

**STUDENT/PARENT HANDBOOK  
2023 - 2024**

**18 – 21 TRANSITION PROGRAMS**

**CLiKS Program**

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August 2023

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# Erlton /CliKS Program

800 Pennsylvania Avenue  
Cherry Hill, NJ 08002

## HOURS OF SESSION 2023 - 2024

Student Hours	8:30 a.m. – 2:15 p.m.
Teacher Hours	8:00 a.m. – 3:00 p.m.

Dear Parents/Guardians:

Y.A.L.E. School shares your concern when weather conditions present a travel hazard. Parents have three options for obtaining prompt and reliable school closing, early dismissal or delayed opening announcements in the event of snow or other emergencies:

1. Online access to announcements at [www.yaleschoolnj.com](http://www.yaleschoolnj.com)
2. Text notifications on your mobile phone for those who enroll at [www.yaleschoolnj.com](http://www.yaleschoolnj.com)
3. TV Announcements provided by our media partners (See chart below)

### Y.A.L.E. School Media Partners by Campus

TV Station*	School Identification
NBC10 & 6ABC	Y.A.L.E. School Ellisburg/Erlton

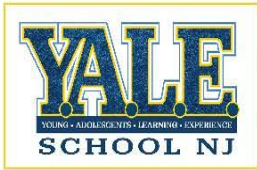
*\*School Closing Announcements begin at 6:30 a.m.*

### School Closing/Delayed Opening Schedule

If...	Time is...
Early Dismissal  NOTE: Parents should make contingency plans for their CliKS student in the event of a 12:45 p.m. dismissal.	12:45 p.m.
Delayed Opening	10:00 a.m.

**PLEASE DO NOT CALL THE SCHOOL...**

**LISTEN FOR YOUR ANNOUNCEMENT, CHECK ONLINE or ENROLL TO RECEIVE A TEXT MESSAGE**



**Y.A.L.E. SCHOOL WEST II, INC.**  
**2023-24**

**Erlton Campus, 800 Pennsylvania Ave., Cherry Hill, NJ 08002 (856) 629-1811**  
[www.yaleschoolnj.com](http://www.yaleschoolnj.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 period.

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

■	School closed
★	Early dismissal
*	Staff Development Day

Issued: **4.5.23**  
 Campus calendars in PDF format available online at  
[www.yaleschoolnj.com/downloads](http://www.yaleschoolnj.com/downloads)  
 School closing info on our website [www.yaleschoolnj.com](http://www.yaleschoolnj.com), TV  
 channels 3, 6, 10 and FM radio WKXW (101.5) as  
 Y.A.L.E. School Ellisburg.

August	
28-31	New Staff Orientation
September	
4	Labor Day
5-8*	Staff Orientation
11	First Day for Students
25	Yom Kippur
28	Back to School Night
October	
11-13★	Early Dismissal
25★	Early Dismissal
November	
10*	Staff Development Day
22★	Early Dismissal
23-24	Thanksgiving Recess
December	
4★	Early Dismissal
22★	Early Dismissal
25-29	Winter Recess
January	
1	New Year's Day
2*	Staff Development Day
15	Martin Luther King Jr. Day
February	
16*	Staff Development Day
19	President's Day
March	
22*	Staff Development Day
29	Good Friday
April	
1-5	Spring Recess
May	
6-10★	Early Dismissal
27	Memorial Day
June	
14,17,18★	Early Dismissal
18	Possible Last Day for Students
21	Juneteenth

## **INTRODUCTION TO Y.A.L.E. SCHOOL**

Y.A.L.E. is a private school dedicated to teaching solutions to the academic, social, behavioral and developmental challenges facing children, teens, and young adults with autism spectrum disorders and other social learning differences. It is the academic and social mission of Y.A.L.E. School to provide an individualized program of instruction that adequately challenges students, facilitates their development and prepares them to achieve the greatest degree of independence and the highest quality of life. Our school setting is based on the principles and practices of Applied Behavior Analysis (ABA). ABA uses empirically-validated procedures to assist individuals in gaining skills of academic, social and personal value.

## **STANDARD 9 FRAMEWORK**

The Y.A.L.E. School Standard 9 Program is a continuing high school program for students 18-21, who are gaining skills for transition to adult environments, roles and responsibilities during their years of educational entitlement under IDEA. The program follows the New Jersey Student Learning Standards, including the 2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (CLiKS). These competencies are consolidated under New Jersey Department of Education Standard 9, which serves as the framework for the Y.A.L.E. School transition programs for students ages 18-21. The CLiKS program derives its name from this NJDOE Standard that stresses the importance of the following skills in the transition preparation process:

Standard 9.1, Personal Financial Literacy, which emphasizes both money management and the psychology of spending and saving that shapes financial decision-making.

Standard 9.2, Career Awareness, Exploration, Preparation

Standard 9.4, Life Literacies and Key Skills, which prepares students with the necessary knowledge, skills, attitudes and perspectives to thrive in an interconnected global economy.

To meet and surpass preparation standards prescribed in the NJDOE Standard 9.1, 9.2, and 9.4, Y.A.L.E. School integrates: innovative curriculum, materials, resources, robust transition assessments and evidence-based transition planning methods, robust state-of-the art technology, such as Zspace virtual reality computers and curriculum, Paxton Patterson computer-based career learning system with hands-on materials, state-of-the art industrial equipment including a Trotec Laser Cutter, 3D printing capabilities and digital scanning devices. The program also promotes and maintains extensive collaborative partnerships with area businesses and corporations to create opportunities for work experiences and community-based instruction. A Life Skills House located in Cherry Hill provides practical skill instruction for independent living to prepare students to assume adult responsibilities in this essential skill area as well.

The program is aligned with the goals students intend to achieve after graduation in the various transition domains that include employment, future education or training, independent living and community participation. Students have met high school graduation requirements, but show deficits in one or more of these transition domains. Using standardized tools, such as the Assessment of Functional Living Skills, to identify, promote and report progress, the Standard 9 Program tailors transition instruction and experiences to meet the needs of the individual.

