



STUDENT/PARENT HANDBOOK

2025-2026

Autism Program

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Updated July 2025

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FACT SHEET
Y.A.L.E. SCHOOL, INC. AUTISM PROGRAM

ADMINISTRATIVE STAFF:

Principal: **Ann Davidson**

Director of Educational Services/BCBA-D: **Rachael Sautter**

Assistant Director of Educational Services/BCBA: **Melissa Luczkiewicz**

Board Certified Behavior Analyst (BCBA-D): **Rebecca Forrestel**

Secretary for the Southeast Campus: **Melissa Strickland**

Secretary for the Mullica Township Campus: **Melissa Strickland**

Program Supervisor Mullica Township: **Barry Walker**

CLINICAL SUPPORT STAFF SOUTHEAST CAMPUS

Board Certified Behavior Analysts (BCBAs):
Julie Winistorfer, Dennis Berenato, Sarah Springer, Lauren Kasprovicz

Clinical Specialists: Brian Friel, Sarah Work

CLINICAL SUPPORT STAFF MULLICA TOWNSHIP CAMPUS

Board Certified Behavior Analyst (BCBA): Amanda Kelley

INDIVIDUAL CAMPUS INFORMATION:

Y.A.L.E. School Southeast

400 South Route 73
Marlton, NJ 08053
856-346-0007

HOURS IN SESSION:

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

**Y.A.L.E. School Satellite Campus
(Atlantic, Inc.- Mullica Township)**

Atlantic – Mullica Township

Mullica Twp. Public School
500 Elwood Road
Elwood, NJ 08217
856-528-9640

HOURS IN SESSION:

10-month school year	8:45 a.m. – 2:30 p.m.
Extended School Year	8:30 a.m. – 1:30 p.m.
Teacher Hours	8:00 a.m. – 3:00 p.m.



**Y.A.L.E. SCHOOL, INC.
SOUTHEAST CAMPUS (EVANS)
2025–2026**

400 South Route 73, Marlton, NJ 08053 (856) 346-0007
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 (16)					October (21)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2*	3*	4*	5*			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20*	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31*
November (17)					December (17)					January (19)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4*	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26*	27	28	22	23*	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
February (19)					March (21)					April (16)				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6	2	3	4	5	6			1	2*	3
9	10	11	12	13*	9	10	11	12	13	6	7	8	9	10
16	17	18	19	20	16	17	18	19	20*	13	14	15	16	17
23	24	25	26	27	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	
May (20)					June (14)					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3
4*	5*	6*	7*	8*	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16*	17*	18*	19	13	14	15	16	17
18	19	20	21	22*	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31

	School closed
★	Early dismissal
*	Staff Development Day

Issued: 4.1.25

Campus calendars in PDF format available online at

www.yaleschoolnj.com/downloads

School closing info on our website www.yaleschoolnj.com, TV channels 3, 6, 10 and FM radio WXXW (101.5) as

Y.A.L.E. School Southeast/Evans.

August	
25-28	New Staff Orientation
September	
1	Labor Day
2-5*	Staff Orientation
8	First Day for Students
23	Rosh Hashanah
October	
2	Yom Kippur
20*	Staff Development Day (Diwali Day)
31*	Early Dismissal
November	
4*	Staff Development Day
26*	Early Dismissal
27-28	Thanksgiving Recess
December	
23*	Early Dismissal
24-31	Winter Recess
January	
1-2	Winter Recess
19	Martin Luther King Jr Day
February	
13*	Early Dismissal
16	President's Day
March	
20*	Staff Development Day (Eid al-Fitr)
April	
2*	Early Dismissal
3	Good Friday
6-10	Spring Recess
May	
4-8*	Early Dismissal
22*	Early Dismissal
25	Memorial Day
June	
16-18*	Early Dismissal
18	Possible Last Day Students
19	Juneteenth



Mullica Township Campus

2025-2026 School Year

500 Elwood Road Elwood, NJ 08217

(856) 528-9640 • www.yaleschool.com/campuses/Mullica

School Hours: 8:45 am – 2:30 pm

Delayed opening time: 10:00 am

Early dismissal time: 1:00 pm

On early dismissal days, there is no allotted lunch/recess period.

