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Welcome to College Living Experience!

On behalf of the College Living Experience team, we want to thank you for choosing CLE in supporting your son or daughter in their transition to independent living. We are honored in your selection of the CLE program and are excited to begin working alongside your family during your child's journey through post-secondary support.

Our key to providing personalized supports and services comes from the relationships between our students, families, and CLE staff. We believe you are an integral part of your son or daughter's circle of support. It is our commitment to work collaboratively with you throughout their participation, combining our efforts to help in reaching their full potential and greatest level of independence. The CLE team welcomes your ideas, requests, supports and enthusiasm, because it is this combination that will have a tremendous impact in meeting their daily challenges and reaching their goals. Additionally, our commitment to communicate openly and honestly is important in our work to set up your son or daughter up for success at CLE. As such, we believe your continued encouragement and support will not only assist in your young adult succeeding, but will give them a sense of pride and accomplishment as well.

In an effort to also work alongside you and your family to set you up for success, we want to provide you the CLE Parent Handbook. Enclosed you will find some reminders on the scope of services, useful resources including relationship shifts you may experience with your son or daughter along with CLE policies and expectations during their time in our program.

Thank you again for choosing CLE as your post-secondary supports provider for your young adult. We look forward to joining together to celebrate achievements while also learning from those teachable moments we will all experience throughout their time within the CLE community.

Warmest Regards and Welcome,

Stephanie Martin-President
Amy Radochonski- Vice President
Ric Kienzle – Vice President

Communication

It is very typical to have difficulty communicating with a young adult as they step out of the house and experience new freedoms. During a transition of this magnitude, not only will you want to communicate directly with your college student (who may or may not be receptive), you will also have the chance to communicate with CLE staff.

The BestNotes Parent Portal will provide you access for learning about the instructional sessions your son or daughter engages in. It can also be a valuable tool to drive conversation topics when you call them. We recommend reviewing notes 1-2 times per week to stay up to date on instruction. If there are more urgent matters, staff will reach out by phone or email.

To access the Parent Portal, please visit:

<https://crm.bestnotes.com/portal/experiencecle/>

Or you can access the link from CLE's website under the 'Parent Corner'.

With the CLE Staff

Each student/family will be assigned a staff person who will serve as a **Student Advisor**. The Student Advisor will have the responsibility of being the family's primary point of contact. This will be the most efficient way to communicate information regarding your student.

The advisor will also coordinate information such as vacation scheduling, leaving town for the weekend, and health appointments. If there is a time when concern arises, we encourage you to not only let the Student Advisor know but to feel free to reach out to the Site Director. The entire team at CLE collaborates to work with students and their families and we want you to know there is an open door to the Site Director.

CLE will also serve as your point of contact with your student's educational facility. Professors are not obligated to speak with parents, so please use CLE as a resource.

With your young adult

Students will respond differently to the experience of becoming independent. Some will adjust quickly, and may call home infrequently; others will take more time to adjust and want more contact with home. In both cases, it would be helpful to discuss frequency of contact with both the student and your student advisor. Let your son or daughter know your expectations for contact, and ask how often and how they think you should communicate, i.e. by email or by phone.

It can be distressing for parents who see their son or daughter having difficulties in adjusting to college life. It goes without saying that it is terribly hard to see your child struggle. When they seek you out for aid and comfort, the parental instinct to alleviate

their suffering can be overwhelmingly powerful. In addition to calls and requests to come home, students may ask for extra money, complain about roommates or staff members, request to drop a class, or ask to be excluded from some CLE expectation. It is imperative that parents share these concerns with the student advisor so they can be addressed.

Please instruct your student to utilize CLE as a resource for advocacy and problem solving. By directly taking care of your son/daughter's needs, without notifying CLE, it may inadvertently interfere with their ability to step up to their new challenges and learn to use us a resource. You can role play with them, ask them if they know who and how to reach out to staff, or send us an email with a prompt to let us know that something is on their mind.

The goal of independence has been described as "productively struggling." *To eliminate a student's struggle means that they will be unable to make the necessary progress to move forward into a world where they are responsible for solving their problems.*

Communication with Young Adults

As your son or daughter transitions to living away from home, it can affect your relationship and the way you communicate. These changes can be positive, and also bring about some initial challenges. We want to provide support to you during this transition and manage this new dynamic.