## **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 based on open communication, parents/guardians and professionals can work effectively in a cooperative, productive relationship based on a firm foundation of mutual trust and confidence. As we work together, we are preparing young adults to assume greater personal responsibility, use communication skills to express their needs, and advocate for the resources that will assist them. We are grateful to parents of students at such an important stage in education for supporting this mission and philosophy.

## **INTAKE PROCEDURE**

All students must be referred to Y.A.L.E. by the local school district. Referrals must be accompanied by each child'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 an interview will be scheduled with the student and his/her parents. Enrollment is contingent upon approval from parents, sending school district and the administration of Y.A.L.E.

## **ASSESSMENT PHASE**

During the first weeks of a student's tenure at Y.A.L.E., academic, transition and social skills will be assessed by the staff. This assessment, in combination with student records, assist the IEP team in determining a student's goals for the year.

## RELATED SERVICES

When exploring admission into the Standard 9 Program, the need for continuing related services is discussed to determine how the program may be able to meet the student's needs within the program.

## ADMISSION CONSIDERATION (AII)

To be eligible for admission into a Y.A.L.E. 18 – 21 program, a student must already have met high school graduation requirements. Eligibility and admissions decisions consider academic, social and behavioral levels as well as the student's desire to meet transition goals and objectives within the structure of the CLiKS program. Students who currently attend Y.A.L.E. School as high school seniors as well as students outside of Y.A.L.E. School referred by a sending school district may apply.

## DESIGNING STUDENT'S INDIVIDUALIZED PLAN

Educational Planning Conferences and IEP Meetings will be held according to state and district policy and federal guidelines. Y.A.L.E. School assists districts in developing or updating an individual plan for new students within 30 days of initial student placement. Y.A.L.E. also assists districts in scheduling Annual Meetings as required.

## GRADING SYSTEM

### **Assessments**

Y.A.L.E. transition programs use multiple means of assessment consistent with Universal Design for Learning to regularly monitor progress. Quizzes, individual and group projects, presentations, computer-based and traditional tests as well as active participation in the learning environment all provide opportunities for young adults in CLiKS to self-monitor their individual growth and achievements. These varied tools also enable teachers to measure progress towards marking period and annual goals and objectives, along with progress demonstrated in transition activities and strategies identified in the IEP. Assessments minimally occur in all content areas every two weeks.

### **Report Card Incomplete Notation**

A grade of Incomplete (I) will be given only when there is just cause: e.g., work missing due to absence, illness. Otherwise, students are expected to submit work on time. While it is permissible under some circumstances to submit late work, students should be expected to complete all work prior to the end of the marking period.

Unless there are extenuating circumstances, students are expected to complete the assignments no later than the end of the marking period. 10 school days after receiving them and will then earn full credit upon doing so. If a student is unable to complete the assignments by the end of the marking period, the student will receive a grade of 50 on all incomplete assignments.- The marking period grade will then be calculated. Make up assignments will be graded and incomplete will be given a failing grade (0-50). The final marking period grade will then be calculated. If an extension is sought, a written request must be approved by the Executive Director.

### **Report Card Exempt Notation**

A student may only be exempt from a subject or class period stated in the IEP with a signed written schedule change request signed by the sending school district and parent(s). Circumstances leading to a schedule change request may include a student engaging in a school-to-work experience at the time a class is occurring within the program. An exempt notation will be used on the Making Period Progress Report for any subject in which the student was given a district exemption.

### **Progress Reporting**

A numerical average will be reported for each content area based on established criteria. Performance assessed during Community-based Instruction and Structured Learning Experiences will also be reported quarterly. Reports cards will be distributed 4 times per year. Report Cards in Project SEARCH will be distributed three times per year.

### **Credits Earned**

As a private receiving school, Y.A.L.E. is not authorized to assign credits. Therefore, Y.A.L.E. provides suggested credits and sending school districts determine credits earned.

## REPORTING STUDENT PROGRESS

The education of each student is a joint venture involving the child, the parents and the professional staff. Regularly scheduled progress reports will be issued each year. Each report may provide the opportunity for teacher or parent to initiate a personal conference. All Standard 9 Students will have a transition planning meeting mid-year to evaluate progress and shape ongoing planning.

## HOMEWORK

Homework is issued at teacher discretion, based on the tier of the program and the skills being developed.

### ATTENDANCE

Parents are responsible for notifying the school early in the day (7:30-8:00 a.m.), when a CLiKS student will be absent. 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: date, reason for absence, and the specific dates of the absence. Any absence of five consecutive school days requires a doctor's certificate. 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. Attendance information is reported to sending school districts. In the case of chronic absenteeism, a meeting will be held with the full IEP team to develop strategies for improving attendance and addressing academic issues.

### EARLY DISMISSAL/PICK-UP of STUDENTS

Students who must leave school early must present a signed parental note to their homeroom 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 arriving to pick up a student from the or CLiKS Program, the person supplying transportation must use the sign-out form provided by designated personnel at the program location.

Parents must utilize the sign out sheet provided. School staff will verify identity of 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.

Parent access must also be denied as a result of written documentation, i.e. custody paper, restraining orders, etc. to that effect. Parent requests to have adult friend or relatives pick up their children must be accompanied by phone verification with parents, producing identification and confirmation with student. Failure to adhere will result in denial of access.

Agencies with requests for information or seeking permission to see or sign out students must be accompanied by photo ID, phone verification with the agency and parental permission (when appropriate).

### LATENESS

Students are expected to arrive at school punctually. Any lateness will be recorded on the attendance record and communicated to the parent or guardian. If it is necessary that a child arrive to school late, the parent **must** accompany the student to the office, verbally notify office staff of the student's arrival, and complete the sign-in sheet prior to leaving. Additionally, students who arrive to school after 10:00 a.m. will be recorded as absent.

### STUDENT TRANSPORTATION

Transportation of all students in CLiKS will be provided by the sending school districts. Students must use this service. **No** student will be allowed to walk, use public transportation, or drive to school. In the event that a student is suspended from the bus due to misconduct, the parents are directly responsible for transporting the student to school. No other means of student transport are sanctioned by the school. In addition, when transporting a student, the parent must sign the student in and out of school at the school office. (This policy applies when the student is dropped off during designated arrival time or dismissal time).

