



STUDENT/PARENT HANDBOOK
2022-2023
Erlton High School Program

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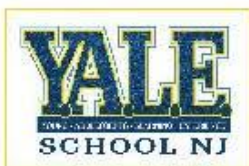
Y.A.L.E. School, Inc

Location:

Erlton
High School
800 Pennsylvania Avenue
Cherry Hill, NJ 08002
856-629-1811

HOURS IN SESSION:

2022-2023	
10-month school year	8:30 a.m. – 2:15 p.m.
Extended School Year	8:30 a.m. – 1:30 p.m.
Office	8:00 a.m. – 4:00 p.m.
Teacher Hours	8:00 a.m. – 3:00 p.m.



Y.A.L.E. SCHOOL West 2, INC.
2022 – 2023

Erlton Campus, 800 Pennsylvania Ave., Cherry Hill, NJ 08002 (856) 629-1811
www.yaleschool.com

School Hours: 8:30 am — 2:15 pm
Delayed opening time: 10:00 am
Early dismissal time: 12:45 pm
On early dismissal days, there is no allotted lunch/recess period.

August					September (16)					October (20)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1*	2*	3	4	5	6	7
8	9	10	11	12	5	6*	7*	8	9	10*	11*	12*	13*	14*
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
29	30	31			26	27	28	29	30	31				
November (19)					December (17)					January (19)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3*	4	5	6
7	8	9	10	11*	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23*	24	25	19	20	21	22	23*	23	24	25	26	27
28	29	30			26	27	28	29	30	30	31			
February (18)					March (22)					April (14)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3			1	2	3	3	4	5	6	7
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14
13	14	15	16	17*	13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	20	21	22	23	24*	24	25	26	27	28
27	28				27	28	29	30	31					
May (22)					June (13) = (180)					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2	3	4	5	6	7
8*	9*	10*	11*	12*	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15*	16*	17	18	19	20	21
22	23	24	25	26	19	20*	21	22	23	24	25	26	27	28
29	30	31			26	27	28	29	30	31				

■	School closed
★	Early dismissal
*	Staff in-service day
★	Unscheduled Early Dismissal

Issued: DRAFT 3.30.22; Rev 4.7.22; Rev. 7.14.22
Campus calendars in PDF format available online at www.yaleschoolnj.com/downloads
School closing info on our website www.yaleschoolnj.com, TV channels 3, 6, 10 and FM radio WJXX (101.5) as Y.A.L.E. School Cherry Hill.

August	
25-31	New Staff Orientation
September	
1-2, 6-7*	Staff In-Service (Orientation)
5	Labor Day
8	First Day for Students
26	Rosh Hashanah
29	Back to School Night
October	
5	Yom Kippur
10-14*	Early Dismissal
November	
7-11	Parent Conferences
11*	Staff In-Service
23*	Early Dismissal
24-25	Thanksgiving Recess
December	
23*	Early Dismissal
26-30	Winter Recess
January	
2	New Year's Day (observed)
3*	Staff In-Service
16	Martin Luther King Day
February	
17*	Staff In-Service
20	President's Day
March	
24*	Staff In-Service
April	
7	Good Friday
10-14	Spring Recess
May	
8-12*	Early Dismissal
29	Memorial Day
June	
15, 16, 20*	Early Dismissal
19	Juneteenth
20*	Possible Last Day for Students

Erlton

EMERGENCY CLOSING INFORMATION *IMPORTANT - - - PLEASE READ CAREFULLY*

SCHOOL CLOSING, DELAYED OPENING (10:00 a.m.), OR EARLY DISMISSAL (12:45 p.m.)

- Closings or early dismissals may be due to snow and/or other emergencies.
- All closings will be announced on television, radio stations, and the Y.A.L.E. School Website.
- Text notifications on your mobile phone for those who enroll at www.yaleschool.com

Parents should watch/listen to the following stations:

Listen to the stations listed below beginning at **6:30 a.m.** for your school closing.

Television Station

WPVI (Channel 6 Action News) as:

“Y.A.L.E. School Ellisburg”

AND

Radio Station

WKXW (101.5 FM) as:

“Y.A.L.E. School Ellisburg”

AND

Y.A.L.E. School Website

www.yaleschoolnj.com

If you did not hear the school name and/or are unsure about school closings:

1. Call the school; school closings will be announced on phone greeting
2. Contact your child’s bus company

NOTE: Parents should make emergency contingency plans for their children in the event of a 12:45 p.m. dismissal due to emergencies and/or inclement weather.

INTRODUCTION

The Y.A.L.E. School Erlton program is a private school for high school aged children with Autism or Pervasive Developmental Disorder-Not Otherwise Specified. Y.A.L.E. School Erlton High School is a self-contained program that is dedicated to teaching solutions to the academic, social, behavioral, and developmental challenges facing children with autism spectrum disorders. It is the academic and social mission of program to teach children those skills that will facilitate their development and help them achieve the greatest degree of independence and the highest quality of life. We deliver teaching and behavioral treatment within the context of our school setting that is based in the science of Applied Behavior Analysis (ABA). ABA is broadly defined as the systematic application of the scientific principles of learning to an understanding of human behavior and to the solving of life's practical problems. ABA is concerned with the analysis and effective treatment of behavior and its environmental function that is of immediate personal and social significance. These environmental functions are typically understood in terms of the environmental events that occur before (antecedent) and after (consequence) the behavior of interest (sometimes referred to as an A-B-C Analysis of Behavior). ABA uses empirically validated behavior-change procedures to assist individuals with autism to develop skills of academic, social, and personal value. We stress a collaborative approach to student education with ongoing communication between school, home and the referring school district, including related service providers.

PARTNERSHIPS WITH FAMILIES

We believe that a collective, collaborative process between professionals and parents/guardians requires each party to share their resources, respecting the other's efforts and contributions towards the development of a student-centered plan. By establishing a strong home and school connection built on frequent, honest and open communication, parents/guardians and professionals can work effectively in a cooperative, productive relationship based on a firm foundation of mutual trust and confidence.

TEACHING METHODOLOGY

The programming philosophy within the Y.A.L.E. School Erlton program is based on the principles and procedures of Applied Behavior Analysis and is highly structured and systematic. Programming focuses heavily on the development of language and functional communication and all students work towards progressing in the areas of academic, social and behavioral competency. Students receive applied behavior analytic instruction in one-to-one or two-to-one classrooms and instruction is provided across a wide variety of programming areas including: Attending, Receptive and Expressive Language (mands, tacts, intraverbals, echoics, listener behavior), Fine and Gross Motor Skills, Reading, Math, Social Skills, Play Skills, Life Skills, Behavior Management and Computer Literacy. These goals and objectives are derived from direct observation of the student, the Assessment of Basic Language and Learning Skills (ABLLS), the Assessment of Functional Living Skills (AFLS) and other individual assessment tools when applicable, and consultation with related service providers.