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

September	
8/29, 9/2-9/4*	Staff Orientation
1	Labor Day
5	First Day for Students
October	
10*	Staff Development Day
13	Columbus Day
November	
6-7	NJEA Convention
10	Veteran's Day
26*	Early Dismissal
27-28	Thanksgiving Recess
December	
8*	Early Dismissal
23*	Early Dismissal
24-31	Winter Recess
January	
1-2	Winter Recess
19	Martin Luther King Jr Day
February	
13*	Early Dismissal
16	President's Day
March	
27*	Staff Development Day
April	
2*	Early Dismissal
3	Good Friday
6-10	Spring Recess
May	
4-8*	Early Dismissal
22, 25	Memorial Day Recess
June	
17, 18, 22*	Early Dismissal
19	Juneteenth
22	Possible Student Last Day

	School closed
★	Early dismissal
*	Staff in-service day

Issued: 3.26.25

Campus calendars in PDF format available online at www.yaleschool.com/downloads

School closing info on our website www.yaleschool.com, TV channels 3, 6, 10 and FM radio WKXW (101.5) as Mullica Township School District.

Sign up for text message Emergency Alerts at www.yaleschool.com/alerts-signup (parents/guardians only—bus drivers contact campus office)

SOUTHEAST

EMERGENCY CLOSING INFORMATION IMPORTANT - - - PLEASE READ CAREFULLY

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

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

Parents should watch/listen to the following stations:

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

Television Station

WPVI (Channel 6 Action News) as:

“Y.A.L.E. School Southeast”

AND

Radio Station

WKXW (101.5 FM) as:

“Y.A.L.E School Southeast”

or

“Y.A.L.E. School – Camden County”

AND

Y.A.L.E School Website

www.yaleschoolnj.com

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

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

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

MULLICA TOWNSHIP
EMERGENCY CLOSING INFORMATION
IMPORTANT - - - PLEASE READ CAREFULLY

SCHOOL CLOSING, DELAYED OPENING (10:00 a.m.), OR EARLY DISMISSAL (1:00 p.m.)

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

Parents should watch/listen to the following stations:

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

Television Station

CHANNELS 3, 4, 6, & 10 AS:
"MULLICA TOWNSHIP SCHOOL DISTRICT" or "920"

AND

Radio Station

KYW (1060 AM), WMGM (103.7 FM),
WFPG (96.9 FM) AS
"MULLICA TOWNSHIP SCHOOL DISTRICT" or "920"

AND

Y.A.L.E School Website

www.yaleschoolnj.com

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

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

NOTE: Parents should make emergency contingency plans for their children in the event of a 1:00 p.m. dismissal due to emergencies and/or inclement weather.

INTRODUCTION

The Y.A.L.E. School Autism program is a private school for children with Autism or Pervasive Developmental Disorder-Not Otherwise Specified ages 3-21 (across the different campus locations). Y.A.L.E. School Southeast and Mullica campuses (henceforth termed the Y.A.L.E. Autism Program) are self-contained classrooms that are dedicated to teaching solutions to the academic, social, behavioral, and developmental challenges facing children with autism spectrum disorders. It is the academic and social mission of Y.A.L.E. School's Autism Program to teach children those skills that will facilitate their development and help them achieve the greatest degree of independence and the highest quality of life. We deliver teaching and behavioral treatment within the context of our school setting that is based in the science of Applied Behavior Analysis (ABA). ABA is broadly defined as the systematic application of the scientific principles of learning to an understanding of human behavior and to the solving of life's practical problems. ABA is concerned with the analysis and effective treatment of behavior and its environmental function that is of immediate personal and social significance. These environmental functions are typically understood in terms of the environmental events that occur before (antecedent) and after (consequence) the behavior of interest (sometimes referred to as an A-B-C Analysis of Behavior). ABA uses empirically validated behavior-change procedures to assist individuals with autism to develop skills of academic, social, and personal value. We stress a collaborative approach to student education with ongoing communication between school, home and the referring school district, including related service providers.