Parent Coach Professionals

A part of CLE supports includes a service specifically for parents as an outlet for navigating this new period in your life. We have a partnership with Parent Coach Professionals (PCP), a non-therapeutic service, of highly trained professionals who are passionate about supporting the family unit.

All families are asked to participate in the 5 sessions of Parent Coaching during the first six months of your enrollment at CLE, beginning in the first month of enrollment. We have received feedback that the support given is invaluable because the coaches are an outside party whose core focus is to work on developing stronger, more effective communication & maintaining boundaries with your child. Their work will help you with tools to address the developmental changes going on and give strategies to enhance independence.

While we always want parents to speak with our team so we can improve, the Parent Coaches can also be an outlet for identifying how to best work with CLE. Coaches are not able to answer programming specific question, but can assist with communicating to

positively collaborate with our staff and pinpoint channels to have your needs and concerns heard.

Student Participation

CLE services are viewed as twelve-months of continuous enrollment and engagement with instruction and curriculum. The rationale for having students fully participate for a twelve-month period, with minimal breaks, is to ensure ongoing practice of living independently and to reduce the likelihood of an impact which may cause regression of skills. We typically see a slight regression in skills following a student going home for weekends or extended vacations since it is difficult to have students maintain the level of independence required in their new apartment. We do ask for your partnership to reduce time away from their apartments.

When present, all student sessions are considered mandatory, except for socials which are strongly encouraged, but ultimately voluntary. Staff try to address any time management and organizational challenges which are affecting attendance. Should a student show signs of continuous non-attendance for other reasons, staff will work to address the concern and notify parents. Students will be expected to inform the team of not attending, with at least 24 hours notice, as a positive vocational skill and sign of responsibility for their programming.

Staff & Instructors

As you participate in the admissions and orientation process you will become familiar with many of the staff members who will be a part of your child's support team. It is important to remember that your son or daughter will undergo a period of adjustment as they build rapport with new instructors and advisors who will be supporting them at CLE. We work to provide a consistent and predictable environment to students and often we think of that in relation to specific individuals within that setting. While an attachment to some staff may occur, please be aware instructors will vary as staff change positions, or have different scheduling availability. In addition, we work to foster an organization that encourages growth and staff may make changes across departments or transition on with their careers.

Some staff changes can also be intentional with the purpose of assisting with skill generalization across settings, time and staff. When students show growth and achievement, we may systematically adjust instructors at the end of a semester, or during a naturally occurring break to help ensure that skills are learned across staff members. During any transition, we are conscious of how to always maintain our core commitment to being student focused. It is our commitment that any intentional changes we systematically take, relating to instructors, will be communicated with the students in a timely manner

Student Advisors

Each student is assigned a student advisor as the primary point of contact for students and parents to get assistance in an efficient way. The student advisor typically monitors the student growth and meets with the students regularly to review needs in areas such as housing, independent living skills, academics, employment, social relationships, and community participation. While the student advisor may not be responsible for developing solutions for every student-related issue, they are responsible for being fully aware of the status and communicating the solutions to the family, CLE staff, and the student.

The underlying tasks of the student advisor include:

- Primary point person for communicating with and advising the student
- Primary point person for communicating with parent (s)
- Meeting with student on a regular basis--one that is scheduled and not solely on a “drop-in” basis
- Primary point person for communicating with the family and CLE staff about the development and progress of individually driven interventions
- Maintaining consistent follow through when crises occur and subsequently communicating how CLE is supporting the student

The underlying philosophy of student advising includes:

- Developing a rapport with the student and family
- Collaborating with all CLE staff to develop interventions (supports) specific to each student
- Maintaining a professional and positive attitude toward students and families under all circumstances

Student advising is not an opportunity for individual therapy. While each center employs a clinical Psychologist, they do not provide therapeutic intervention. If the team has escalated concerns about a student, the whole team will work together to determine next steps and communicate with parents.