The Y.A.L.E. School Erlton program is dedicated to providing intensive and comprehensive staff training to all staff members frequently and throughout the year. The supervising Board Certified Behavior Analysts and clinical support staff implement evidence based training procedures to ensure that all staff working with students within the program have the necessary training and support to help students achieve their academic, social and behavioral goals. Systems of modeling, rehearsal, feedback and ongoing evaluations are essential components to the staff training protocols within the Y.A.L.E. School Erlton program. These components are frequently reviewed and revised as needed. Staff members are trained to implement empirically supported procedures to increase skills across a wide variety of program areas (communication, academics, life skills, daily living tasks, prevocational tasks, social skills, etc). Such procedures include, but are not limited to, providing fast paced instruction, errorless teaching, naturalistic/incidental teaching, utilizing various schedules of reinforcement, behavioral momentum procedures, and functional communication training to decrease disruptive behaviors and increase appropriate replacement behaviors throughout the day.

COMMUNITY-BASED INSTRUCTION

Y.A.L.E. School provides opportunities for students to participate in community-based instruction with the approval of the Executive Director and Site Supervisor. These activities represent continued educational programming in a natural environment to promote skill acquisition and generalization. A parent approval form must be signed by the parents or guardian and a hard-copy received by the school before the student is able to participate in a community activity. An emailed statement or permission given by phone does not satisfy the requirement. Only signed hard copies of the official form, or scanned copies of the official signed form are permissible. Parents are asked to return signed forms in a timely manner to avoid student disappointment on the day of the activity. Please note that some community-based outings will require a fee for the cost of admission. Students will also be required to pay for individual expenses incurred on a trip. Students taking medication must have a Field Trip Medication Procedure Form completed, signed and returned in order for the student to attend a school sponsored outing. If a parent/guardian does not give permission for a student to attend a community outing, the student is still required to attend school. Please note that there may be modifications to the student's classroom assignment and/or classroom staff for this day. The parent/guardian will be notified of these temporary modifications. These trips represent continued educational programming. Instructional procedures, behavioral supports, and data collection are maintained during all outings. As these are instructional hours, parent/guardian participation in community-based instructional outings is generally discouraged. Y.A.L.E. School also arranges community-based instruction for the purpose of career-awareness, exploration and job readiness. Parents and districts receive notification of these work-based learning opportunities.

ASSESSING & DESIGNING STUDENT'S INDIVIDUALIZED PROGRAM

All students must be referred to Y.A.L.E. by the local school district. Referrals must be accompanied by each student's school history, child study team evaluations, as well as the existing individualized educational plan (I.E.P.). These records will be reviewed by the Y.A.L.E. intake team and a screening will be scheduled with the student and his/her parents. Enrollment is contingent upon approval from parents/guardians, sending school district, and the administration of Y.A.L.E.

During the first weeks of a student's initial enrollment at Y.A.L.E., academic, communication, self-help, problem behaviors, and social skills will be assessed by the teaching staff, supervising BCBA and clinical support staff. These assessments, in combination with student records, and parent/guardian input will guide the staff in the development of each student's initial individual program. Educational Planning Conferences will be conducted within 30 days of initial student placement and each spring thereafter.

FUNCTIONAL BEHAVIORAL ASSESSMENTS & BEHAVIOR INTERVENTION PLANS

Frequently, children with autism spectrum disorders exhibit interfering behaviors that impede upon their academic, social and personal development. These interfering behaviors can be extremely resistant to change and can create considerable stress and frustration. They may include behaviors that are passive in nature such as refusal to participate in scheduled programming, engaging in off-task behavior, and engaging self-stimulatory behavior (stereotypy). In many instances though, these interfering behaviors may include more intense problematic behaviors such as property destruction, tantrums, elopement, self-injurious behavior, and aggression.

Just as every student is unique, so are the possible combinations of antecedents and consequences that impact upon the student's problematic and adaptive behavior. This presents us with the challenge of developing behavioral interventions that are effective in meeting each student's unique needs. In meeting this challenge, we employ the least restrictive, most effective research-based behavioral interventions to: (1) increase the likelihood of pro-social adaptive behavior, (2) reduce the likelihood of socially inappropriate behaviors, and (3) replace problematic behavior with functionally-equivalent alternative behavior. Upon the completion of a FBA, an individualized behavior intervention plan or clinical recommendations from the supervising behavior analyst may be implemented in an effort to decrease disruptive behaviors throughout the school day.

A Functional Behavioral Assessment (FBA) is a process that identifies the function or the reason(s) for a student's problem behavior. A FBA is completed in order to identify and implement the most appropriate function-based interventions in order to decrease disruptive behaviors and increase appropriate replacement behaviors throughout the day. A functional behavior assessment is conducted when a student exhibits disruptive behavior at a high frequency, rate, intensity, or duration and when a student's problem behaviors do not decrease to near optimal levels in response to the classroom-wide behavioral supports. Functional Behavior Assessments can include both indirect (interviews, surveys, questionnaires) and direct (direct observation and ABC data collection) measures in order to best evaluate the possible maintaining variables for a student's disruptive behavior. Parents/guardians will be notified in writing when the FBA process begins and will provide written consent to complete these assessments prior to the start of data collection.

In the event that the indirect and direct assessment procedures are inconclusive or do not provide sufficient information to most effectively assist the student with the behavioral difficulties, additional functional assessment procedures may be used. These functional assessments involve the systematic manipulation of the environmental events and are termed a functional analysis or an experimental analysis. Data are collected on the student's responses to systematic changes to various environmental conditions in order to better understand why the disruptive behavior is occurring. If a functional analysis is warranted, informed parent/guardian consent will be obtained immediately prior to this analysis and parents/guardians will be provided with a detailed description of all of the functional analysis conditions.

CRISIS MANAGEMENT

To aid in the prevention and management of high intensity challenging behaviors that some students may exhibit, Y.A.L.E. integrates the Safety-Care Curriculum within the school's interdisciplinary and person-centered approach. This curriculum involves the use of non-intrusive techniques focused on prevention, safety habits to minimize behaviors, and de-escalation strategies that are employed by staff to minimize incidents and enable the agitated student to exhibit calmer, safer behavior. If need be, as part of the Safety Care curriculum, Y.A.L.E. staff will employ more restrictive, physical management procedures for students who are in a behavioral crisis and pose a danger to themselves or others.

As part of the staff training protocol at the Y.A.L.E. School Autism Program, all new staff are required to complete Safety-Care training with a certified trainer to become skilled in providing a safe, secure and supportive environment for students who may experience a behavior challenge in the course of the day. In addition, all staff are required to get their annual re-certification in Safety Care to stay current in the practices and procedures of this curriculum.

REPORTING STUDENT PROGRESS

The education of each student is a joint venture involving the student, parents/guardians, and the professional staff. Regularly scheduled progress reports will be issued each year. Each report may provide an opportunity for the teacher and parent to initiate a personal conference to review progress.

RELATED SERVICES

The Y.A.L.E. School Autism program believes strongly in a collaborative and multi-disciplinary approach to student education within the existing behavior analytic framework of this program. The teaching staff and supervising behavior analysts work diligently at incorporating recommendations made by various professionals (speech-language pathologists, occupational therapists, psychologists, etc.) into the behavioral framework of this program, thus providing the students with many opportunities each day to practice these skills. This integrated and comprehensive approach allows staff the opportunity to provide behavior analytic instruction across all skill domains in a consistent and structured environment, while benefiting from the additional expertise of our related service providers. Additionally, the rigorous teaching of skills and the daily data collection allow the staff to make data based decisions regarding student progress.

