



2020-2021 Family Handbook



125 Latimer Lane, Weatogue, CT 06089
860.651.3872

Greetings Parents/Guardians of Farmington Valley Diagnostic Center Students,

This handbook has been created to provide information regarding our program's mission, services and procedures.

Farmington Valley Diagnostic Center (FVDC) is a collaborative program developed with several towns in the Farmington Valley region. Under the guidance and direction of our partnering districts, the program is managed by the Capitol Region Education Council.

We consider it an honor to be working with your student and encourage families to work alongside us to provide the very best clinical and academic services. With your support, all things are possible!

This school year is guaranteed to be quite different from past years given our country's present health crisis. In spite of COVID-19, FVDC is excited to be moving forward with two significant initiatives, project-based learning (PBL) and increased use of technology-based learning.

1. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
2. Teachers and clinicians alike will increase their use of technology during class time and within clinical groups. The use of the web-based platform Google Classroom will be used along with Khan Academy, Vocabulary.com, Scholastic, Nearpod and other technology based student engagement platforms to engage students with teacher directed and student directed learning.

If FVDC has to move to distance learning due to the current pandemic, I am confident our professional learning community will rise to the occasion and ensure that the transition is done swiftly and effectively.

Sincerely yours,

Susan T. Davis

Susan T. Davis,
Program Director

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Mission Statement

The mission of the Farmington Valley Diagnostic Center is to provide compassionate and individualized programming, to students in grades 6–12, and to identify their unique behavioral, social/emotional and academic needs in order to enable each of them to return to the most appropriate and least restrictive educational environment and to meet with ongoing success.

Diversity, Equity and Inclusion Statement

CREC is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion. We commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grow, and serve.

Farmington Valley Diagnostic Center is a community that celebrates and honors every unique individual member and the multifaceted experiences that they bring to the school. We believe that embracing our diversity leads to social/emotional and academic excellence. We actively seek to understand the complex and rich identities of self and others, and to lean into difficult topics related to diversity and inclusion. This pursuit and belief prepares our students to be contributing members of an increasingly diverse and global world.

Policies

Farmington Valley Diagnostic Center is managed by Capitol Region Education Council (CREC) in collaboration with regional member districts. In keeping with Connecticut State law, CREC policies may be accessed at <http://www.crec.org/about/policies>. The majority of policies concerning students (including our discipline policy) may be found in the 500 series. Please familiarize yourself with these policies as they guide all aspects of our work with students.

Students attending Farmington Valley Diagnostic Center are expected to comply with policies of their sending school districts who oversee the educational program during the placement. Farmington Valley Diagnostic Center works closely with partnering districts to comply with all state and federal laws and regulations. You may reference your sending school district's policies on the district website.

About Our Program

Farmington Valley Diagnostic Center provides individualized educational and clinical programming within a therapeutic milieu. Some students are referred for a 40-day diagnostic placement, while other students are placed for a longer term, such as a semester or two. The reasons for referral to FVDC are varied and our program aims to be flexible and accommodating in meeting students' needs. We utilize a trauma-informed team approach and work closely with families and sending school districts to create individualized plans. Our goal is to help determine the educational setting and supports students need to be successful in school.

Students at FVDC receive instruction in a small, self-contained classroom setting, with a low student to staff ratio. The program offers rigorous instruction in mathematics, English, science and social studies provided by certified special education teachers. In order to plan educational programming, special education teachers administer the WRAT-5 to all students at the beginning of their placement in order to determine baseline academic levels in the areas of reading, writing and math. Curriculum is aligned with Connecticut Core Standards. Additionally, if students require course offerings that are not available in the program (such as a foreign language or a particular elective), virtual learning opportunities may be provided through an online educational platform. Farmington Valley Diagnostic Center teachers provide oversight and support with online learning.

Farmington Valley Diagnostic Center certified school social workers provide high quality, clinical services to all students in the form of individual and group counseling. The clinicians work closely with the educational staff and families to address student social emotional and behavioral concerns. Our social workers help to identify community supports and partner with a variety of social service agencies and outside clinical providers. In addition, psychiatric evaluations and/or consultations are available upon district request.

Farmington Valley Diagnostic Center recognizes the importance of connecting students to the larger community. In the past we have provided educational field trips, vocational outings and community service opportunities. While we hope to resume these activities in the future, it is likely they will be on hold due to current health concerns and CDC recommendations.