### 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). Any incidence of fighting, smoking, property destruction, use of profanity, or any other significant behavioral events 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 Standard 9 student to and from school.

Parents with questions and/or concerns may speak directly to bus personnel or to a Y.A.L.E. Administrator. Parents may also call the Supervisor of the bus company responsible for transporting their child. Bus company phone numbers are available from bus personnel as well as Building Secretaries.

### SCHOOL GROUNDS

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



### PERSONAL PROPERTY/ELECTRONIC DEVICES

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. All students should remove and turn off headphones/earphones/electronic devices before entering the building. No students are permitted to use cell phones, smart watches or text during the course of the day unless assigned to do so during functional skill instruction. Cell phones and smart watches must be turned off or on silent before entering the building and be stored until dismissal. They should not be accessed by students while on school grounds or on school sponsored trips. Once the dismissal bell at the end of the school day has sounded, students are permitted to retrieve their property. Any student using a cell phone or smart watch during school hours, except during functional skill instruction, will be asked to follow the policy and put the device away (1<sup>st</sup> offense will be tracked in Google Drive). The second time a student uses a cell phone or smart watch during school hours he/she will be asked to relinquish the cell phone or smart watch to a staff member. The phone will then be locked in a safe location and returned to the student as they leave at the end of the day. (2<sup>nd</sup> offense will also be tracked in Google Drive). Students are expected to comply with staff instructions in a timely fashion. The above outlined policy will be implemented daily. Students who continually have difficulty following the policy will be required to hand in the cell phone to the program administrator for safe keeping upon entering the building.

Use of other personal electronics, including iPods, iPads and Nintendo DS, will be regulated by the policies and provisions of the Y.A.L.E. School Acceptable Use Policy. Repeated occurrences of cell phone or other personal electronics violations will result in further consequences that may include suspensions and/or a parent conference. Legal action may be taken based upon local or state codes. (Note: A student with an accommodation in the IEP for assistive technology that prescribes use of an electronic device is the sole exception to the policy).

### STUDENT GPS DEVICES

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 on devices are permissible.

### SCHOOL PROPERTY

The program endeavors to teach young adults a sense of responsibility toward public and private property. Each student is expected to take care of all school property and 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 and beverage to school daily. A refrigerator is available to all students. Student may be afforded the opportunity to order lunches on designated days.

### COMMUNITY BASED INSTRUCTION

Y.A.L.E. School provides opportunities for students to participate in community-based instruction as specified in the student's IEP. 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 program 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 Medication Procedure Form completed, signed and returned in order for the student to attend a school sponsored trip. If a parent/guardian does not give permission for a student to attend a community based trip, 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 the day.

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.

## PHYSICAL EDUCATION

### ATTIRE:

All students must wear sneakers during scheduled gym periods and clothing appropriate for physical activity and outdoor weather conditions.

### PHYSICAL EDUCATION/ACTIVITY – Medical Excuse

Students are expected to participate fully in Physical Education class. In the event that an illness or injury prevents a student from fully participating, a doctor's note is required. The note must clearly state what the student may and may not do while in PE class. In addition, the note must state duration of time that the restrictions will be in place. In the event a student has an illness or injury, parent must contact the school nurse and/or homeroom teacher. A student who requires permanent or long term accommodations for PE class must have a Physician Directed Activity Form completed by his/her physician. This form is available in the nurses' offices. Any physician note that states restriction "until further notice" must be updated every four weeks. Students who have long-term inability to participate in PE classes will be provided an assignment to complete in an alternate location. Students participating in a college fitness course will need to withdraw from the course if so indicated by a physician.

## HEALTH

Health Instruction will be offered to all students enrolled in Y.A.L.E. 18 -21 programs. Copies of the Health curriculum are available for parents or districts to review upon request. Parents may present a signed statement to the school office excusing their son/daughter from any specific topic(s).

### IV. 18 – 21 Topics

Marking Period	Topic
1	Caring for Your Vision, Hearing and Teeth
2	OTC & Prescription Medication. Taking Your Own Medication
3	Fitness
4	Transportation Work Place Safety

## 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 and physician (medication form completed). 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 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. YALE School is not responsible for any medication sent to school with students or bus drivers. Parents will be contacted by the school nurse if this occurs. It is recommended that a thirty-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 student 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, if needed.

- Asthma – "Asthma Action Plan" and inhaler or nebulizer medication
- Diabetes – "Diabetes Plan" \* with medication, glucometer and necessary supplies
- Severe Allergies – "Emergency Allergy Plan and Medication Consent" \* with Epi-Pen
- Seizures – "Seizure Action Plan", 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

A physical examination should be conducted at least once during each of the student's developmental stages, including the transition years. 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 students to be current with immunizations prior to attending school. Flu Vaccine 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.

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	COVID- 19	

### INJURY

If a student experiences a minor scratch, scrape, superficial cut, bump or bruise requiring minimal attention, the school nurse or First Aid trained staff will assist the student and provide care as needed.

In the event of an accident or sudden illness, first aid will be administered and the student's parent will be notified immediately. If further medical attention is required, care and movement of the student will be directed or provided by the parent. In case of an emergency requiring immediate medical intervention, the student will be transported to a local Emergency Room for treatment. The student will be accompanied by staff until the parent 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 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 parent should contact the school nurse to discuss accommodations. Parent is required to provide nurse with physician notes outlining limitations. Students returning without parental contact will not be permitted to participate fully in any Physical Education classes or sport related activities until written notice is received from the parent or primary care physician.

### ILLNESS

Parents should keep a child home if he/she shows evidence of any contagious illness. Children should remain home with symptoms that include fever of 100.0 or greater, cough, chills, vomiting, diarrhea, rash of unknown origin, any signs of Covid-19 as specified by New Jersey Department of Health and CDC. Those with earaches, sore throats, runny noses, stomach aches and headaches should be kept home as well, especially if symptoms are severe or will impede learning. A doctor's note may be required for reentry to school.

If any of these symptoms are found in a child at the school, the parent will be notified and asked to bring the child home immediately.