Our teaching staff work closely with related service providers to learn various strategies to facilitate language development and improve fine and gross motor skills so they can apply these techniques across students throughout the school day. Such an integrated approach allows students to have the necessary interventions during instructional times and during naturally occurring opportunities throughout the day. This approach also promotes the generalization of skills across people and environments.

These strategies focus on increasing and/or shaping speech production, increasing the complexity and spontaneity of other forms of functional communication (pictures, sign language, high-tech and low-tech augmentative and alternative communication devices), and increasing appropriate social interactions.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) DEVICES

Assessment and provision of AAC devices is the responsibility of each student's sending district. Therefore, means for obtaining AAC devices are determined on a district-by-district basis (e.g. provided by sending district, submitting to insurance, etc.). It is the responsibility of the parents/guardians to meet with their districts to discuss the availability of a student's district owned/leased AAC device during school breaks (Thanksgiving, winter break, spring break, long weekends, etc.). Once the parents/guardians and district have decided about AAC device usage over school breaks, the relevant paperwork highlighting this decision will be completed and kept in the student's file. Y.A.L.E. School Autism Program speech-language pathologists are trained in programming and implementing AAC devices and can thus facilitate integration of AAC devices into the existing framework of the Y.A.L.E. School Autism Program.

ATTENDANCE

Every individual between the ages of 6 and 16 is required by New Jersey State Law Regulations to attend school. **Parents/guardians are responsible for notifying the school (between 8:00 a.m. and 9:00 a.m.) when a student will be absent at (856) 629-1811(Southeast).** Notification of a student's illness is greatly appreciated. This enables staff to keep track of illnesses that may occur at school. A student who has been absent is required to present, on the day of his/her return to school, a note of explanation signed by the parent or guardian. This statement must include the date, reason for absence, and the specific dates of the absence. Any absence of five consecutive school days requires a doctor's note.

The following are the only valid reasons for a student missing school: personal illness, death in the immediate family, attendance required in court, religious holidays, or absences excused by the Director of the School. **Parents/guardians should keep children at home if he/she shows evidence of any contagious illness. Students should remain home with symptoms that include fever, chills, vomiting, repeated diarrhea, or a rash of unknown origin. Students with earaches, sore throats, runny nose, stomach aches and headaches should be kept home as well.**

If any of these symptoms are present in a student at the school, the parent/guardian will be notified and asked to take the student home.

All students will be marked "tardy" if they arrive at school after 10:00 a.m. Students will be marked "absent" if they arrive at school after 10:45 a.m.

On school days in which there are delayed openings (10:00 a.m.) or early dismissals (12:45 p.m.) students must be present for a required 4 hours of instruction or else they will be marked absent. That is, during delayed openings, students must arrive by 10:00 a.m. to meet this requirement. During early dismissals, students must arrive by 9:00 a.m. and stay until 12:45 p.m. in order to meet this requirement.

EARLY DISMISSAL/PICK UP OF STUDENTS

Students who must leave school early must present a signed note from their parent/guardian to their classroom teacher on the day in question. The note must state the reason for leaving early, the time of departure, the mode of transportation, the name and relationship to the student of the person providing transportation and phone number to call to verify the authenticity of the note. When picking the student up, the person supplying transportation must report to the main office and sign the student out. Parents/guardian may sign the student out of school by reporting to the office and utilizing the sign out sheet provided. Secretaries will verify the identity of the parents by asking them to produce identification and through confirmation with each student. Failure to adhere to the above will result in denial of access. Parents/guardians access may also be denied as a result of written documentation, i.e. custody papers, restraining orders, etc. to that effect. Parent/guardian requests to have adult friends or relatives pick up their children must be accompanied by phone verification with parents/guardians, producing identification. Failure to adhere will result in denial of access.

LATENESS

Students are expected to arrive at school punctually. Students will be marked "tardy" if they arrive at school after 10:00 a.m. and will be marked absent if the student arrives to school after 10:45 a.m. All incidences of lateness will be recorded on the attendance record and communicated to the parent/guardian. If it is necessary that a child arrive to school late, the parent must accompany the student to the main office and sign him/her in.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

New Jersey law requires students to show respect for the flag of the United States of America. If they are conscientiously opposed to the pledge or salute, they may abstain from these ceremonies, but they are required to sit quietly and not disrupt the ceremonies.

STUDENT TRANSPORTATION

Transportation for all students is the responsibility of each sending school district. Parents/guardians with questions or concerns may speak directly with bus personnel or the Y.A.L.E. Site Supervisor. Parents/guardian may also call the Supervisor of the bus company responsible for transporting the student. Bus company phone numbers and names of bus personnel are available from the Y.A.L.E. secretary. If parents/guardians provide transportation we ask that they please abide by the following pick up and drop off procedures. We prefer that all parents/guardians pull their cars up in the bus line and wait until someone comes to your car to sign the student in or out of school. If it is necessary to come into the building to pick up or drop off the student, please sign them in or out at the main office (or with the bus staff in the main entrance) and wait in the office or main entrance until the student is brought down to you. If you would like to go down to your student's classroom, please talk with the secretary or school administrator. If the student is being dropped off late or picked up early, please make sure to sign them in/out at the office and remain in the office until a staff member brings the student to you. This will help cut down on the traffic during these busy times of day and ensure that all students are safe and accounted for.

SCHOOL BUS RULES

Y.A.L.E. expects that student conduct on school buses be in keeping with the standards required of them while they are in school. Parents and students should be aware that the driver is in full charge of the bus and the pupils. All students are required to board the vehicle appropriately, remain seated during the trip, keep the vehicle clean, and refrain from putting head, hands or feet out the windows. At dismissal, students may only load buses from designated loading zones (sidewalks). They may not cross bus traffic unless escorted. Any incidence of fighting, smoking, property destruction or use of profanity reported by the drivers will be documented and communicated to the parent or guardian. Severe or repeated infractions may result in suspension or termination of transportation services. In either case (suspension or termination of bus transportation) it is the obligation of the student's parent/guardian to transport the child to and from school.

SCHOOL GROUNDS

All students are required to report to their assigned classroom immediately upon arrival at school. No student is permitted to leave the school building unless he/she is supervised.

PERSONAL PROPERTY

Y.A.L.E. is not responsible for the loss of, or damage to, any personal items while the item is inside or on the premises of the school building or property.

STUDENT SCHOOL SUPPLIES

- A full change of clothing including socks and shoes appropriate for the season (as applicable).
- Lunch and snack including beverage and utensils must be provided daily in a labeled insulated lunchbox.
- Lunch should be fully prepared (if there are special circumstances regarding meal preparation, arrangements may be arranged with the classroom teacher).
- Diaper, wipes and lotion and/or extra sets of underwear and clothing if "in training" (as applicable).

All items brought to school should be labeled. Extra clothing should be provided as seasons change and as the student grows. Rubber soled, closed toe shoes such as sneakers are the most appropriate school shoes. Appropriate outdoor apparel is needed daily.

Y.A.L.E. is not responsible for the loss of, or damage to, any personal items while the item is inside or on the premises of the school building or property.