Tutoring Responsibilities

Students will be assigned a variety of tutors to assist in coaching them through courses that may require tutoring. Each CLE student manages the relationship with their instructors, and all verbal and written communications that occur for the class are private by law through the Family Educational rights and Privacy Act. CLE staff work closely with students to encourage regular contact with instructors to ascertain grades, attendance, and other relevant information. CLE tutors and the academic liaison will work with students to make and attend office hour appointments as needed.

Each CLE student is the communicator of class information including syllabus changes and grades. Students are instructed to show tutors assignments and tests that have

been graded. CLE will help support this effort through regular communication with professors, if possible, as well as encouragement of the use of online course materials. CLE staff will help schedule tests with disabilities services and record grades for student information.

Each CLE student is responsible for attending class and completing all assigned homework, projects and tests as noted on the syllabus and as assigned in class. In general, students should be prepared to complete 2 hours of reading and/or homework for every 1 hour spent in class. While tutoring sessions serve as dedicated time to receive supplemental academic support, it is the student's responsibility to complete all assigned work, even if that means working outside of tutoring to complete the work. CLE supports this effort by scheduling structured study time to promote independent study and making homework calendars in individual tutoring. Tutors will ask for student reports on attendance and assignment completion, and will work with existing campus systems to verify those reports.

Each CLE student is responsible for bringing notes from class to tutoring. CLE staff will support this by working with the student and campus disability services to encourage accommodations for note takers or note sharing as necessary. Tutors will review notes with students and discuss how they could be improved as needed. Common differences between high school and college are outlined in the chart below.

Scope of Independent Living Services

Independent Living Skills (ILS) instruction is an integral part of the student support at CLE. Throughout the week students will receive assistance in areas such as: household cleaning & organization, meal preparation & planning, hygiene routines, safety, grocery shopping, community navigation, and financial instruction. Many students face hurdles in transferring their skills they may be fluent in at home to a new place while also managing all other aspects of apartment living. The setting of an ILS session varies based on the scope of instruction and can include a variety of community locations. Financial sessions are typically held at the CLE center.

ILS staff work hard to create a supportive setting for students for learning and address the issues of highest priority. Students are expected to work on the skills outside of instructional sessions to avoid using the session only for monitoring, but rather for instruction of new practices. Each session staff work with the student to assess how to continue to build their skills with the assistance of the CLE ILS & Financial Inventories to track their ongoing progress. While on a visit you may not find the apartment in perfect condition, know our staff are continuously working on making their apartment "college clean" and helping students deal with managing this task. ILS can be an area where students show resistance and staff work to respect the student interests and their personal space throughout sessions in their apartment.

To make sessions a success we ask students to be awake, on time and not have guests over in their home. Being prepared for a session will give increased opportunities for learning and progressing further through the ILS inventory.

Scope of Clinical Services

Each CLE center has a Director of Clinical services to assist in social emotional growth, but not for therapeutic purposes. The Director of Clinical services provides guidance on student transitions, interventions and may act as a liaison to outside therapeutic services a student is accessing. The oversight includes working with students individually through impromptu problem solving, relationship management, and medication support meetings. Health issues requiring more intensive services will be referred to practitioners in the community. Our staff are happy to work with students and families to identify community resources for mental health services not provided through CLE including assessment, individual and/or group therapy, and medication management.

In the event that a student demonstrates deterioration of psychiatric/behavioral functioning that impairs their participation in the CLE program or suggests the possibility of imminent danger to himself or others, the CLE team will conduct a CLE Threat Assessment. It may be determined by the CLE team (local center leadership along with a member of the EM team) that the student's CLE services will be suspended. If service suspension is needed, a student's parent or guardian will be required to take immediate steps to insure the student's safety, provide the student with supervision, and obtain the appropriate professional assessments/interventions for that student's safety and care

When a suspension is initiated for psychiatric or behavioral concerns, a minimum period of therapeutic support and stabilization is required by CLE prior to reassessment and potential readmission to the CLE program. Any required therapeutic support must be documented by a licensed mental health professional and CLE be provided with documentation from the professional stating that the student's behavior and psychiatric functioning are sufficiently improved to ensure the student's safety and readiness to participate in the CLE program. Individual variables and care recommendations by treating professionals will be considered in the reassessment and readmission process. In addition, CLE will factor in its existing admissions policies in considering the readmission of a suspended student. Ultimately, the decision to readmit a suspended student falls within the sole discretion of CLE.