Students may return to school after 72-hours without symptoms, and use of fever reducing medications, or a note from the physician stating the child is not contagious has been provided. 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. (Refer to American Academy of Pediatrics Guidelines) Any student exposed to or diagnosed with Covid 19 or any other communicable illness will be permitted to return to school based upon NJDOH, CDC and YALE School's current protocol and guidelines. Parents should contact the school nurse with questions.

Parents should keep a child home if he/she shows evidence of any contagious illness. Children should remain home with symptoms that include fever of 100.0 or greater, cough, chills, vomiting, diarrhea, rash of unknown origin, any signs of Covid-19 as specified by New Jersey Department of Health and CDC. Children with earaches, sore throats, runny noses, stomach aches and headaches should be kept home as well, especially if symptoms are severe or will impede learning.

If any of these symptoms are found in a child at the school, the parent will be notified and asked to bring the child home immediately.

Students may return to school following current Covid-19 protocols based on the CALL index score (Covid-19 Activity Level Index) for the area as advised by health officials and updated regularly on the Y.A.L.E. website. Parents should contact the school nurse with questions.

### **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.

Students engaged in a school-to-work experience, community-based instruction, and on-site at a college campus, will follow the fire safety procedures at that location.

### **DRILLS**

*Fire, school security drills*

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

Visitors are welcome at the Y.A.L.E. CLiKS Program. Guests are required to make appointments as a means of minimizing disruptions in the educational program. Touring parents and professionals are scheduled in advance by contacting the Y.A.L.E. 18- 21 Transition Program Admissions Coordinator.

Classroom visitations by current parents and districts are arranged with the building supervisor at least two days in advance so that ensure that an excessive number of adults are not present at any one day and time. Please limit classroom visits to thirty minutes. 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 at a later time. We ask that visitors refrain from questioning the teaching staff during instructional time and from engaging students in conversation. Also, guests should schedule a time to review questions or concerns with the classroom teacher. Use of cell phones is prohibited inside the school. Any cell phone should be placed on silent or vibrate and put away prior to entering the school. Photography, video and audio recording are also prohibited. Visitors will be escorted by staff for the duration of the observation.

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 building supervisor. We ask that these visits occur no more than once a month and are limited to a 30-minute time period.

All visitors are required to report to the school office to the designated personnel upon arrival.

### TELEPHONE CALLS

Teachers and students will not be called out of classes for telephone messages. Requests to have calls returned will be forwarded to teachers. Calling students out of class is disruptive. Messages are delivered to students in **extreme** emergencies only.

### STUDENT ATTIRE

Students are encouraged to select school clothing that is clean and comfortable to wear. Clothing should not hinder or distract from learning. Students are also encouraged to follow good hygiene and grooming practices to maintain overall body cleanliness, including clean nails, hair and teeth.

Clothing or accessories, which detract from learning and present a hazard for the wearer will not be permitted. The Building Supervisor shall have the right to make the final decision regarding appropriate dress in school as well as at school sponsored events. Please note the following examples of unacceptable clothing and inappropriate fashion that are not to be worn in the Y.A.L.E. School Standard 9 Program regardless of tier.

1. Students may not wear head coverings (excluding established religious headwear or medical reasons), scarves, bandanas, hats and hoods.

Note: School appropriate hooded sweatshirts will be accepted, however, students may not wear hoods on their heads while at Y.A.L.E. School or during community-based instruction. Students will be given one reminder. Subsequently, the behavior will be result in the consequences noted below.

2. Underwear and clothing resembling underwear may not be worn as external clothing or be exposed.
3. Gloves may not be worn.
4. Sunglasses, glazed or tinted glasses or costume contact lenses may not be worn unless it is a documented medical necessity.
5. Bare feet, flip-flops, bedroom slippers, shower shoes or any footwear considered a safety hazard may not be worn. Shoes or sneakers are required at all times.
6. Bare midriffs, bare shoulders or basketball-type tank tops may not be worn.
7. T-shirts and other apparel displaying suggestive, obscene, inappropriate symbolism or that which causes disruption to learning or activities may not be worn. Examples include clothing, representing or suggesting violence, sex, alcohol, substance abuse, weapons, slander, bigotry, gang membership, etc.
8. Apparel such as dresses, skirts, shorts, and skorts, and garments worn over leggings or tights must reach the tip of the extended fingers when the arms are hanging normally at one's side, or four inches above the knee; at no time will a student be permitted to wear clothing that is disruptive to the educational process.
9. Untidy, torn, damaged, soiled or cut-off clothing does not conform to the Y.A.L.E. dress code and may not be worn.
10. Jackets/Coats Jackets, coats, windbreakers, warm up jackets, sleeveless vests or any type of outer garment may not be worn inside the school.
11. Jewelry and Other Accessories: Students are encouraged to refrain from wearing jewelry to school. Jewelry depicting or encouraging anything sexual, violent, alcohol or drug related or potentially dangerous shall be deemed inappropriate.
12. Pants and Shorts: Pants must be appropriately sized and worn at the waist; no chain link or personalized belts or buckles are permitted. Shorts above the knee, stretch pants, leggings (unless as described in #8) and pajama pants are not permitted.

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

1. May be asked to reverse a shirt or blouse, which has inappropriate material or markings on it.
2. May be asked to remove head covering, outer garment, jewelry or other accessories.
3. May be asked to wear appropriate clothes provided by the school.
4. Parents may be asked to bring appropriate clothing to school.
5. May lose the privileges of wearing that type of clothing.
6. Repeat violations may be subject to exclusion for the day in question.

### MESSAGE TO PARENTS AND STUDENTS

Cooperation between parents and school is critical to facilitate student progress. Parents may be required to attend parent meetings with Y.A.L.E. staff and districts, pursue referrals to outside agencies, and provide insight on an as needed basis. In cases of more serious student problems such as threatened or attempted suicide, drug and alcohol abuse or other life threatening behavior, Y.A.L.E. reserves the right to make outside therapeutic involvement a prerequisite for a student's entrance or continued placement. Please see the parent forms included at the end of the handbook. The Y.A.L.E. School Standard 9 Parent Collaboration Agreement is completed by parents of students in the college partnership tiers. The Parent/Student Appraisal Form applies to all students and parents enrolled in Y.A.L.E. School 18-21 programs. Parents of students new to Y.A.L.E. sign these forms prior to acceptance. Continuing Y.A.L.E. students receive the forms by mail prior to the start of each school year.