SCHOOL PROPERTY

The school endeavors to teach young people a sense of responsibility toward public and private property. Each pupil is expected to take care of all school property. Pupils are liable for property damage caused by carelessness or misuse. Recent legislation also charges parents with liability for property damage caused by carelessness or misuse. Recent legislation also charges parents with liability for property damages. Vandalism to school property will be prosecuted to the fullest extent of the law.

LUNCH

All students should bring a lunch with a beverage to school daily if lunch and beverages are not available at the school.

MEDICATION

Any student who must take medication (including Tylenol) during the school day must have a parent/guardian bring the following to school: 1) a written request from the parent/guardian and physician (medication form completed). This must include a specific time and amount of medication to be taken; 2) the medication must be in the original, individually labeled prescription bottle. This policy also applies to asthma inhalers. If a student is to carry his/her own inhaler, this must be specified in the Asthma Action Plan, which must be completed by the physician and signed by the parent/guardian and student. The physician should provide the student with instruction for proper use of inhaler, and student must demonstrate proficiency to the school nurse. An extra inhaler should be maintained in the nurse's office. At the end of the school year, any unused or expired medication must be picked up by a parent or designated adult. Any medication not picked up by the end of the school year, will be discarded. Medication forms are available on the Y.A.L.E. website under the resource tab and in the nurse's office.

When the medication is running low, the school nurse will notify the parent/guardian. The parent/guardian is required to bring a new supply of medication to the school. Under no circumstance is medication to be placed in a student's book bag or transported to school on the bus. If a student's medication does arrive in his/her book bag or transported on the bus, the school nurse will not provide the medication to the student. The school nurse will contact the parent/guardian to inform them of this matter and require someone to come into the school to meet with the nurse. It is recommended that a 30-day supply be brought to school. Any changes to medications administered in school must be submitted in writing by the parent/guardian or health care provider. If prescribed medication doses change, or a medication is discontinued and then restarted, a new Medication Administration Consent form must be completed by the doctor and signed by the parent.

Parents may direct health-related questions to the school nurse during school hours.

MEDICAL CONDITIONS

Any child diagnosed with any of the following conditions MUST complete the appropriate documentation. These forms need to be completed yearly, signed by the parent/guardian and primary health care provider and returned to the school with prescribed medication prior to the first day of school, if needed.

- Asthma – "Asthma Action Plan"
- Diabetes – "Diabetes Plan" *
- Severe Allergies – "Administration of Epinephrine/Diphenhydramine" *
- Seizures – "Seizure Action Plan" *Must include bus Seizure Plan/Protocol, Consent to Share Information and bus protocol from physician, and signed medical release form*

*All forms may be obtained by contacting the school nurse or from the Y.A.L.E. website under the Resource tab.

REQUIRED PHYSICAL EXAMINATIONS

1. Each student must have a current physical examination upon entry into school. This examination must be done no more than 365 days prior to entry and must state what, if any, modifications are required for full participation in the school program.
2. Subsequent physical examinations should be conducted at least once during each of the student's developmental stages.
 - ✗ early childhood (pre-school through grade 3)
 - ✗ pre-adolescence (grades 4 through 6)
 - adolescence (grades 7 through 12)A report should be sent to the school nurse and maintained on file with the student's health records.

IMMUNIZATIONS

New Jersey and Pennsylvania State Law and Regulations require children to be current with immunizations prior to attending school. Flu Vaccines and Covid 19 vaccines are highly recommended for all students. Upon registering their child, parents will need to provide Y.A.L.E. with the original or a copy of the New Jersey or Pennsylvania Health History and Appraisal (A-45 immunization record) form. This form can be retrieved from the student's current or previous school of attendance. As per New Jersey and Pennsylvania law if a student has a medical or religious exemption, this must be presented to the school in writing prior to admission. If proof of immunization is not received upon the first day of admittance, your student may be excluded from school until necessary documentation has been provided. A record copy of all new vaccines and booster vaccines should be sent to the school nurse.

INJURY

If a student experiences a minor scratch, scrape, superficial cut, bump or bruise requiring minimal attention, the school nurse or a First Aid trained staff person will assist the student and provide a written note to parents indicating the nature of the visit to the nurse's office and the treatment given the student.

In the event of an accident or sudden illness, first aid will be administered and the student's parent/guardian will be notified immediately. If further medical attention is required, care and movement of the student will be directed or provided by the parent/guardian. In case of an emergency, the students will be transported to a local Emergency Room for treatment. The student will be accompanied by staff until the parent/guardian arrives at the hospital.

In the event of an injury occurring at school that was unreported at the time of incident or requires further medical attention, the parent/guardian must notify the school and inform the nurse of further treatment.

If a student is injured outside of the school, but is returning to school with limitations including crutches, casts, braces, stitches, etc., the parents/guardians should contact the school nurse to discuss accommodations. Parent/guardian is required to provide the nurse with physician notes outlining limitations. Students returning without parental/guardian contact will not be permitted to participate fully in all activities, including ambulating on stairs and P.E. class.

ILLNESS

The health of our students is very important to the staff at the Y.A.L.E. School. By monitoring each student's health status, teachers are able to maintain a better environment for the entire class. Students who are ill cannot be appropriately cared for in a school setting. Cooperation in keeping a student home when he/she is showing symptoms of illness will be greatly appreciated by the teaching staff and all the students who would normally be in contact with that student. By establishing and maintaining a healthy environment, and reasonable health policies, all students will benefit.

Below are lists of symptoms that will require you to keep a student home or be sent home from school. If the school sends your son or daughter home, they must be free of these symptoms for 72 hours before returning to school. In addition, if a student is sent home due to illness, a doctor's note may be required for them to return to school. Students with known or suspected contagious illness may be required to stay home for a longer period. Students on antibiotics for a contagious illness should remain home for 72 hours following the first dose of medication. Students should not be given fever reducing medications before being sent to school. If a student has a fever, they should stay home. (Refer to American Academy of Pediatrics Guidelines).

If we require that a physician see the student, a doctor's note is required stating when the child may return.

- Severe pain or discomfort particularly in joints, abdomen, or ears.
- Vomiting or diarrhea (accompanied by lethargy, fever, abdominal pain).
- Severe coughing or sore throat.
- Oral temperature of 100.4 degrees or more
- Jaundice (yellow) skin or eyes.
- Red eyes with discharge.
- Infected, untreated skin patches/lesions or severe itching of body/scalp.
- Skin rashes (excluding diaper rash) lasting more than 24 hours.
- Swollen joints, visibly enlarged lymph nodes, or stiff neck.
- Blood/pus from ears, skin, urine, stool.
- Symptoms of chicken pox, impetigo, lice, scabies, or strep throat.
- Inability to participate in academic curriculum due to sleep deprivation

If a student has been diagnosed with chronic gastro-intestinal disturbances (i.e., diarrhea), please notify the school nurse and provide the appropriate documentation.