Communication resources

Don't Tell Me What to Do, Just Send Money: The Essential Parenting Guide to the College Years.

Helen E. Johnson & Christine Schelhas-Miller

Changing Relationship with Young Adults

The college years signal the beginning of a long process of letting go. While you are no longer able to regulate, manage, or direct their life, you do have a unique opportunity to *influence* their decisions and behavior. They will experiment with taking on fully adult responsibilities and privileges. What better time for you, too, to try out new ways of relating to and communicating with your young adult? The healthiest adult-to-adult relationships we've seen in families with young adults develop when the parents begin to adopt an advising role during the college years. As they begin to encounter adult responsibilities and choices, you can become a trusted advisor, assisting them in making wise decisions and becoming fully independent.

Effective Communication

Listening, combined with skillful questioning, can help you become an effective advisor to your young adult.

Listening

The key to being an advisor is active and reflective listening. While you may want to give advice and make your expectations clear, that approach usually stops the process of investigating alternatives and puts your young adult in the position of either accepting or rejecting your advice.

Effective listening requires that you:

- Make a sincere commitment to listen without evaluating or judging
- Wait patiently, even if they struggle to express feelings and thoughts
- Take notice of verbal and nonverbal behaviors
- Check your assumptions and responses to make sure they reflect what they are feeling
- Listen without trying to “fix” the problem
- Above all, try not to judge, moralize, manipulate, or “catastrophize” the situation

Some roadblocks that can hinder effective listening:

- Warning, threatening
- Providing solutions or “should”
- Disagreeing, judging, criticizing, blaming
- Moralizing, preaching

- Interpreting, ridiculing, shaming
- Questioning and probing instead of listening

Effective Listening Tips:

- Use open ended questions (questions without one word answers)
- Avoid asking “why” questions as they are inherently judgmental and come off sounding critical
- Use “I” messages rather than “you” which can sound blaming

Communicating with your son or daughter during this transition may present new challenges. CLE’s team is here to help support you and your son or daughter but also wants to help provide perspective for both of you about what this transition means.

Although you may be most concerned about how your young adult is adjusting to college life, it’s good to keep in mind that this is a transition period for you as well. Many parents feel like check-writing spectators as their college students cope with the changes that are part of college life. You may have been involved in each phase of their development and education to date, and now you are faced with parenting from afar with little direct interaction with them.

College Parents of America (CPA) is national membership association dedicated to helping parents prepare for and put their young adults through college. CPA advises parents on the opportunities and challenges they will encounter during the college years and serves as an advocate on Capitol Hill, in state capitals, and on the nation’s campuses. You can find out more about CPA by visiting their web site at www.collegeparents.org.

Student Drug and Alcohol Policy

The criteria for distinguishing between drug/alcohol abuse and drug/alcohol dependence are very clear, but distinguishing between experimentation and abuse can sometimes be challenging. There is always a context to the using/drinking behaviors to consider, along with any history of impulsivity, impaired judgment, mental health diagnosis, etc. A student who is technically experimenting with drugs/alcohol, but who also displays significant risk factors, may not meet “abuse” criteria per the DSM IV, but still is a candidate for, at minimum, short term counseling with a competent professional to practice techniques for harm reduction due to the intersection of risk factors. CLE’s role is to assist students in understanding risk factors and refer an individual to outside services, with professionals trained in this discipline, who may be available to best support and educate them in a safe and healthy lifestyle.

Rules Applicable to Students Enrolled in a CLE Program

- 1) Students enrolled in CLE are not permitted to possess or use illegal drugs, abuse alcohol, or engage in underage drinking. -Also see Marijuana Use Policy.
- 2) Students are not permitted to have illegal drugs in their residences. Students under the age of 21 are not permitted to have alcohol or drugs in their housing.
- 3) Use of alcohol by students over the age of 21 is not permitted at CLE sponsored activities; Students wishing to use alcohol outside of CLE sponsored activities are permitted, however are not permitted to provide alcohol to CLE students who are under age 21.