### 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 expected 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.

Students have a right to receive respect, to be treated with kindness, and to be trusted. In turn, children are expected to study and participate actively in their learning, work cooperatively and to follow directions, to seek help in solving problems, to settle differences in an appropriate manner, to accept responsibility for their actions, to report instances of violations of which they are aware with the expectation of no retaliation for such reporting, to respect others' person and property, to use appropriate language, to dress appropriately, to be sensitive to others' feelings, and to help others.

In accordance with New Jersey Administrative Codes, 6A: 16-5.1 and 18A:25-2, the Y.A.L.E. School has a code of student conduct. These guidelines address any violations of the code and specific areas of misconduct. These may include fighting, physical contact (both that considered a danger and that not considered a danger), non-sexual harassment and bullying (both verbal and written – including notes and hit lists), internet violations, sexual harassment and bullying (verbal – both mild and severe – physical – exposing oneself or sexual

assault including exposing another), and vandalism. Disciplinary sanctions include a number of responses to such disruptive behaviors ranging from an inability to earn points within a behavior program, to an expulsion. The degree of sanction is contingent upon many factors.

The first step in this process may be a conference with the Principal or designee who will designate the appropriate consequence. Dissatisfaction with the consequence may be appealed to the Principal or Director or his/her designee. Appeals can be made only in accordance with New Jersey code and statute. Students are responsible for being familiar with these policies.

To guarantee an appropriate social and educational climate, it is important that students understand that acceptable standards of behavior will be expected at all times. Discipline will be administered when any individual's actions interfere with the right of teachers to teach and students to learn. Students are reminded that any teacher or staff member in the school has the right to correct individuals at any place and at any time. Students are expected to conduct themselves in an orderly, respectful and courteous manner at all times. In the event a student acts inappropriately, there will be consequences in order to make it clear that this behavior is not acceptable and will not be tolerated.

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 violators of the school and district rules.
3. Development of self-discipline by clearly communicating to students their rights and responsibilities.
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.

#### **POSITIVE BEHAVIOR SUPPORT**

Y.A.L.E. School promotes a safe, secure environment for all students and staff through Positive Behavior Support approach. Using this evidence-based framework, the school's well-trained staff define, model, reinforce and reward appropriate behaviors. In addition, staff help students learn and use replacement behaviors appropriate to the situation. Y.A.L.E. supports students in developing and applying adaptive behaviors to be successful in both school and future environments, such as college and careers. While behavior issues preclude students from acceptance into tiers requiring a high level of independence and self-regulation, the goal of the program is to support student success. Therefore, if needed, a parent district meeting will be arranged to discuss behavior difficulties that are impeding progress so that an antecedent strategy can be developed with the assistance of behavior support staff. Repeated incidents supported by data may result in a second meeting to discuss next steps, including placement review.

#### **FUNCTIONAL BEHAVIORAL ASSESSMENTS**

A Functional Behavioral Assessment (FBA) is the process a behavior analyst uses to determine the function or the reason(s) for a problem behavior. An FBA may be completed for your son or daughter to identify adaptations that could possibly be made so the problem behavior would be less likely to occur and to teach ways to replace destructive, disruptive, or distracting behaviors with more socially appropriate, acceptable and satisfying behaviors as a means of communicating and getting their needs met. It is important to address challenging behavior because these can quickly become learned responses that will often interfere with academic progress, life skills, and, community involvement.

The frequency of the behavior, severity of the behavior, and behavioral history of the student, among other factors, contribute to the determination of the appropriate type of assessment. Indirect assessments (where the behavior of interest is not directly observed) such as, interviews, questionnaires, and rating scales are conducted regularly. Parents/guardians, teachers, therapists, and other providers have information about your son or daughter's problem behaviors which can inform the process of the FBA.

Y.A.L.E. also regularly employs direct measure assessments where the behavior of interest is observed over an extended period of time. Through direct observation of the behavior one may be able to identify possible occasions which evoke problem behavior and the consequences that maintain it.

In the event that the indirect or direct assessment procedures are inconclusive or do not provide sufficient information to most effectively assist the student with behavioral difficulties, additional functional assessment procedures may be used. These functional assessments involve the systematic manipulation of environmental events and are termed functional analysis. Data are collected on the student's

response to the various conditions in order to better understand the environmental function of the behavior and to develop more beneficial treatment procedures. If a functional analysis is warranted, informed parent/guardian consent will be obtained prior to starting.

### **PHYSICAL MANAGEMENT PROCEDURES**

Y.A.L.E. School integrates the Safety-Care Curriculum within the school's interdisciplinary and person-centered approach. All Y.A.L.E. 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. Non-intrusive techniques and de-escalation strategies are employed by staff to minimize incidents and enable the agitated student to exhibit calmer, safer behavior.

If a student presents an imminent safety risk to themselves or others despite prior intervention strategies, trained staff will implement the least restrictive physical management procedure warranted by the situation and approved within the Safety-Care curriculum. Moreover, a supervisor is notified immediately, the incident is documented accurately, and the school nurse conducts an assessment of the student, which is also recorded. Parents are always notified the same day that a physical management procedure is implemented.

### **BEHAVIOR CONSEQUENCES**

If a student engages in serious challenging behavior (e.g., behavior that has the potential to cause serious harm to self or others), the clinical team will meet to discuss recommendations for corrective action which may include the following: loss of privileges, in or out of school suspension, etc.

### **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. An act of harassment, intimidation or bullying can be committed by an adult or a youth against a student. 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 and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect and refusing to tolerate HIB.

The Y.A.L.E. Harassment, Intimidation and Bullying Policy will address reported incidents of HIB that occur only on Y.A.L.E. School grounds, Y.A.L.E. School events, or on transportation provided by Y.A.L.E. School. The principal will refer reported incidents that occur on a sending district board of education school bus, at a sending district board of education school sponsored function, and off school grounds to the sending district's case manager of the student that was the target of the harassment, intimidation and bullying. Y.A.L.E. School will work collaboratively with sending districts as they conduct the HIB investigation.