School Hours

FVDC student hours are from 8:30 am – 2:30 pm.

Staff hours are from 8:00 am – 3:00 pm.

Morning Arrival & Check-in Procedure

- Students may not be dropped off at school before 8:30 am.
- Students should remain in the vehicle until a Farmington Valley Diagnostic Center staff member signals for them to transition into the building. Vehicles will be unloaded one at a time, allowing time for the entry procedure while maintaining social distancing to the best of our ability.
- Upon entry, students are required to sanitize their hands before entering the lobby.
- All students will be “wanded” upon entering the school building with a handheld metal detector.
- Students then turn in all electronic devices including, but not limited to, cell phones, MP3/iPod, cameras, hand held games, Bluetooth devices, etc. Each student will have an individual container that will be locked in a secure storage area for the length of the program day. All electronics will be returned to students as they depart at the end of the day.
- Students are discouraged from bringing money or valuable possessions into the school. In the event that students bring these items to school, they assume all responsibility for lost or damaged items. In the event that this becomes an issue or a safety concern, students will be required to lock money and valuables in their container for the duration of the school day.

PLEASE NOTE: *Due to health concerns related to Covid-19, students are not permitted to use lockers or to bring backpacks to school during the 2020-2021 school year.*

Tardy Arrival Procedure

If students arrive after 8:45 am, the student is considered “tardy” (unless transportation is delayed). For tardy arrivals, a parent/guardian must escort the student to the front door and ring the doorbell. A staff member will meet the adult and the student at the front door. The adult will be required to sign the student into school for the day.

Early Dismissal Procedure

If a student needs to be dismissed early for any reason, the adult who is picking the student up must ring the doorbell to announce their arrival. The student will be called to the main office for dismissal. A school staff member will meet the adult at the front door with the student. The adult will be required to show identification (photo ID) and sign the student out of school for the day. Students will be released only to those adults with appropriate permissions.

PLEASE NOTE: Due to health concerns related to Covid-19, NO VISITORS WILL BE PERMITTED TO ENTER THE FVDC SCHOOL BUILDING during the 2020-2021 school year.

Transportation in the Event of Inclement Weather

- FVDC follows the **SIMSBURY** school district regarding closings, delayed openings and emergency closings due to inclement weather.
- If CREC Central is closed, FVDC is also closed.
- If FVDC is closed, no transportation will be provided.
- If FVDC is on a delay but your home town is on a regular schedule vans will run on a delay.
- If FVDC is open but your home town is closed, transportation will not be provided from your town. You may drive your student to and from school that day.
- If FVDC is on time and your district has a delay, the van will operate on a delay.
- If FVDC has a full day, but your district has an early release due to weather, the van will pick up your student early.

There is no perfect solution to transporting students in bad weather. Vans operate slower to be safe and delays occur due to accidents and poor road conditions. We appreciate your patience, understanding, and cooperation during inclement weather situations.

Student Attendance

Consistent school attendance is critical to student's educational and social-emotional development. It is of the utmost importance that students attend Farmington Valley Diagnostic Center on a regular basis. Daily attendance is a key factor in student success. We recognize that many students who are referred to FVDC have struggled with school attendance in the past. We make every effort to collaborate with students and families to re-establish consistent attendance patterns.

State Board of Education policy states:

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

According to this policy, a student who is not "in attendance" is considered absent. The State Board definitions of excused and unexcused absences apply only to those absences that meet the standards of the above policy. For example, the definitions do not apply to tardy students (i.e., those late for school but who would be considered as "in attendance" according to the above policy). Districts may use days tardy for local purposes as necessary

The Two-Level Approach to Excused Absences

The State Board of Education definitions establish two levels of criteria for an absence to be considered an excused absence (see table below).

Level	Total # of Days Absent*	Acceptable Reasons for a Student Absence to Be Considered Excused	Documentation Required within 10 Days
1	One through nine	Any reason that the student's parent or guardian approves.	Parent or guardian note only.
2	10 and above	<ul style="list-style-type: none"> Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length.</i>) Student's observance of a religious holiday. Death in the student's family or other emergency beyond the control of the student's family. Mandated court appearances (additional documentation required). The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason). Extraordinary educational opportunities pre-approved by district administrators. (Opportunities must meet certain criteria. See below for details). 	Parent or guardian note and in some cases additional documentation (see details of specific reason).