In cases of certain communicable diseases, the Y.A.L.E. School is required to file a report with the Department of Health within 24 hours so that control measures can be used. Parents/guardians and staff are reminded to notify the Y.A.L.E. School immediately if a

student or family member has developed a known or suspected communicable disease. If a student has not been fully immunized for some of these diseases (due to the student's age, medical condition, or religious reason) he/she will be excluded from the school during an outbreak of a vaccine preventable illness as directed by the state health department. Examples of "Reportable Diseases" include (but are not limited to):

Lyme Disease	German Measles	Giardiasis	Measles	Tuberculosis
Whooping Cough	Spinal Meningitis	Mumps	Rubella	Salmonellosis
Hepatitis A	Shigellosis	Chicken Pox		

If a student becomes ill during the day, a parent/guardian will be notified immediately to pick the student up from school. The student will be given the opportunity to rest or have diversified activities in a separate area until a designated release person picks the student up. If Y.A.L.E. staff is not immediately able to reach a parent/guardian or the parent/guardian notifies Y.A.L.E. staff they cannot pick up their child within one hour, an emergency contact will be called to make other arrangements. Additionally, if after one hour the identified person has not arrived to pick the student up, an emergency contact will be called. Refer to YALE School's COVID-19 policy for additional information regarding "Illness at School".

FIRE AND SECURITY DRILLS/LOCK DOWN

Under State Law and Regulations, each school is required to hold one fire drill and one security drill each month. Students are trained to leave the building quickly and in an orderly fashion. The following rules are to be observed during a drill:

1. Exit at the door designated by teacher.
2. Talking is not permitted during the drill.
3. Everyone must listen to all signals.
4. Students will leave the room in single file and must remain with the group.
5. No pushing or shoving.
6. No one is to remain in the building during a fire drill.
7. No one is to re-enter the school until a teacher signals to do so.

Every principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings locked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the pupils performing every fire drill.

Schools are required to conduct a school fire drill within the first 10 days and a security drill within the first 15 days of the beginning of the school year.

Schools are required to hold a minimum of **two** of the following security drills annually:

- Active shooter;
- Evacuation (non-fire);
- Bomb threat;
- Lockdown.

Examples of other types of security drills:

- Shelter-in-place;
- Reverse evacuation;
- Evacuation to relocation site;
- Testing of school's notification system and procedures;
- Testing of school's communication system and procedures;
- Tabletop exercise;
- Full scale exercise.

Initiation

Fire alarm systems shall be initiated only during a fire drill evacuation.

Unplanned incident

Responses made necessary by the unplanned activation of emergency procedures or by any other emergency shall not be substituted for a required school security drill.

Notification

Schools will provide emergency responders with a friendly notification at least 48 hours prior to holding a security drill. Emergency responders are not required to observe security drills, however, it is encouraged that schools invite emergency responders to attend and observe at least four different security drills annually.

Record Keeping

Districts are required to annually submit the "Security Drill Statement of Assurance" provided by the Department of Education to their county office of education by June 30 of each year. The county office shall forward an information copy to the respective county prosecutor's office. The "Security Drill Record Form" provided by the Department of Education shall be completed by all schools and retained at the district level. The following information is required:

- Date and time;
- Type (specify what was drilled);
- Duration;
- Weather conditions;
- Participants (i.e. students, staff, faculty, law enforcement, fire);
- Brief description of what occurred and procedures followed.

VISITORS

As our programs have grown, we have found that the number of people wanting to visit our classrooms has also grown.

In an effort to coordinate the number of visitors at any one time, we developed the following parameters regarding classroom visitation. Touring parents and professionals are always scheduled in advance by appointment.

Parents/guardians and sending district representatives are welcome to visit at any time. Given the logistics of managing a classroom with multiple teachers and limited space, we ask that visits be limited to a half-an-hour (30 minutes). We ask that classroom visitation be planned with the building supervisor at least two days in advance, so that we can ensure that there are not an excessive number of adults present at any one day and time. During these observations, we encourage parents/guardians and sending district representatives to take notes and set up a time to speak with the classroom teacher to review these notes and ask questions. We ask that visitors refrain from questioning the teaching staff during instructional times and direct all questions or concerns directly to the classroom teacher.

We recognize that some students may have therapists working with them at home. In the event that parents would like a home therapist to observe their child, scheduling of a visit must be pre-arranged with the classroom teacher. We ask that these visits occur no more than once a month and are limited to a half-an-hour (30 minutes) in length. We appreciate your cooperation.

All visitors must enter via the main entrance and provide a photo ID. All visitors are required to report to the main office upon entering the school to receive a security pass. The pass must be visible during the entire visit and returned to the office once the visit is complete.

TELEPHONE CALLS

Out of respect for the teachers and the students they are responsible for teaching, we ask that parents/guardians refrain from calling teachers during student hours unless it is an emergency or previously scheduled phone conference. Teachers will not be called out of classrooms for unscheduled telephone messages. The secretary will forward all calls to the teachers' voicemail. In emergencies the parents/guardians may call the secretary or program administrator to speak to teaching staff.

STUDENT ATTIRE

Students are encouraged to wear comfortable, clean clothes that do not hinder or distract from the learning of themselves or other students. Students are also encouraged to emphasize cleanliness, neatness and other appropriate grooming habits.

Clothing or accessories, which violated the Y.A.L.E. dress code, or present a hazard for the wearer or cause a disruption in the educational process, will not be permitted. The Building Administration shall have the right to make the final decision regarding appropriateness of student attire both in school and community while under the supervision of Y.A.L.E. staff.

The following guidelines shall apply:

Shirts: Shirts must be worn at all time at school. Shirts or blouses must be comfortable and loosely fitted. Bare midriffs, halter tops, see-through, brief or low-cut tops and revealing, suggestive, skin-tight outer apparel are not permitted. "T" shirts and other apparel displaying suggestive, obscene, inappropriate symbolism (i.e. indicating violence, sex, alcohol), alcoholic beverages, substance abuse, weapons, slander, bigotry, etc.) is prohibited.

Pants/Slacks: Pants or slacks are to be loose and comfortable. Tight pants of any fabric will be deemed inappropriate. Long pants are acceptable as are pedal pushers, clam diggers or pants that go below the knee. All pants must be hemmed and not ripped or torn. Apparel such as dresses, skirts, shorts, coulettes, skorts, and garments worn over leggings or tights must reach the tip of the extended fingers when the hands are hanging normally at one's side. Spandex or cycling shorts are not permitted. Clothing resembling underwear, and underwear, may not be worn or exposed as outerwear.

Shoes/Sneakers: Shoes or sneakers must be worn at all times in school. Shoes should be comfortable and remained tied or tight. Loose or dangling shoelaces are dangerous and should be avoided.

Consequences for Inappropriate Dress: Students who do not come to school dressed appropriately:

1. May be asked to wear appropriate clothes provided by the school.
2. Parents/guardians may be asked to bring appropriate clothing to school.

NOTE: The above guidelines may be modified at the discretion of the administration according to the individual student's behavior plan.

STUDENT GPS DEVICES

Y.A.L.E. School will permit a student to wear a medically-prescribed GPS device where the student presents a risk of flight that could endanger the child's safety.

Y.A.L.E. School does not allow students to use electronic listening devices such as radios, cell phones, smart watches, GPS, and other devices that would allow a third party to hear other students and teachers in class during the school day. Such access by third parties would potentially, if not actually, violate state and federal privacy laws such as FERPA and IDEIA, which have been interpreted by the U.S. Department of Education as including audio or video recording of students on buses, in hallways, and in classes. If a student has a device that combines both GPS and listening devices, that device would violate the use policy. GPS alone on a device is permissible.