#### **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. The development of this atmosphere requires respect for self and others, as well as for Y.A.L.E. School and community property on the part of students, staff and community members.

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

*Environmental (Classroom, School Building):*

- 1) Classroom discussions about a HIB incident, role plays, research projects, discussing audio-visual materials on these subjects and skill-building lessons on courtesy, tolerance, assertiveness and conflict management;
- 2) Implementation of theme days, learning station programs, parent programs (factsheet or newsletter) School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, and/or bullying;
- 3) School culture change;
- 4) School climate improvement;
- 5) Adoption of research-based, systemic bullying prevention programs;
- 6) School policy and procedures revisions;
- 7) Modifications of schedules;
- 8) Adjustments in hallway traffic;
- 9) Modifications in student routes or patterns traveling to and from school;
- 10) Supervision of student before and after school;
- 11) Targeted use of monitors (hallway, playground, etc.)
- 12) Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- 13) General professional development programs for certificated and non-certificated staff;
- 14) Professional development plans for involved staff;
- 15) Disciplinary action for school staff who contributed to the problem;
- 16) Parent or parent/district conferences;
- 17) Involvement of community-based supports and/or organizations;
- 18) Development of a general bullying response plan;
- 19) Peer support groups;
- 20) Placement evaluation;
- 21) 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 (schedule changes, arrival and dismissal supervision, school transportation supervision);
- 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 using the 338 HIB Reporting Form for personnel must be given to the principal within two days of the verbal report. All non-staff members (students, parents/caretakers, community members) should use the 338 HIB Reporting Form for Families and Caregivers. 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. The HIB 338 Form shall be kept on file at the school but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be kept in the student's record under State of Federal law.

#### 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.

Should a student be found the offender in a HIB incident, a copy of the investigation shall be included in the student's record.

### 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.

East (Northfield) – Kareem Spence [kspence@yaleschoolnj.com](mailto:kspence@yaleschoolnj.com)

West (Ellisburg) – TBD

Cherry Hill - Nia Hinton [nhinton@yaleschoolnj.com](mailto:nhinton@yaleschoolnj.com)

North I (Memorial) - Medford- Jessica Liger [jliger@yaleschoolnj.com](mailto:jliger@yaleschoolnj.com)

North II (Kirby's Mill) – Medford - Katie Maldonado [kmaldonado@yaleschoolnj.com](mailto:kmaldonado@yaleschoolnj.com)

Atlantic I - Mullica - Barry Walker [bwalker@yaleschoolnj.com](mailto:bwalker@yaleschoolnj.com)

Southeast (Evans) - Ann Davidson [adavidson@yaleschoolnj.com](mailto:adavidson@yaleschoolnj.com)

West II-Erlton- Andrea Damiani [adamiani@yaleschoolnj.com](mailto:adamiani@yaleschoolnj.com)

Standard 9- CCC, Project Search- Tom Diaz [tdiaz@yaleschoolnj.com](mailto:tdiaz@yaleschoolnj.com)

Linwood- Kareem Spence [kspence@yaleschoolnj.com](mailto:kspence@yaleschoolnj.com)

PA Campus- Shannon Luzier [sluzier@yaleschoolpa.com](mailto:sluzier@yaleschoolpa.com)

### 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](mailto: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, retaliation or false accusation against the target, witness, or any other person who has reliable information about an act of HIB or who reports an act of HIB. 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. A link to the policy will be posted on the Y.A.L.E School webpage. The contact information for each campus' Anti-Bullying Specialist, Y.A.L.E Anti-Bullying Coordinator and the NJDOE School Climate State Coordinator will be located on the Y.A.L.E School website. The Guidance for Parents on the Anti-Bullying Bill of Rights Act developed by the Department of Education will be posted on the Y.A.L.E School website.

#### **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-A/PA 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.

### DRUGS AND ALCOHOL

Building Supervisors who have probable cause to suspect that a student may be under the influence of alcohol or a controlled substance will require that parents obtain and report results of blood screening, at their expense, prior to re-admittance to the program. **In all instances involving alcohol or a controlled substance, including suspected use, possession or distribution, Y.A.L.E. School will follow the protocol contained in the school’s internal document covering illegal activities involving drugs and alcohol. Parents may request a copy.**

### STUDENT CANNABIS POLICY

New Jersey has decriminalized Cannabis use by individuals over age 21 for recreational purposes. This Policy sets forth the expectation that students will refrain from unauthorized Cannabis use and related activities, consistent with New Jersey law, and to preserve the health, safety and well-being of the entire school community.

**Students are prohibited from using Cannabis, being under the influence of Cannabis, or possessing Cannabis and/or related paraphernalia at any time while on school grounds, in school or district transportation, or while attending a school-sponsored function off the school premises.<sup>1</sup>**

**Property:** Where there is reasonable suspicion as to the presence of Cannabis and/or related paraphernalia, school and student property may be searched or inspected by school administration. Random searches of school and student property may also occur.

**Person:** Any student reasonably suspected of being under the influence of Cannabis and/or in possession of Cannabis while on school grounds, in school or district transportation, or attending a school-sponsored event, may be subject to a search of his/her person by school administrators and/or evaluation, and/or formal drug testing.

- Preliminary evaluation may be conducted by a designated administrator, school nurse, or a certified Impairment Recognition Expert trained to detect and identify an individual's use or impairment from Cannabis or other intoxicating substances.

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<sup>1</sup> This prohibition does not apply to students who are being lawfully administered Cannabis drug therapies under the care and order of a licensed physician and approved by the school.

- Administrative discretion may be exercised to send a student for drug testing.
- Parent(s)/guardian(s) will be notified of any violation of this policy and will be required to come to the school to take custody of the student. Note that while parent/guardian will be notified of any violation of this policy, and where possession is confirmed, local law enforcement will not be notified or asked to assist the school in its investigation of a student's use or possession of Cannabis.
- Discipline may be imposed on the student appropriate to the offense, up to and including placement termination.
- A referral by the administration may be made to an agency licensed to assess and treat drug abuse.
- An administrator will evaluate the student's continued participation in extra/co-curricular activities.
- A re-entrance conference with administration, parent/guardian, and the student will be held.