Differentiating Between Experimentation and Abuse

Experimentation does not create a pattern of using alcohol or drugs. It does not create any significant consequence in any area of functioning.

Abuse does create a minimum of one significant consequence in a one-year period.

Substance abuse is defined as a maladaptive pattern of substance use leading to clinically significant impairment or distress as manifested by one (or more) of the following, occurring within a 12-month period:

1. Recurrent substance use resulting in a failure to fulfill major role obligations at work, school, or home (such as repeated absences or poor work performance related to substance use; substance-related absences, suspensions, or expulsions from school; or neglect of children or household)
2. Recurrent substance use in situations in which it is physically hazardous (such as driving an automobile or operating a machine when impaired by substance use)
3. Recurrent substance-related legal problems (such as arrests for substance related disorderly conduct)

4. Continued substance use despite having persistent or recurrent social or interpersonal problems caused or exacerbated by the effects of the substance (for example, arguments with spouse about consequences of intoxication and physical fights)

Criteria for Dependence: Continued use of alcohol/drugs despite 3 significant negative consequences (related to use of alcohol or other drugs) plus development of tolerance, withdrawal symptoms, compulsive use, etc.

Response to Alcohol Abuse

Students who are in violation of the CLE Drug and Alcohol Policy by, abusing drugs or alcohol, may be placing themselves or others at risk and therefore the CLE team has the right to implement interventions for the health and safety of the student and those around them. Interventions may be tiered based on building severity of concern or the team reserves the right to determine that the participant cannot be supported and services may be terminated. Any such termination shall be within the sole discretion of CLE.

Response to First Violation:

The student is reminded that he/she must follow the rules of CLE in the Student Handbook and Agreement for Services. The student must call his/her parent(s)/guardian(s) with the Clinical Director present and inform them of the situation. An Action Agreement will be developed, in which consequences to additional violations will be outlined. Students will be encouraged to voluntarily seek assistance and appropriate treatment options. Though CLE does not provide in-house counseling and treatment related service, we will provide referrals to community resources such as local AA/NA chapters. The student and parent(s)/guardian(s) are informed of the consequences to additional violations, which include, but are not limited to the list of common interventions below.

Subsequent violations

Following reoccurring concerns, the CLE Team will evaluate the effectiveness of the written Action Agreement; make modifications, if necessary; and identify additional interventions for the well being of the student.

Common Interventions:

- Meeting with student, a member of the CLE team and his / her parent(s) / guardian(s) regarding concerns
- Attendance at AA / NA meetings
- Random drug testing
- Referral to outside psychiatrist, psychologist or therapist

- Referral to inpatient or outpatient addiction treatment facility for treatment and /or assessment
 - If the treatment center determines the use meets criteria for Substance Abuse, the student will be required to follow the recommendations of the treatment center which might include outpatient treatment (standard is 1-3 times per week for 8-10 weeks).
 - If the assessment reports that the student does not meet criteria for substance abuse, the student, with the parent'(s)/guardian'(s) permission, will be asked to meet with a mental health professional with demonstrated competence in substance abuse/dependence for a "harm reduction" series of counseling sessions.
 - If the assessment results in a recommendation for residential treatment, the student will be suspended from CLE and permitted to return to the CLE program upon completion of residential treatment. In order to return to the CLE program, the student will have to agree to participate in outpatient services for no fewer than 8 weeks, and to be subject to random urine drug screenings to be administered by a treatment center.
 - **any recommendations regarding treatment made by an outside professional student does not agree to participate in may jeopardize the ongoing ability to work participate at CLE and may be grounds for termination of services.*

- CLE may report any illegal conduct to the police.
- Possible suspension of services

CLE reserves the right at any point to discontinue services for any student who continuously fails to make progress in identified goals and requires an alternate setting to support their needs.

Violence and Threats of Violence/Harm Policy

College Living Experience is committed to operating and maintaining an environment that is free from intimidation, threats, and violent acts for all employees, students and visitors. A safe and secure environment is a fundamental prerequisite for fulfilling CLE's mission to foster independence by providing educational, career development, integrated living and social skills support in a structured and encouraging environment for post secondary students with varying exceptionalities.