MESSAGE TO PARENTS/GUARDIANS

Cooperation between parents/guardians and school is critical to facilitate student progress. Parents/guardians may be required to attend parent meetings with Y.A.L.E. staff and districts, training sessions, make referrals to outside agencies, and provide insight on an as needed basis.

CODE OF STUDENT CONDUCT

Y.A.L.E. School values a community of students who work together to create a productive learning environment in which all students feel safe, secure and comfortable. To this end students are instructed and encouraged to act responsibly in demonstrating mutual respect, trust, and compassion. The faculty and staff work together to create a nurturing environment as they strive to meet our student's needs, instill in our children a love for learning, and develop in them an understanding of others.

The philosophy of the Y.A.L.E. School is based on the belief that as educators, we are responsible for providing each individual with opportunities to mature intellectually, creatively, emotionally, socially, ethically and physically. Such opportunities for growth are best provided in a positive learning environment characterized by an atmosphere of openness and mutual respect for the personal worth and dignity of each person.

GOALS OF THIS POLICY INCLUDE:

1. Protection of the rights of all staff and students.
2. Protection of the rights of each individual through fair and reasonable treatment of students when rules are not followed.
3. Development of self control by providing instruction on rules and expectations in a manner appropriate to each student's individual level.
4. Respect for the rights and personal dignity of all students and staff in a safe school environment.
5. Compliance with Y.A.L.E. School, state and federal laws.
6. Protection and maintenance of personal as well as school property.

HARASSMENT, INTIMIDATION AND BULLYING

I. Policy Statement

Y.A.L.E. prohibits all acts of harassment, intimidation and/or bullying (HIB). Bullying is unwanted aggressive behavior that may involve a real or perceived power imbalance. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation and/or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

II. Harassment, Intimidation and Bullying (HIB) Definition:

HIB means any gesture, any written, verbal or physical act, or any electronic communication; whether it be a single incident or series of incidents that: (Each of these three criteria identified in the definition of HIB (N.J.S.A. 18A:37-14) must be satisfied for an incident to be deemed HIB):

1. A reasonable perception of the incident being motivated either by any actual or perceived characteristic (such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability) or any other distinguishing characteristic that;
2. Takes place on school property, at any school sponsored function, on a school bus or off school grounds that causes;
3. Substantial disruption or interference with the orderly operation of the school or the rights of other students; and
4. One or more of the following –
 - a. A reasonable person should know, under the circumstances, the act will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or
 - b. The act has the effect of insulting or demeaning any student or group of students; or
 - c. The act creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

(The above definition was adapted from the New Jersey Anti-Bullying Bill of Rights Act)

PA Campus only: Cyberbullying:

Adopting the amendment of Title 18 (Crimes and Offenses) of the Pennsylvania Consolidated Statutes: Cyber harassment of a child:

- (1) A person commits the crime of cyber harassment of a child if, with intent to harass, annoy or alarm, the person engages in a continuing course of conduct by repeatedly communicating or making any of the following by electronic means directly to a child or by publication through an electronic social media service:
- (i) seriously disparaging statement or opinion about the child's physical characteristics, sexuality, sexual activity or mental or physical health or condition; or
 - (ii) threat to inflict harm.

*Both New Jersey and PA campuses should consult local law enforcement when incidents of cyber bullying are reported.

Understanding Different Types of Bullying Behavior

Bullying can be direct ("face to face") or indirect ("behind someone's back"). Listed below are four types of bullying behaviors which can occur alone or in combinations:

- **Verbal** – Includes name calling, taunting, constant teasing or making threats;
- **Physical** – Includes hitting, punching, shoving, spitting, or taking or damaging personal belongings;
- **Psychological** – Includes spreading rumors, purposefully keeping people from activities and breaking up friendships or other relationships; and
- **Electronic** – Includes using the internet, mobile phone or other electronic equipment to intentionally harm others.

III. Student Expectations

Students are expected to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities, with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment, consistent with the code of student conduct.

Standards for student behavior are set cooperatively through interaction among the students, school administrators, school employees, school volunteers, parents/guardians, and community members, producing an atmosphere that encourages student growth.

The best discipline is self-imposed, and it is the responsibility of the staff to use disciplinary situations as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to grow in self-discipline.

Y.A.L.E. requires all students to adhere to the rules and regulations established by the school and to submit to such disciplinary measures as are appropriately assigned for infraction of these rules.

Y.A.L.E. prohibits active or passive support for acts of harassment, intimidation and/ or bullying. Students are encouraged to support students who:

1. Walk away from acts of harassment, intimidation and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation and/or bullying
3. Provide support to students who have been subjected to harassment, intimidation and/or bullying; and
4. Report all acts of harassment, intimidation and bullying to a staff member at school

IV. Consequences and Remedial Actions

Y.A.L.E. requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation or bullying, consistent with the code of student conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation or bullying. In determining the appropriate consequences for students who commit one or more acts of harassment, intimidation and/or bullying, school administrators (along with BCBA and counselor consultation) will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, and the students' histories of inappropriate behaviors.

Factors to Consider When Determining Consequences and Remedial Measures:

Incident:

- 1) Age, developmental and maturity levels of the parties involved and their relationship to the school district;
- 2) Degrees of harm;
- 3) Surrounding circumstances;
- 4) Nature and severity of the behaviors;
- 5) Incidences of past or continuing patterns of behavior;
- 6) Relationships between the parties involved; and
- 7) Context in which the alleged incidents occurred.

Personal:

- 1) Life skill deficiencies;
- 2) Social relationships;
- 3) Strengths;
- 4) Talents;
- 5) Traits;
- 6) Interests;
- 7) Hobbies;
- 8) Extra-curricular activities;
- 9) Classroom participation;
- 10) Academic performance; and
- 11) Relationship to students and the school.

Environmental:

- 1) School culture;
- 2) School climate;
- 3) Student-staff relationships and staff behavior toward the student;
- 4) General staff management of classrooms or other educational environments;
- 5) Staff ability to prevent and manage difficult or inflammatory situations;

- 6) Social-emotional and behavioral supports;
- 7) Social relationships;
- 8) Community activities;
- 9) Neighborhood situation; and
- 10) Family situation.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined.

School officials will impose appropriate consequences and remedial actions to any student or staff member who commits an act of harassment, intimidation and/or bullying of a student. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and/or bullying. Remedial measures may include, but are not limited to, in or out of school counseling, professional development programs and work environment modifications.