Any student found using, selling, or distributing Cannabis and/or related paraphernalia while on school grounds or in school or district transportation, attending a school-sponsored event will be subject to discipline, up to and including placement termination.

**Reporting Requirements:** Any employee or student who suspects a student may be under the influence of Cannabis due to physical appearance, observed behaviors, or other factors that indicate he or she may be under the influence or in possession of Cannabis must immediately report the suspicion to an administrator and continue to monitor the student until the student is escorted to the nurse's office or other appropriate office.

Note that such reporting will be maintained as confidential, to the extent feasible and, in light of recent legislation, must be made to the administration only and not to local law enforcement, if the report pertains to a student.

#### **STUDENT SUBSTANCE ABUSE POLICY**

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.

#### **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 shall notify its 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.

#### **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 wishing to review a student's record shall make an appointment with the sending school district's chief school administrator.

### INTERNET GUIDELINES

Y.A.L.E.'s Internet network is provided for students and staff to conduct research and to communicate with other. Use of this network must be consistent with the educational mission of the school.

Access to network services is provided to users who agree to act in a considerate and responsible manner. Access is a privilege, not a right. Access entails responsibility. It is understood that anyone using this Internet network has agreed to abide by this Acceptable Use Policy.

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private.

#### **The following are not permitted:**

- Sending, displaying or printing obscene/pornographic messages or pictures
- Using obscene language
- Using harassing, insulting, or harmful language including, but not limited to, ethnic, racial, and sexual slurs
- Playing games or using "chat" rooms to socialize
- Tampering with or damaging computer systems, networks, hardware, software, or settings
- Using another's password or trespassing in another's folders, work, or files
- Violating copyright laws
- Using the network for commercial purposes
- Printing to excess
- Unauthorized downloading of program or executable files
- Accessing social – networking websites
- Creating/participating in web pages that involve Y.A.L.E. School, students and/or employees

Policy violations may result in loss of privileges or legal action.

Note: Students must read and sign the Acceptable Use Policy Agreement and adhere to the procedures outlined.

### TEACHER-PARENT-STUDENT CONTACT

Telephone Contact - It is the policy of Y.A.L.E. to foster open communication between teachers and parents. The following guidelines have been established in order to maintain responsible communication. Y.A.L.E. staff are obliged to direct their home communication to parents and guardians only. It is our policy that parents and students not call teachers at home. Additionally, students are prohibited from contacting staff through social-networking websites.

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. Teachers must then receive parental approval before any arrangements for outside contact are made. Parents should have prior knowledge of any contacts or conversations that transpire between school personnel and their children. Faculty members who wish to meet with parents outside of school must obtain written permission from the Director. Personal internet contact with students or parents is forbidden. School related internet or e-mail correspondence must be done using the Y.A.L.E. School internet address, with copies sent to a Y.A.L.E. School supervisor. NO COMMUNICATION of any kind (phone, text, e-mail etc.) should ever be made from personal cell phones, personal e-mail accounts or social-networking websites.

### PARENTAL QUESTIONS

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

- Always discuss your question with your young adult first. If you still have questions, contact the teacher to discuss and gather information. As needed, make an appointment to discuss your questions with the principal, supervisor, or Standard 9 counselor.
- If you still have questions, then:
- Call the appropriate central office administrator for a conference. If you still have questions, then:
- Contact 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 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.

Y.A.L.E. School  
Acceptable Use Policy Agreement for Student Internet Use  
2023-2024

- A. Purpose  
The purpose of the Acceptable Use Policy (AUP) is to create rules and regulations governing the use of the Internet, computers, iPads, iPods and any electronic device afforded students by Y.A.L.E. Schools (Y.A.L.E.) for academic and reinforcement purposes.
- B. Acceptable Use Policies and Procedures
1. Y.A.L.E. has taken reasonable precautions to eliminate controversial material from its facilities.
  2. Student use of the Internet through Y.A.L.E. facilities is strictly limited to further educational research and/or expand upon in-class lessons using safe sites as determined by Y.A.L.E. administration.
  3. Online users during club periods and specials must adhere to the same behavioral rules and regulations that are applicable during academic classes.
- C. Prohibited Activities
1. Students are prohibited from using Y.A.L.E. Internet or computer resources or other electronic devices afforded students for academic or reinforcement purposes for inappropriate uses, including, but not limited to the following:
    - a. Downloading or making unauthorized copies of software
    - b. Using a camera feature on any electronic to make unauthorized copies of copyrighted materials (or any Y.A.L.E. materials, such as Y.A.L.E. forms or documents, including but not limited to those with names of students, teachers, etc.)
    - c. Printing or distributing unauthorized copies of copyrighted materials or any unauthorized Y.A.L.E. materials
    - d. Using software that is not licensed by the manufacturer or approved by Y.A.L.E.
    - e. Sending, posting, or forwarding messages or pictures containing defamatory, obscene, sexual or offensive statements or images
    - f. Attempting to access sites featuring pornography, terrorism, espionage, theft or drugs
    - g. Use of facilities to harass, attack, insult or stalk others
    - h. Use for reasons of no educational value
    - i. Engaging in any criminal activity in violation of local, state or federal law
    - j. Introducing a virus, harmful component, corrupted data or the malicious tampering with any of Y.A.L.E.'s computer systems
    - k. Engaging in unethical activities or content
    - l. Accessing social-networking websites
    - m. Creating a video or audio recording of instruction, class discussions, or conversations between peers, teachers, or other Y.A.L.E. staff unless authorized by a teacher, supervisor or administrator for academic purposes
    - n. Removing Y.A.L.E. electronic equipment or devices from school premises, unless approved by Campus Supervisor for remote learning activities
    - o. Attempting to access Y.A.L.E. student or staff information databases
  2. While using Y.A.L.E. facilities, users are prohibited from revealing their own personal information or the personal information of others, including but not limited to, full name, home address, social security number, telephone number.
- D. Noncompliance
1. If the AUP is violated, Y.A.L.E. will notify student as soon as practicable and afford the student the opportunity to be heard (check procedure for normal violations of school rules)
  2. In addition to other disciplinary actions, any user who does not adhere to the AUP will also be subject to:
    - a. Responsibility for full financial restitution to Y.A.L.E. or any other injured party
    - b. Indemnification of Y.A.L.E. for any damages incurred or assessed as a result of the user's inappropriate unauthorized use of a Y.A.L.E. facilities
    - c. Denial of access to Y.A.L.E. computers, iPads, other devices and Internet Access for an appropriate period of time to be determined by Y.A.L.E.
    - d. Subject to other criminal and/or civil penalty
- E. Privacy
1. Users have limited privacy expectation in the content of their communications and activities while using Y.A.L.E. facilities. Y.A.L.E. reserves the right to monitor, inspect, copy, review, and store without prior notice any and all usage of the Internet, as well as any and all materials, files, information, software, communications, and other content transmitted, received, or stored in connection with this usage.
  2. All such information, content, and files are the property of Y.A.L.E. Users should have no expectation of privacy regarding them.
- F. Consent
- By accessing Y.A.L.E.'s computers, iPads, and other electronic devices, and using it's Internet capabilities, users agree to adhere to Y.A.L.E. policies regarding their use. Users further agree to report any misuse or policy violation to the Building Supervisor. Parents and students agree to hold Y.A.L.E. harmless for materials that students access or acquire, including copyright infringement violation, while using the facilities.