PARTNERSHIPS WITH FAMILIES

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

TEACHING METHODOLOGY

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

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

COMMUNITY-BASED INSTRUCTION

Y.A.L.E. School provides opportunities for students to participate in community-based instruction to facilitate acquisition, practice, and generalization of skills in natural settings as determined by the student's IEP goals and with the approval of the Executive Director and program supervisor. A parent approval form must be signed by the parents or guardian and a hard-copy received by the school before the student is able to participate in a community activity. An emailed statement or permission given by phone does not satisfy the requirement. Only signed hard copies of the official form, or scanned copies of the official signed form are permissible. Parents are asked to return signed forms in a timely manner to avoid student disappointment on the day of the activity.

Please note that costs associated with community-based instruction meeting student IEP goals are paid by Y.A.L.E. School. Other outings or field trips will require students to pay for fee for the cost of admission. Students will be required to pay for individual expenses, such as food, souvenirs, or other items that are not related to a student's IEP goals. Students taking medication must have a Field Trip Medication Procedure Form completed, signed and returned in order for the student to leave the school premises to receive community-based instruction or attend a school sponsored trip. If a parent/guardian does not give permission for a

student to attend a community based experience, 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 students ages 18 – 21 that participate in Y.A.L.E. transition programs also engage in community-based instruction that occurs at off-site Y.A.L.E. locations, such as the Life Skills House and Vocational Co-op, as well as in the general community. Permission forms will be provided to parents by each program for all community-based activities in a student's schedule, including work-based learning experiences. Permission forms should be signed by parents, caretakers, or guardians for students to participate in these program activities. The above policies related to costs covered during community-based instruction as well as individual expenses that are the responsibility of the student, are consistent at all grade levels.

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.

ASSESSING & DESIGNING STUDENT'S INDIVIDUALIZED PROGRAM

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

Once a student begins instruction in their assigned classroom, the teacher and supervising behavior analysts will observe and assess the student's academic skill level as well as any disruptive behaviors that occur throughout the school day. The Y.A.L.E. School Autism Program implements general behavior supports and interventions as part of our daily student programming and instruction and all new students will be observed within the context of this program. These behavior supports/interventions are as follows:

- Highly structured class environment focusing on meaning student engagement
- Clear delivery of all directions and demands
- Frequent and individualized schedules of reinforcement, mixing & varying skills, errorless teaching, fast-paced instruction
- Ongoing data collection to monitor frequency, intensity and duration (as applicable) to the target problem behaviors
- Social reinforcement delivered contingent upon the occurrence of behaviors targeted for increase
- Use of differential reinforcement procedures to increase the frequency of appropriate replacement behaviors
- Functional Communication Training (FCT) to teach students to appropriately access breaks, toys, activities, etc.
- Ongoing monitoring of reinforcement variables (frequency, duration, type) & utilization of preference assessment information to determine the most highly preferred reinforcers
- Daily communication between teachers and staff by way of the Daily Activity Report (DAR)
- Motivational systems and individualized token economies to provide dense schedules of reinforcement for target behaviors

If the frequency or intensity of a student's disruptive behavior is not reducing in response to the standard interventions and supports mentioned above, consent will be obtained to begin the process of conducting a Functional Behavior Assessment (FBA). The specific steps and procedures of the FBA process are outlined below.

FUNCTIONAL BEHAVIORAL ASSESSMENTS & BEHAVIOR INTERVENTION PLANS

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

Just as every student is unique, so are the possible combinations of antecedents and consequences that impact upon the student's problematic and adaptive behavior. This presents us with the challenge of developing behavioral interventions that are effective in meeting each student's unique needs. In meeting this challenge, we employ the least restrictive, most effective research-based behavioral interventions to: (1) increase the likelihood of pro-social adaptive behavior, (2) reduce the likelihood of socially

inappropriate behaviors, and (3) replace problematic behavior with functionally-equivalent alternative behavior. Upon the completion

of a FBA, an individualized behavior intervention plan or clinical recommendations from the supervising behavior analyst may be implemented in an effort to decrease disruptive behaviors throughout the school day.

