to observe students enrolled in our program; obtain information about student attendance, progress, or hygiene; and, review certain records related to the child's well-being. All on-site visits will follow guidelines specified for visitors as outlined above. The escorting staff person is usually a member of CUTE's leadership team or one of the facility directors. CPS investigations do not require parental permission nor consent for our cooperation. Our facility is legally obligated to cooperate with CPS requests for information and observation as part of our requirements as a NYSED approved special education program. Similarly, all staff at ICD are mandated reporters per Article 6, Title 6, and section 413 of the New York Social Services Law. Mandated reporters are required to report suspected or known child abuse or maltreatment when presented with reasonable cause for concern based on factual observations, professional training or experience, and/or suspicion of harm or imminent danger for harm (<https://ocfs.ny.gov/publications/Pub1159/OCFS-Pub1159.pdf>).

Procedures for Early Resolution of Discipline Problems

Parents are notified either by phone call or in writing about any concerns that arise with their child. CUTE at ICD does not suspend enrolled students nor take disciplinary action against students for behavioral challenges. We aim to support students to the best of our ability via positive behavioral interventions that reduce the likelihood of students engaging in significant, dangerous behavior. In the event that a student's behavior has escalated substantially, our staff call a meeting with the student's parents to problem-solve and discuss the next steps for intervention. If the family and our staff continue to have concerns despite changes made to support the student in continuing to meet IEP objectives in our setting, then the Director of Educational & Direct Care Services calls the school district to discuss the appropriateness of our program as a placement. If all levels of support in our facility have been exhausted based on consultation with the district and family, the school district will usually call an emergency CSE meeting to discuss other placement options that might better serve the student. Parents of students at our facility who have children in these circumstances often have had several planning and support meetings with our staff prior to these emergency CSE meetings in attempts to address behavior concerns and have been advised to consider if there are other placements the parents would like to explore that might better support their child.

We do not make recommendations for interim alternative educational placements for a child. Our discussions with parents and school districts involve whether it is most beneficial for the student to continue with our program or be considered for other more appropriate supports via the IEP. Students are encouraged to attend our program as long as we are the listed educational placement on that student's IEP. Relatedly, students can only attend CUTE if we have received an IEP from the student's school district on which we are the listed educational placement.

Guidelines for In-service Education Programs on Student Conduct and Discipline

Staff regularly attend in-service trainings to develop a variety of skills to support our students. Additionally, they are required to review, with written and signed attestation, our ICD Conduct Manual, CUTE Policies and Procedures Manuals, and this Student Code of Conduct, on an annual basis. All manuals and codes of conduct are updated between May-July, and staff are required to review them during July-September. All new staff are required to review these manuals at time of hire and then on the schedule as described above thereafter. Should an edit be made to any of our manuals, staff would be informed and asked to review the content within 30 days of the distributed revision.

Dissemination and Revision of this Code of Conduct

The Student & Family Code of Conduct will be distributed within or before each student's first week of enrollment with CUTE and between August and September of each school year or more often depending on revisions and updates. As already indicated, staff receive this Code of Conduct at time of hire and at least annually thereafter. This Code of Conduct will also be available on the ICD's website and upon request. Revisions to this manual will be completed at least annually unless regulations or other circumstances require a revision sooner.