Y.A.L.E. reserves the right to impose supportive and disciplinary measures based on the severity of the confirmed incident of harassment, intimidation and/or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:

- 1) Discussion;
- 2) Temporary removal from the classroom;
- 3) Suspension of privileges;
- 4) Classroom or administrative detention;
- 5) Referral to Counselor and/or BCBA;
- 6) Behavior plan;
- 7) Referral to administrator;
- 8) Out-of-school suspension (short-term or long-term);
- 9) Reports to law enforcement or other legal action;
- 10) Increased supervision at school
- 11) Expulsion

Examples of Remedial Measures:

Personal:

- 1) Restitution and restoration;
- 2) Mediation;
- 3) Peer support group; Peer Mentor
- 4) Corrective instruction or other relevant learning or service experience;
- 5) Supportive student interventions, using positive behavioral support plans;
- 6) Behavioral assessment or evaluation, including, but not limited to, a referral to the clinical services team, as appropriate.
- 7) Behavioral management plan, with benchmarks that are closely monitored;
- 8) Assignment of leadership responsibilities
- 9) Student counseling;
- 10) Parent and parent/district conferences; and

Environmental (Classroom, School Building):

- 1) School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, and/or bullying;
- 2) School culture change;
- 3) School climate improvement;
- 4) Adoption of research-based, systemic bullying prevention programs;
- 5) School policy and procedures revisions;
- 6) Modifications of schedules;
- 7) Adjustments in hallway traffic;
- 8) Modifications in student routes or patterns traveling to and from school;

- 9) Supervision of student before and after school;
- 10) Targeted use of monitors (hallway, playground, etc.)
- 11) Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- 12) General professional development programs for certificated and non-certificated staff;
- 13) Professional development plans for involved staff;
- 14) Disciplinary action for school staff who contributed to the problem;
- 15) Parent or parent/district conferences;
- 16) Involvement of community-based supports and/or organizations;
- 17) Development of a general bullying response plan;
- 18) Peer support groups;
- 19) Placement evaluation; and
- 20) Law enforcement (e.g., safe schools resource officer) involvement or other legal action.

Personal- Target/ Victim

- 1) Meet with a trusted staff member to explore student's feelings about the incident;
- 2) Develop a plan to ensure the student's emotional and physical safety at school;
- 3) Provide supportive counseling if needed
- 4) Recommend community based support.

V. Reporting Procedures

At each school, the principal or the principal's designee, typically the anti-bullying specialist, is responsible for receiving complaints alleging violations of this policy. All school employees, volunteers and contracted service providers who have contact with students are required to verbally report and provide written report of alleged violations of this policy to the principal or the principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. A written report must be given to the principal the same day of the verbal report. The principal or the principal's designee is required to inform the parents and sending district of all students involved in alleged incident, and, as appropriate may discuss the availability of counseling and other intervention services.

Initial Threshold Assessment

The principal, in consultation with the anti-bullying specialist, may conduct an initial threshold assessment to determine if a given allegation, IF TRUE, rises to the level where referral to the anti-bullying specialist for investigation is appropriate.

Students, parents, and visitors are encouraged to report alleged violations of this policy to the principal on the same day when the individual witnessed or received reliable information regarding any such incident. While submission of a report form is not required, the reporting party is encouraged to use the report form available from the principal of each building or in each Homeroom. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

VI. School Anti-Bullying Specialist

At each school, the principal will appoint a school anti-bullying specialist. The anti-bullying specialist will be a member of the clinical services team, or another similarly trained individual, who is currently employed within the school. The school anti-bullying specialist leads investigations of harassment, intimidation, or bullying issues, and acts as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation or bullying. The school anti-bullying specialist is also responsible for collaborating with Y.A.L.E. anti-bullying coordinator monthly in order to strengthen policies to prevent, identify and respond to incidents of harassment, intimidation, or bullying across campuses.

VII. Y.A.L.E. Anti-Bullying Coordinator

The Y.A.L.E. anti-bullying coordinator is responsible for coordinating and strengthening Y.A.L.E.'s harassment, intimidation, or bullying policies. The Y.A.L.E. anti-bullying coordinator leads monthly meetings with all school anti-bullying specialists and presents campus-wide data on confirmed incidents to the school administrators. The anti-bullying coordinator will collaborate with the anti-bullying specialist to prevent, identify, and respond to incidents of harassment, intimidation and/ or bullying of students.

Anti-Bullying Coordinator- Andrea Damiani adamiani@yaleschoolnj.com

VIII. Range of Responses to an Incident of Harassment, Intimidation, and/or Bullying

Y.A.L.E. authorizes the principal of each school to define the range of ways in which school staff will respond once an incident of harassment, intimidation, and/or bullying is confirmed, and the principal shall respond to confirmed harassment, intimidation, or bullying, according to the parameters described in this policy. Y.A.L.E. recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts. Other acts may be more serious or part of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or Y.A.L.E.-wide levels or by law enforcement officials. Consequences and appropriate remedial actions for students who commit an act of harassment, intimidation, and/or bullying may range from positive behavioral interventions up to and including suspension or expulsion.

In considering whether a response beyond the individual is appropriate, school officials will consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school-wide) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, or to training for certificated and non-certificated staff. Responses may also include the following: participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including Y.A.L.E. anti-bullying coordinator and/or principal. Y.A.L.E. may also make resources, such as school counseling services and environmental modifications, available to the students involved.

IX. Reprisal or Retaliation Prohibited

The Y.A.L.E. School prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with Y.A.L.E. policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. The consequences for students will range from positive behavior interventions up to and including suspension or expulsion. The consequences for school employees shall be disciplined in accordance with Y.A.L.E. policies, procedures and agreements. The consequences for a visitor or volunteer shall be determined by the principal after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

X. Consequences for False Accusation

Y.A.L.E. prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation or bullying. Staff must contact the principal when they become aware of false accusations made by;

- 1) Students: Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion.
- 2) School Employees: Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students could entail discipline in accordance with Y.A.L.E. policies, procedures and agreements which may include, but are not limited to: reprimand, professional development, counseling, suspension, increment withholding, termination and/or bans from providing services, being in the school or on school grounds; and
- 3) Visitors or Volunteers: Consequences and appropriate remedial action for a visitor or volunteer could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of building or grounds privileges, or prohibiting contact with students or the provision of student services.

XI. Policy Publication

HIB policy shall be disseminated annually to all school staff along with a statement explaining that it applies to all acts of harassment, intimidation and/or bullying, that occur on school property, at school-sponsored functions or on a school bus and, as appropriate, acts that occur off school grounds. Notice of the policy will also appear in the Parent/ Student Handbook.

XII. Harassment, Intimidation, and Bullying Training and Prevention Programs

The principal shall develop an annual process for discussing the Y.A.L.E. policy on harassment, intimidation and bullying with students. Input from the school anti-bullying specialist will be used to re-evaluate, reassess, and review the policy. In addition, Y.A.L.E. will provide employee training on the harassment, intimidation, and bullying policy to staff members, contracted service providers, and volunteers who have significant contact with students. The training will include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A: 37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, and/or bullying.

Y.A.L.E. may observe a "Week of Respect," beginning with the first Monday in October and a School Violence Awareness Week beginning the third Monday in October. Activities must be emailed to Y.A.L.E. anti-bullying coordinator for approval one week prior to start of activities. Age-appropriate instruction will be provided with a focus on character education and prevention of harassment, intimidation, and bullying. Y.A.L.E. will provide the 6 Essential Lessons on Bullying during the first six weeks of the school year. Each campus principal will specify class periods in which to teach these lessons. In addition, Y.A.L.E. will provide on-going age-appropriate instruction on preventing harassment, intimidation or bullying during its skill development classes.