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

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

CRISIS MANAGEMENT

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

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

PSYCHIATRIC NURSE PRACTITIONER SERVICES

The Y.A.L.E. School has a long-standing relationship with a local psychiatry team that specializes in working with children, adolescents and adults with developmental, behavioral and psychiatric disabilities. The psychiatry team is currently available to provide school-based psychiatric services for identified student at no cost to families or sending districts. The following is a list of school-based services that they offer:

- Psychiatric consults for students
- Classroom observation and subsequent treatment recommendations
- Medicine prescriptions (please note school districts and Y.A.L.E. are not responsible for payment of any prescribed medicines)
- Consultation with Y.A.L.E.'s clinical teams (school nurse, teacher, behavior analysts, etc.)
- Liaison with students' current mental health providers
- Parent trainings regarding current psychopharmacological and psychiatric treatment

If a family is interested in pursuing additional services from the Y.A.L.E. psychiatry team, additional consents must be obtained and an amendment to the child's IEP must include psychiatric services.

At times the Y.A.L.E. clinical team may make the recommendation for a family to explore the services offered by the psychiatry team. This recommendation may occur when a student's disruptive behaviors are not responding to the behavioral interventions provided by this program and the frequency and intensity of these behaviors are severely impeding a student's ability to benefit from their placement within this program. As always, Y.A.L.E.'s clinical team focuses on providing a collaborative, multi-disciplinary team to meet each student's unique needs so they can achieve academic, social and behavioral success.

REFERRALS FOR BEHAVIORAL STABILIZATION

At times, some students may engage in crisis level behaviors which warrant additional behavioral, medical or psychiatric evaluations and/or treatment. Although it is our mission to utilize the principles and procedures of Applied Behavior Analysis (ABA) to assist individuals with autism to develop skills of academic, social, and personal value; a student may engage in repeated and sustained crisis-level behaviors that do not respond to behavioral or pharmacological interventions within a school-based setting. On occasion, the nature of these behaviors may require assessment and treatment from a more specialized team, operating in a different/safer environment. If a student is engaging in such rates of behavior and the clinical team is not able to effectively and safely evaluate possible behavioral function in the school setting, a team meeting with the sending district and family will occur to discuss these barriers to their educational placement. In addition, Y.A.L.E.'s clinical team will discuss other outside resources including both inpatient and outpatient behavior stabilization programs. As always, the goal will be for the student to return to Y.A.L.E. when their behaviors have stabilized and effective behavioral and/or pharmacological interventions are in place to allow them to benefit from the academic, social and behavioral curriculum provided within this setting.

REPORTING STUDENT PROGRESS

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

RELATED SERVICES

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

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

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

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC) DEVICES

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

ATTENDANCE

Every individual between the ages of 6 and 16 is required by New Jersey State Law Regulations to attend school. **Parents/guardians are responsible for notifying the school (between 7:30 a.m. and 8:00 a.m.) when a student will be absent at (856) 346-0007 (Southeast). Parents/guardians of students attending Y.A.L.E. Mullica Township should call the program secretary at (856) 528-9640 ext. 102 AND the classroom teacher to report a student absence.** Notification of a student's illness is greatly appreciated. This enables staff to keep track of illnesses that may occur at school. A student who has been absent is required to present, on the day of his/her return to school, a note of explanation signed by the parent or guardian. This statement must include the date, reason for absence, and the specific dates of the absence. Any absence of five consecutive school days requires a doctor's note. The following are the only valid reasons for a student missing school: personal illness, death in the immediate family, attendance required in court, religious holidays, or absences excused by the Director of the School. 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.