1. Policy Statement

College Living Experience will not tolerate violence, threats, harassment (*bullying is considered a form of harassment*), intimidation, or any other disruptive behavior by the CLE community of students, staff, and/or visitors. Such behaviors may include oral or written statements made in any medium (e.g. face-to-face, via regular or electronic mail, via telephone, etc.), gestures or expressions that communicate a direct or indirect threat of physical harm, intimidation or harassment, use of physical force with intent to cause harm, acts or threats intended to intimidate, coerce, harass, cause fear or harm, and/or cause destruction of CLE property.

Additionally, the use of pepper spray or mace for situations other than self-defense, when in imminent danger, is prohibited and will result in disciplinary action.

After receiving any report regarding threats or violence, CLE will conduct an immediate investigation and respond with the appropriate action. However, under no circumstances should CLE staff members or students delay in contacting Law Enforcement if there is apparent criminal activity or an emergency situation.

Individuals who commit such acts (as previously described in this policy) may be subject to, but not limited to, corrective/disciplinary action; removal and/or exclusion from the premises; suspension or expulsion; termination of CLE programming & services; and/or criminal prosecution.

2. Reporting

All members of the CLE community including staff, students, and visitors are encouraged to be alert to the possibility of violence by anyone. Safety should be placed as a highest concern to all and acts of threats or violence, and disruptive behavior (as described in the policy CLE Violence & Threats of Violence/Harm) should be reported to an onsite CLE Manager. If there is apparent criminal activity or an emergency situation, then the local police department should be immediately contacted by dialing '911'. CLE will institute disciplinary action as appropriate and will follow up with victims and any witnesses of the incident, preserving, to the extent required by law or policy, the privacy interests of those involved.

3. Violations

Violations of this policy will be treated seriously and with prompt attention. Any confirmed violation of this policy may result in corrective and/or disciplinary action up to and including discharge from enrollment, removal/exclusion from the College Living Experience property, suspension or termination of all contracted CLE programming/services, and/or criminal charges filed. In addition, where necessary, College Living Experience may refer incidents of violence, threats of violence, harassment, intimidation or other disruptive behaviors to law enforcement for further investigation.

All students are expected to report any threat or act of violence that they have witnessed, been recipient of, or have been informed of, immediately to a member of the CLE Management team. Individuals who do not report such threats or acts of violence, as described above, will also be subject to disciplinary action as deemed appropriate by the CLE Director and/or Executive Management Team.

4. Retaliation Policy

College Living Experience prohibits retaliation against or harassment of individuals who act in good faith by reporting real or perceived violence, a threat of violence, harassment or intimidation. CLE also prohibits individuals from making deliberately false or misleading reports under this policy. Individuals who make such reports will be subject to disciplinary action up to and including dismissal from the CLE program.

Weapons Policy

College Living Experience is committed to maintaining a safe and secure work and learning environment. This policy is a proactive step towards reducing the risk of injury or death associated with intentional or accidental use of weapons.

1. Policy Statement

It shall be the policy of College Living Experience that all employees, students, visitors, and contractors are prohibited from carrying, exhibiting, displaying, or drawing any firearm, dagger, sword, knife, or any other cutting and/or stabbing instrument, club, incendiary device, explosive, any facsimile weapon(s), or any other weapon apparently capable of producing bodily harm and/or property damage ("weapon/s") on CLE property or any CLE setting. This prohibition extends to all facilities wherein CLE services, programming, and/or direct instruction services are provided which can include, but is not limited to, the CLE Center, area education facilities, and/or Student Housing. Weapons are also prohibited at CLE-sponsored functions or events. It should be noted that the above-mentioned list of prohibited items and locations is not exhaustive and is provided by the way of example only; therefore, any person with questions regarding whether an item is prohibited should consult the onsite CLE Director or Psychologist.

A “weapon permit” or other government-issued license does NOT exempt individuals from the prohibitions noted in this weapons policy, which applies to all employees, students, visitors, and contractors, regardless of permissions granted to them elsewhere.