References:

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses (April 2011)

PA Public School code 24 PS 13-1303.1-APA Act 26 of 2015

HATE/BIAS INCIDENTS

It is in the policy of the Y.A.L.E. School to maintain a learning and working environment that fosters respect. Any member of the school community engaging in bias or hate based conduct that either directly or indirectly causes intimidation, harassment or physical harm to another member of the school community, or disrupts the educational process, will be subject to disciplinary action. Bias or hate based conduct is defined as suspected or confirmed act directed against or occurring to a person, private property, public property or through the internet on the basis of age, race, ethnicity, sex, disabling condition, religious affiliation or sexual orientation. A bias incident need not involve an act that constitutes a criminal offense. Individuals or groups are in violation of this policy if they engage in bias or hate based conduct at school, on school grounds, while engaging in school sanctioned activities or while traveling to or from school.

These actions may have the effect of creating a hostile environment. Individuals who are not the direct recipients of such actions may also experience a hostile environment. Third party individuals will, therefore, have the same legal right to act under this policy as those directly victimized. Members of the school community who believe they have been the subject of bias or hate based conduct may report the incident to counselor or building administrator.

DRUG AND ALCOHOL SUBSTANCE ABUSE

Y.A.L.E. School has outlined policies and procedures for any student in the possession or under the influence of controlled substances. Parents may request a copy of these policies from your program supervisor. Parents are encouraged to provide input into this document as needed.

SEXUAL HARASSMENT

The Y.A.L.E. School Policy explicitly forbids any conduct or expression that may be construed as the sexual harassment of a pupil, by an employee of the school or by another pupil. The sexual harassment of a pupil includes all unwelcome sexual advances or suggestions, requests for sexual favors, and verbal or physical contacts of a sexual nature whenever such conduct has the purpose or effect of intimidation or tends to create an intimidating, hostile, or offensive educational environment.

VIDEO SURVEILLANCE AND USE OF VIDEO RECORDINGS

Y.A.L.E. School recognizes the responsibility to provide for the safety of the school community and to protect school property. To maintain safe and secure conditions for all students, staff and property, the use of video surveillance equipment may be in place on school properties and transportation vehicles.

1. The school hereby notifies notify students, parents, and staff that video surveillance may occur on any school property or on any transportation vehicle.
2. The use of video surveillance equipment on school grounds and on other school properties shall be supervised by the building principal or designee. The use of video surveillance equipment on transportation vehicles shall be supervised by the director of transportation.

3. The use of video recordings from surveillance equipment shall be subject to the other policies of the school including policies concerning the confidentiality of student personnel records.
4. Video surveillance shall be used to promote the order, safety, and security of students, staff, and property. Recordings may be used in pupil and staff discipline matters and to provide evidence to law enforcement for prosecution purposes.
5. Video and audio recordings may be used for academic and/or behavioral programs. Staff and students agree to this usage.
6. Video and audio recording is used for instructional purposes and allows Y.A.L.E. to evaluate based on the data.
7. Video and audio recordings may also be included in students' digital Transition Portfolios.

SUSPECTED CHILD ABUSE OR NEGLECT

In accordance with State law and regulations, all Y.A.L.E. staff members, should they become alerted to the possibility of potential abuse or neglect involving a Y.A.L.E. student, are required to report such information to the NJ Department of Child Protection & Permanency (formerly DYFS) or The Pennsylvania Department of Human Services. Every effort will be made to determine the validity of this information prior to contacting NJ Department of Child Protection & Permanency (formerly DYFS) or The Pennsylvania Department of Human Services. However, if there is any doubt that neglect or abuse is taking place, the mandated referral to NJ Department of Child Protection & Permanency (formerly DYFS) or The Pennsylvania Department of Human Services will be made.

STUDENT RECORDS

Student record folders are maintained on all students in accordance with State Law and Regulations. Those students or parents/guardians wishing to review a student's record shall make an appointment with the sending school district's chief school administrator.

PARENT COMMUNICATION

The education of each student is a joint venture involving the student, the parents/guardians, and the professional staff. The Y.A.L.E. School provides many opportunities for parents/guardians to receive information on the progress of the student. Examples of types of communication that parents/guardians will receive include:

1. Four regularly scheduled progress reports will be issued each year. Each report may provide the opportunity for teacher or parent/guardian to initiate a personal conference.
2. Daily Activity Reports.
3. Biweekly telephone contacts.
4. Parent conferences and school visits.
5. Quarterly Y.A.L.E. newsletters.
6. Quarterly parent workshops.
5. Other communication in quality assurance parent surveys.

TEACHER-PARENT-STUDENT CONTACT

Telephone Contact - It is the policy of Y.A.L.E. to foster open communication between teachers and parents/guardians. The following guidelines have been established in order to maintain responsible communication. Y.A.L.E. staff is obliged to direct their home communication to parents and guardians only.

Direct Contact - With regard to teacher-student contact outside of school, it is the Y.A.L.E. policy that teachers must initially secure permission from building supervisors prior to contacting parents/guardians. Teachers must then receive parent/guardian approval before any arrangements for outside contact are made. Parents/guardians should have prior knowledge of any contacts or conversations that transpire between school personnel and the student.

PARENTAL QUESTIONS

Many times, parents/guardians have questions or concerns about the student's programming, particular lessons, or activities. To assist parents/guardians in their understanding, the following guide is offered:

- Discuss your question with the teacher involved. If you still have questions, make an appointment to discuss your questions with supervisory staff. If you still have questions, then;
- Call the appropriate central office administrator for a conference. If you still have questions, then;
- Ask to see the Executive Director.

Remember, even though friends and neighbors may have similar questions, they probably do not have answers. Working through the Y.A.L.E. staff keeps parents/guardians in touch with the people who are responsible for answering questions, interpreting school programs and solving problems.

PARENTAL RIGHTS IN SPECIAL EDUCATION – NEW JERSEY (REVISED 2019)

Parents may access the document here: [https://www.state.nj.us/education/specialed/form/prise/RevisedParentalRights\(PRISE\).pdf](https://www.state.nj.us/education/specialed/form/prise/RevisedParentalRights(PRISE).pdf)

PRISE is available in English, Spanish, Chinese, Arabic, and Portuguese.

In addition, the US Department of Education, in conjunction with the National Information Center for Children and Youth with Disabilities (NICHCY) offers a helpful guide for assisting parents and others in navigating the IEP process:

<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>

ASAH, a private non-profit organization serving parents of students with special needs in New Jersey offers a “Toolkit” of resources. It can be found at <https://www.asah.org/private-special-education-toolkit/>. The organization also includes an 8-part video advocacy series in the toolkit covering common areas of concerns such as Least Restrictive Environment, stay put provisions, transition, guardianship and special needs trust. <https://www.asah.org/video-special-education-advocacy-series/>

PARENTS RIGHTS IN EDUCATION – PENNSYLVANIA

As an important part of the IEP team, parents often have questions or need information to actively and effectively participate as IEP team members. School districts provide parents with a hard copy of the Procedural Safeguards Notice for this purpose.

The full document and related forms, can be downloaded using the link below:

<https://www.pattan.net/Forms/The-Procedural-Safeguards-Notice>

A brochure entitled “Parents’ Rights: Understanding the Procedural Safeguards Notice” is available here:

<https://www.pattan.net/Publications/Parents-Rights-Understanding-the-Procedural-Safegu>

Please note that a Spanish version of the brochure is also available to download at the site above.