** Note: The total number of days absent includes both excused and unexcused absences.*

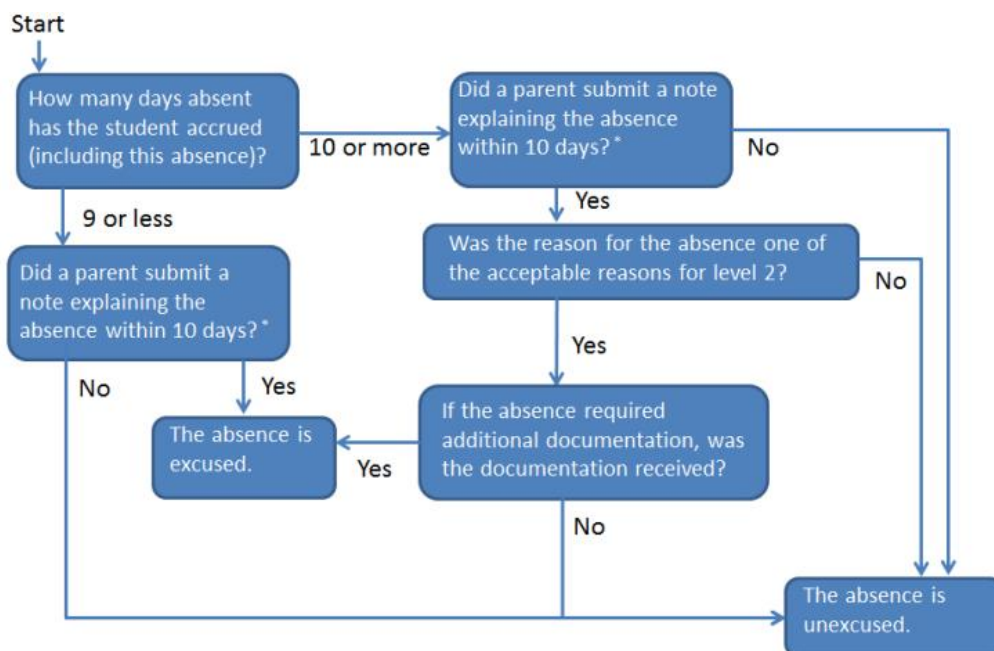
Attendance Documentation

Parent or guardian notes and other documentation are central to determining whether a student's absence is excused or unexcused. While a note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student's absence are acceptable. For example, a parent or guardian can report the student's absence in person to an authorized school official, such as an attendance clerk. The table below details the different types of acceptable absence documentation and the required elements for each type.

Parent or Guardian Note	In-Person Explanation from Parent or Guardian to an Authorized School Staff Member	School Nurse Evaluation (either in person or telephone consultation)
Dates of absence	Dates of absence	Dates of absence
Reason for absence	Reason for absence parent or guardian reports	Reason for absence
Signature of parent or guardian	Name of parent or guardian reporting the absence	Date and location of the consultation
	Date and location of the report by parent or guardian	Type of the consultation (i.e., did they see the student themselves or speak to a parent about the student)
	Signature of staff member receiving report	Signature of school nurse

If your student is going to be absent please contact the FVDC office by 9:00 am and indicate the reason for the absence. As noted above, a written note is required in order for the absence to be considered "excused".

The following flow chart illustrates how the school determines if an absence is considered "excused":



Note: Absences due to a sending school district not providing transportation do not require documentation and are considered excused. Absences due to disciplinary action by the district do not require documentation and are considered neither excused nor unexcused. They are considered disciplinary absences.

Truancy

A student age five to eighteen, inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

An attendance meeting will be scheduled for any student attending FVDC who has four unexcused absences in one month or ten accumulated unexcused absences. The parent/guardian is required to attend this meeting with the program director and the student's clinician.

The goal of the attendance meeting is

- To create an action plan to support the student's regular attendance at school.
- To work collaboratively with the family.

If the attendance situation does not improve following multiple meetings and support plans in place, Farmington Valley Diagnostic Center will request a meeting with the sending school district and the parent/guardian to collaborate in addressing continued attendance concerns.