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I have read the Acceptable Use Policy and fully understand and agree to its contents.

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**SIGNATURE REQUIRED**

**2023-2024  
PARENT/STUDENT APPRAISAL FORM**

Each student intake will include a comprehensive verbal description of the curriculum, policies, and procedures of the Y.A.L.E. School. I further understand that should my son/daughter be accepted and attend the Y.A.L.E. School, exhibition of any of the following behaviors may jeopardize his/her placement:

1. Chronic physically aggressive behavior.
2. Possession, use, or sale of illicit drugs/alcohol/weapons.
3. Unauthorized leaving of the school building and/or school grounds.
4. Failure to remain in or report to the designated programming area upon staff direction.
5. Student piercings, cell phone, iPod etc. use during the school day and off-task/non-sanctioned computer use.

Further, I understand and accept the following policies and procedures:

1. If my son/daughter is excluded from class based upon disruptive behavior, fails to move to a designated location as directed by a supervisor, or if deemed necessary by Y.A.L.E. School staff, I will attend a meeting at the Y.A.L.E. School upon request.
2. Students are accepted to the Y.A.L.E. Program with the knowledge that their particularly profile of needs can be met within our program design. Therefore, acceptance and program structure rely upon the implementation of out of school interventions including:
  - Students on medication must adhere to the regimen prescribed by the physician.
  - Students on psychotropic or neuroleptic medication are accepted conditionally.
  - If medication is changed or discontinued, written notice must be submitted to the school by the prescribing physician. If deemed necessary, a meeting may be scheduled with Y.A.L.E. staff to discuss the medication changes and students' school performance. Lack of cooperation with this procedure may jeopardize a student's placement in the Y.A.L.E. program.
3. Random searches, including wand searches, may be utilized at the discretion of the administration.
4. If a student expresses suicide ideation or intent, a therapist may inform the parents and request that they take their child to the crisis center where a determination can be made with regard to the child's safety. The child can return to school only when accompanied by a note from the crisis center stating he/she is no longer a threat to himself/herself or others.
5. Y.A.L.E. School may collect and test a urine sample from a child at the schools discretion(s). I understand that the sample will be collected at Y.A.L.E. and then sent to a local laboratory for analysis. Results of the test will be given to the Y.A.L.E. School. I also understand that I will be billed directly by the laboratory performing the urinalysis. It is further understood that any refusals to comply with the administration of this test and/or positive results may result in requiring enrollment and satisfactory completion of a substance abuse program.
6. Parents are obligated to provide full disclosure of any past, present, or future behaviors which may impact any of the students at the YALE School. This disclosure includes, but is not limited to, any involvement with the legal system or NJ Office of Administrative Law regarding due process or other complaints.
7. Any history of violent behavior, sexual abuse, predatory behavior, criminal conviction, probation must be disclosed to admissions during student's intake appointment.
8. Matters involving child custody, visitation, restraining orders etc. must be communicated in a timely fashion, followed by providing the necessary documentation in writing.
9. Parents are obligated to review Y.A.L.E.'s Student/Parent Handbook including Harassment, Intimidation and Bullying Policy with their child. Acts of harassment, intimidation or bullying (including but not limited to gestures, written, verbal, physical or technology based harassment) may jeopardize a student's placement at the Y.A.L.E. School. Parents are encouraged to direct questions to school administrators with any concerns in this regard.
10. School personnel who come in contact with a child and observe behavior or conditions that may potentially indicate abuse or neglect are required by law to report their suspicions. Suspected abuse and neglect must be reported to child welfare authorities without delay, and subsequently to law enforcement. It then becomes the responsibility of the state authorities to investigate and take appropriate action.
11. Given enrollment in a public school setting parents are aware that repeated instances of loud, disruptive, dangerous behaviors, including elopement, may result in the consideration of a more appropriate setting.
12. Parents/Guardians are strongly encouraged to communicate directly with a Y.A.L.E. School principal and/or sending district representative whenever there is concern about their child's educational program (for example: goals, objectives, instruction, academic group placement, progress reports, behavior management and/or social-emotional functioning).
13. Parents/Guardian acknowledge if visiting or enrolled students engage in unsafe, disruptive and/or dangerous behavior, Y.A.L.E. staff, trained in Safety-Care (interventions based on extensive clinical research and drawn from the field of Applied Behavioral Analysis), will utilize strategies to prevent crises and support students in a humane and safe manner.

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SIGN-OFF

I have read and I have been given a copy of the 2023-2024 Student/Parent Handbook and the Parent Appraisal Form and agree to abide by all of its provisions.

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Parent/Guardian Signature  
**SIGNATURE REQUIRED**

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Student Signature

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Date