2. Procedures & Reporting

Prohibited items violating the CLE weapons policy shall be confiscated and violators may be subject to disciplinary action up to and including criminal prosecution. Weapons observed by staff or students should be immediately reported to the CLE onsite Director or Psychologist so appropriate action can be taken to ensure the continued safety of others.

Procedures

A. Reporting Emergencies Involving Weapons

- a. Emergencies involving weapons should be reported by calling 911.
- b. Do not put yourself or anyone else in danger in order to make the report. If necessary, leave the area prior to making the call.
- c. 911 should be called as soon as safely possible when a weapon is used or displayed in a threatening manner, or used in a crime.
- d. Evacuate all persons from the affected area to safety.
- e. Notify authorities of the nature of the event, including any injuries, the location, a description of the individual, and the type of weapon involved.

B. Procedure for Non-emergency Reports of a Weapon: situations that may not pose an immediate or direct threat to the safety of self and others - up to the discretion of the site management.

- a. Non-emergency incidents involving weapons should be reported as soon as possible to the CLE onsite Director or Psychologist.
- b. A member of the CLE Management team will confiscate possible weapon for the continued safety of others and determine most appropriate next steps
- c. Appropriate disciplinary action to violator(s) will be decided upon by the CLE Management team

3. Weapons Policy Notification

Notification of College Living Experience's Weapons Policy will be provided in the student Handbook and Code of Conduct. Signage with the notification of being a weapon free environment will also be posted in all CLE locations.

4. Violations

College Living Experience considers any violation of this weapons policy to be a serious matter. We understand that it is impossible to determine the appropriate CLE response without understanding the facts and circumstances under which a violation has occurred, however students and visitors on CLE property should anticipate strict enforcement of the weapons policy and consequences for violations to the maximum extent permitted by law and applicable CLE policy and procedures.

All students are expected to report any weapons (as described in this policy) which they have witnessed, received, or have been informed of, immediately to CLE Management. Individuals who are aware of possible violations to this policy and do not report such violations will also be subject to disciplinary action as deemed appropriate by the CLE Director and/or Executive Management Team. .

Any confirmed student in violation of this policy will be subject to corrective and/or disciplinary action up to and including removal from CLE property, suspension or termination of contracted CLE services, and/or criminal prosecution.

Student Confidentiality

All information regarding the students served by College Living Experience must be kept confidential at all times by employees, consultants, and all other personnel acting as agents of the company. This policy applies to both, current and former students. Maintaining confidentiality shall include, but not be limited to:

- Ensuring student records are maintained in a secure location with access by authorized personnel only;
- Protecting student identity and information regarding students and their families from disclosure to the general public or any unauthorized person;
- Disclosing such information within the workplace only on a need to know basis;
- Refraining from conversations regarding students in common work areas where such information may be overheard by persons without a need to know; and
- Refraining from discussion of any student information with unauthorized persons outside the workplace, including employee friends and family members.

College Living Experience expects strict compliance from its employees regarding student confidentiality. In addition, we ask all parents to adhere to our policy.

Please note that all former CLE employees are bound by this agreement and no longer have access to current student records or information.

FERPA- Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Under FERPA, College Living Experience may be considered “the appropriate officials in case of health and safety emergencies”; however, by law CLE is not guaranteed the right to access and disseminate student records to parents. In order to ensure that you receive your student’s records/grades, your student, if over the age of 18, will need to provide written permission to the college or educational institution.



**PARENT HANDBOOK
RECEIPT AND ACKNOWLEDGEMENT**

This Parent Handbook is an important document intended to help you become familiar with College Living Experience, its policies and procedures, to clarify what is expected of you as a parent, and to outline helpful strategies for both you and your son/daughter.

Please read the following statements and sign below to indicate your receipt and acknowledgment of the Parent Handbook.

- I acknowledge that I received a copy of the Parent Handbook and understand that it is my responsibility to read and become familiar with its content.
- I understand that the contents of this handbook will be modified from time to time to reflect changes in student programming, industry standard best practices and to address modifications to parent expectations.
- I understand that this handbook is not intended to be and is not to be construed as the tuition contract.
- I understand that my signature below indicates that I have read and understand the above statements.

Parent's Printed Name

Parent's Signature

Date

Please sign and date this statement and return it to the Center Director.