If the parent/guardian does not support the school's effort to address the attendance issue, Farmington Valley Diagnostic Center will be required to seek further support from outside agencies/resources, such as the Department of Children and Families and the juvenile court.

School-Wide Expectations

At Farmington Valley Diagnostic Center we believe that students can best grow and develop academically, socially and emotionally when the environment is safe and positive. The following expectations promote a healthy and productive school milieu.

Our program focuses on three primary behavioral expectations:

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

We model these expectations throughout the day and staff members use teachable moments in the school community to promote positive and healthy interactions.

At Farmington Valley Diagnostic Center we utilize a school-wide behavior system in which student behavior and participation is tracked using Student Success Sheets. Students earn points (on a scale from 0-3) during each class period throughout the day for exhibiting expected behaviors (safe, respectful, responsible). We utilize this data to track progress and reflect on areas of continued need. This data is shared with parents and sending districts at PPT meetings.

We incorporate daily earned incentives for students based on meeting identified program expectations. We also schedule raffles, field trips and special events to reinforce positive behaviors.

Discipline Practices

Farmington Valley Diagnostic Center utilizes tools from the RULER Approach to Emotional Literacy, along with restorative discipline practices to address behavioral issues and concerns when they arise in the school milieu. Our staff works with students to **R**ecognize, **U**nderstand, **L**abel, **E**xpress and **R**egulate their emotions and the impact of their behavior on others in the community. We utilize a reflection form called a “Blueprint” which encourages students to reflect on their own feelings, as well as the feelings of those involved in any behavioral situations. Following conflicts with members of the school community (students or staff members), students process with clinical staff and/or administration to discuss the incident and to talk about ways to prevent future conflicts or behavioral situations. We emphasize the importance of learning from our mistakes and developing improved strategies to manage challenging situations.

FVDC also utilizes a restorative discipline framework to respond to behavioral issues. This approach:

- Addresses harm done as a result of student behavior involving offender, victim and community
- Provides the opportunity for victim voice and choice
- Requires offender to take responsibility for harm done and make amends
- Utilizes specific strategies with students that may include: student to student conferencing, letters of apology and/or community service within the program setting

On occasion, based on the nature of the behavioral issue, the program director may determine that additional consequences are warranted, such as in-school suspensions (ISS) and out-of-school suspensions (OSS). A parent meeting is required for student re-entry following any out-of-school suspension (OSS).

The overall goal of emotional literacy work and restorative discipline is to build and maintain strong relationships, reduce incidents of negative behavior and enhance the positive culture and climate of Farmington Valley Diagnostic Center.

Bullying

Farmington Valley Diagnostic Center and Capitol Region Education Council are committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination.

Legal Definition of Bullying

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, 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 are to be considered under the classification of **harassment** and are enforced by the Department's Office for Civil Rights (OCR). The statutes that OCR enforces include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability.

"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop

computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital photographs are taken or transmitted.

"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

For purposes of this policy, **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

Farmington Valley Diagnostic Center has the following procedures in place to support a positive school climate and to address reports of bullying and teen dating violence:

- Students can anonymously report acts of bullying or teen dating violence to by placing notes in the clinical staff mailboxes
- Students and parents/guardians are informed of the process to report acts of bullying and/or teen dating violence at the beginning of the school year via the student handbook and classroom presentations
- Parents/guardians can file written reports of suspected bullying or teen dating violence
- FVDC staff members participate in an annual training regarding bullying and safe school climate at the beginning of the school year
- FVDC staff who witness acts of bullying or teen dating violence or who receive reports of bullying or teen dating violence are required to notify the FVDC safe school climate coordinator of such acts or allegations in a timely manner (oral report within 24 hours, written report within 48 hours)
- FVDC safe school climate coordinator investigates reports of bullying and/or teen dating violence in a timely manner
- Parents of students involved in any reports or investigations are notified of the outcome of the investigation and are included in safety planning when appropriate
- Safe school climate specialist works with the school based team, the students and parents/guardians to create student support plans, as needed to address allegations of bullying and/or teen dating violence and to promote a safe climate for all students in the program

*Additional information regarding CREC's bullying policies can be found at: <http://www.crec.org/about/policies> in the 5000 series (Policy #5131.911P and Policy #5131.13P).

****Please see FVDC Report of Alleged Bullying and/or Teen Dating Violence in the Appendix.***

Dress Code

All students are expected to wear school appropriate attire. Students should keep in mind that we often go for walks or utilize the outdoor space, so dress should also be appropriate for the weather.

The following list includes guidelines for school appropriate attire (other situations may arise that are not included in this list):

Shorts, Jeans, Pants, Capris, Skirts

- Free from large rips, and holes, even if there is a lining underneath.
- Worn at the waist, belted if necessary.
- Shorts and skirts must fall within 6 inches of the top of the student's knee.

Polos, T-shirts, Sweaters, Fleece, Sweatshirts, Zip-up Sweatshirts

- Free from promotion of or reference to drugs, alcohol, tobacco and offensive signs, symbols, or words.
- Tank tops and crop tops are not allowed.
- See through, revealing and distracting clothing, including clothing that reveals the midriff, chest, buttocks or undergarments is not permitted

Footwear

- Slippers, flip-flops, or slides are not allowed.
- Socks must be school appropriate and may not contain obscene or profane language or drug references.

Headwear

- Students may not wear hats, hoodies, do-rags, or any other type of head covering. Hats, hoods, or any other headgear must be removed upon entering the FVDC building.

Sunglasses

- Students may not wear sunglasses in the building.

Jewelry

- All jewelry must be school appropriate. Nameplates, necklaces, bracelets, rings, and earrings may not contain obscene or profane language or drug references.

Outerwear

- All outerwear must be stored in an area designated by FVDC staff at the start of classes. Outerwear may not be worn in the hallways or classrooms except immediately before and after school.

Mask Policy

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the **Framework for Connecticut Schools**, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

Farmington Valley Diagnostic Center is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of FVDC is the health and well-being of students and staff as the District prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in **Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together** requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

Failure to comply with such health and safety protocols may lead to the following disciplinary action for students in accordance with applicable laws, rules, regulations, and/or policies.

Definitions

Face covering/mask – a cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. (Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus, which is currently by droplets when an individual coughs, sneezes or talks.)

Face shield – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

Clear plastic barrier – a clear plastic or solid surface that can be cleaned and sanitized often.

PERMITTED Face Coverings/Masks	NOT PERMITTED Face Coverings/Masks
<ul style="list-style-type: none">Cloth (washed daily)Paper (single use) *must cover mouth and nose	<ul style="list-style-type: none">Neck gaitersBandanasAny masks with exhalation valve

School Buildings and Grounds

All students, staff, and visitors are required to use face coverings that completely cover the nose and mouth when they are inside the school building. Face coverings must also be worn on school grounds when social distancing unable to be maintained. An individual shall be excused from this requirement for the following listed reasons, per CDC guidance.

The individual:

1. has trouble breathing;
2. is unconscious;
3. is incapacitated; or
4. is unable to remove the mask or face covering without assistance.

In addition, masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a physician is required in order for Farmington Valley Diagnostic Center to permit a medical exemption. The note should state the medical reason for the requested exemption, such as, but not limited to, difficulty breathing.

Parents/guardians may not excuse their child from this face mask requirement, by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.

Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. Farmington Valley Diagnostic Center recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

Farmington Valley Diagnostic Center shall provide to any student, staff member or visitor a face mask if such individual does not have one. Training shall be provided as necessary regarding the proper use of face coverings. Information shall be provided to staff, students and students' families regarding the proper use, removal and washing of cloth face coverings.

Limited Exceptions to Use of Face Coverings

When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during

physical education classes, or when students are outside and effectively practicing social distancing.

Mask Breaks

Breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility.

During time of eating, face masks or coverings may be removed.

An outdoor recess period may be used as a break from wearing masks when no more than one class is outside at a time and social distancing requirements are maintained to the greatest degree feasible.

Violations of this Policy

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable CREC policy.

If a student refuses to wear a face mask or covering and does not fulfill any of the exemptions allowed by this policy, such student shall be sent to the FVDC isolation room. The parent/guardian will be contacted and will be asked to assist in rectify the situation. School personnel will explain the options available regarding the educational plan. If students fail to comply with the mask requirement it may be necessary for the parent/guardian to remove the student from the school setting and for the team to explore alternative educational plans.

If a visitor refuses to wear a face covering, for non-medical reasons, entry to the school/district facility may be denied.

FVDC staff may provide incentives for compliance with the face mask requirement.

Prohibited Items

- **Cigarettes, E-Cigarettes and/or Vaping Devices**
Smoking is prohibited within the program building and on school grounds.
- **Drugs and Alcohol, including paraphernalia**
- **Over-the-Counter Medications (without doctor authorization)**
- **Firearms, Weapons of Any Kind, Facsimiles of Weapons**
The possession or use of any kind of weapon or weapon-like instrument whether operable or not, is strictly forbidden. Any student found with any type of weapon, weapon-like instrument, or explosive device, including fireworks, will be subject to suspension and possible expulsion.

Depending upon the type and circumstances of the above violations, CREC Security and/or the Simsbury Police Department may be contacted.

Smoking

- Smoking is prohibited within the program building, on school grounds and during scheduled school activities

Other demonstrations of negative behavior, including but limited to, inappropriate language, unacceptable talk, acts of verbal or physical aggression, property destruction etc. will be consequenced fairly utilizing a restorative discipline framework.

Searches

In the event that there is reason to suspect that a student is in possession of unauthorized material or contraband, they will be searched. A minimum of two staff members will, in a private setting, ask the student to empty pockets, take off jackets and sweatshirts, socks and shoes. Searches of students, their personal property, desk or locker will be conducted according to FVDC School and CREC policy.

CREC Health Services Medication Policy: Prescription and Non-Prescription Medications

In compliance with the Connecticut State Law and Regulations of the State Department of Education Section 10-212a-1, CREC Magnet Schools and Student Service Programs require an authorized prescriber (physician, dentist, optometrist, advanced practice registered nurse or physician assistant) written authorization for a nurse or other authorized staff member to administer medication in school. Medication must be in a pharmacy prepared container, or the original container and brought to school by the parent/guardian. It must be labeled by the pharmacy with the name of the child, the name of the drug (brand name and generic name), the strength, dosage and frequency, along with the authorized prescriber's name.

The "Authorization for the Administration of Medication by School, Child Care, and Youth Camp Personnel" form must be completed by an authorized prescriber ordering the medicine and by the parent/guardian. Written permission from the parent for the exchange of information between the prescriber and the school is necessary to ensure the safe administration of such medication.

Please ask the pharmacist for a school container as well as a container for home when a prescription is taken to the pharmacy. The pharmacist will supply a second container for administration of medicine in school. Any medication received in a non-pharmaceutical container will not be administered. No more than a 3 month supply of a medication for a student will be stored at the school.

Please remember that all medication must be brought to school by the parent/guardian and delivered only to qualified personnel (program director, certified school social worker or certified teacher) trained in medication administration and assigned to the school. It must be picked up in the same manner; otherwise, it will be discarded.

CREC Magnet School and Student Service Programs will permit those students deemed capable to self-administer non-prescription and/or prescribed emergency medication, including rescue asthma inhalers and automatic prefilled cartridge injectors such as epi-pens for medically-diagnosed allergies, and will permit such students to self-administer other medications, excluding controlled drugs as defined in Section 10-212a-1 of the Regulations of Connecticut State Agencies, provided: (a) an authorized prescriber provides a written medication order for self-administration; (b) a parent/guardian or eligible student provides written authorization for self-administration of medications; (c) a school nurse has assessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate.

Appendix

Staff Directory

Name	Title	Email	Extension
Susan Davis	Program Director	sdavis@crec.org	253
Meagan Rodriguez	Office Assistant	merodriguez@crec.org	0
Ollie Oliver	Special Education Teacher	owilliams@crec.org	256
Marc Pfalzgraf	Special Education Teacher	mpfalzgraf@crec.org	254
Marla Dakin, LCSW	School Social Worker	mdakin@crec.org	209
Miriam Lewis, LCSW	School Social Worker	mleslie@crec.org	212
Randy Adom	Associate Instructor	radom@crec.org	256
Tommy Kim	Associate Instructor	ykim@crec.org	254
Akintunde Sogunro	Associate Instructor	asugunro@crec.org	255



125 Latimer Lane, Weatogue, CT 06089

Phone: 860- 651-3872

Fax: 860-651-3892

School Calendar

2020-2021

Farmington Valley Diagnostic Center
180 Student Days, 187 Teacher Days

School Hours 8:30-2:30
Early Dismissal 12:30

August 17-18 - Teachers Academy August 20 - 27 School Based Teacher Professional Development August 28 - Fall Staff August 31 - First Day of School, Early dismissal	<table><tr><th colspan="7">AUGUST (1)</th></tr><tr><th>Su</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table>	AUGUST (1)							Su	M	T	W	Th	F	Sa							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table><tr><th colspan="7">SEPTEMBER (21)</th></tr><tr><th>Su</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table>	SEPTEMBER (21)							Su	M	T	W	Th	F	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				September 1-4 Early Dismissal September 7- No School- Labor Day September 16 - Early Dismissal PLC September 30- Early Dismissal PLC
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October 12- No School-Indigenous People's Day October 7 - Early Dismissal, Open House 5:30-7:30 October 21 -Early Dismissal-PLC	<table><tr><th colspan="7">OCTOBER (21)</th></tr><tr><th>Su</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table>	OCTOBER (21)							Su	M	T	W	Th	F	Sa					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<table><tr><th colspan="7">NOVEMBER (18)</th></tr><tr><th>Su</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table>	NOVEMBER (18)							Su	M	T	W	Th	F	Sa	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						November 11 - No School- Veterans Day November 25- Early Dismissal- Thanksgiving Holiday November 26-27- No School- Thanksgiving Holiday							
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Report of Alleged Bullying and/or Teen Dating Violence



Reporter's Name: _____ Date: _____

Date of alleged bullying and/or teen dating violence: _____

Time of alleged bullying and/or teen dating violence: _____

Name(s) of perpetrator(s) of the alleged bullying and/or teen dating violence:

Name(s) of victim(s) of the alleged bullying and/or teen dating violence:

Location of the alleged bullying and/or teen dating violence: _____

Detailed description of the alleged bullying and/or teen dating violence incident (including names of witnesses and information regarding any injuries sustained):

(If more space is needed, please attach additional pages.)

****Please submit this completed form to Ms. Dakin, FVDC Safe School Climate Specialist.***

Medication Authorization Form

Authorization for the Administration of Medication by Child Day Care Personnel

In Connecticut, licensed Child Day Care Centers, Group Day Care Homes and Family Day Care Homes administering medications to children shall comply with all requirements regarding the Administration of Medications described in the State Statutes and Regulations. Parents/guardians requesting medication administration to their child by daycare staff shall provide the program with appropriate written authorization(s) and the medication before any medications are dispensed. Medications must be in the original container and labeled with child's name, name of medication, directions for medication's administration, and date of the prescription. All unused medication will be destroyed if not picked up within one week following the termination of the authorized prescriber's order.

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

Name of Child _____ Date of Birth ____/____/____ Today's Date ____/____/____

Medication Name _____ Controlled Drug? ☐ YES ☐ NO

Dosage _____ Method _____ Time of Administration _____

Specific Instructions for Medication Administration _____

Medication Administration Start Date ____/____/____ Stop Date ____/____/____

Is this medication to be self-administered by the child? ☐ Yes ☐ No

Relevant Side Effects of Medication _____

Plan of Management for Side Effects _____

Known Food or Drug: Allergies? ☐ YES ☐ NO Reactions to? ☐ YES ☐ NO Interactions with? ☐ YES ☐ NO

If "yes" to any of the above, please explain _____

Prescriber's Name _____ Phone Number (____) _____

Prescriber's Address _____ Town _____

Signature _____

Parent/Guardian Authorization:

☐ I request that medication be administered to my child as described and directed above and attest that **I have administered at least one dose of the medication to my child without adverse effects.**

☐ I request that medication be self-administered to my child as described and directed above.

Name of Day Care Program _____ Today's Date ____/____/____

Child's Name _____ Address _____ Town _____

Name of Parent/Guardian Authorizing Administration of Medication _____

Relationship to Child: ☐ Mother ☐ Father ☐ Guardian/Other explain: _____

Address _____ Town _____ Phone Number (____) _____

Signature of Parent/Guardian Authorizing Administration of Medication _____

Name of Childcare Personnel Receiving Written Authorization and Medication _____

Title/Position _____ **Signature (in ink)** _____