Please note that a student must be in attendance for 4 hours of instructional time to be marked as “present” for the school day.

EARLY DISMISSAL/PICK UP OF STUDENTS

Students who must leave school early must present a signed note from their parent/guardian to their classroom teacher on the day in question. The note must state the reason for leaving early, the time of departure, the mode of transportation, the name and relationship to the student of the person providing transportation and phone number to call to verify the authenticity of the note.

When picking the student up, the person supplying transportation must report to the main office and sign the student out. Parents/guardian may sign the student out of school by reporting to the office and utilizing the sign out sheet provided. Secretaries will verify the identity of the parents by asking them to produce identification and through confirmation with each student. Failure to adhere to the above will result in denial of access.

Parents/guardians access may also be denied as a result of written documentation, i.e. custody papers, restraining orders, etc. to that effect. Parent/guardian requests to have adult friends or relatives pick up their children must be accompanied by phone verification with parents/guardians, producing identification. Failure to adhere will result in denial of access.

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. Student who arrive at school, after the start of 1st period, will be marked as “tardy”. Any lateness will be recorded on the attendance record and communicated to the parent/guardian. If it is necessary that a child arrive to school late, the parent/guardian **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.

FLAG SALUTE AND PLEDGE OF ALLEGIANCE

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

STUDENT TRANSPORTATION

Transportation for all students is the responsibility of each sending school district. 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.

If parents/guardians provide transportation we ask that they please abide by the following pick up and drop off procedures. We prefer that all parents/guardians pull their cars up in the bus line and wait until someone comes to your car to sign the student in or out of school. If it is necessary to come into the building to pick up or drop off the student, please sign them in or out at the main office (or with the bus staff in the main entrance) and wait in the office or main entrance until the student is brought down to you. If you would like to go down to your student’s classroom, please talk with the secretary or school administrator. If the student is being dropped off late or picked up early, please make sure to sign them in/out at the office and remain in the office until a staff member brings the student to you. This will help cut down on the traffic during these busy times of day and ensure that all students are safe and accounted for.

Parents with questions and/or concerns may speak directly to bus personnel, bus company, sending school district’s department of transportation 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. Please note that Y.A.L.E. is not responsible for the hiring or supervision of bus personnel or bus route assignments. These are assigned through your sending school district.

SCHOOL BUS RULES

Y.A.L.E. expects that student conduct on school buses be in keeping with the standards required of them while they are in school. Parents and students should be aware that the driver is in full charge of the bus and the pupils. All students are required to board the vehicle appropriately, remain seated during the trip, keep the vehicle clean, and refrain from putting head, hands or feet out the

windows. At dismissal, students may only load buses from designated loading zones (sidewalks). They may not cross bus traffic unless escorted. Any incidence of fighting, smoking, property destruction or use of profanity reported by the drivers will be documented and communicated to the parent or guardian. Severe or repeated infractions may result in suspension or termination of transportation services. In either case (suspension or termination of bus transportation) it is the obligation of the student's parent/guardian to transport the child to and from school.

SCHOOL GROUNDS

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

All students must report to and remain in staff designated areas when requested to do so. Students must comply with principal's directions. Failure to comply with this request may (minimally) warrant a parent meeting.

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. No cell phones, smart watches or personal electronics (iPods, DVD players, game systems, portable speakers, etc.) usage is permitted on campus at any time. All students should remove and turn off headphones/earphones/electronic devices before entering the building. Any student using a cell phone or smart watch during school hours will be asked to follow the policy and put the device away in a timely fashion. Students who continually have difficulty following the policy may be required to hand in the cell phone/device to Administration for safe keeping upon entering the building.

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 SCHOOL SUPPLIES

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

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

SCHOOL PROPERTY

Y.A.L.E. School endeavors to teach young people a sense of responsibility toward public and private property. The school provides textbooks, workbooks, and other educationally related materials for each student. Each student is expected to exercise care in the handling of textbooks, school materials and all school property. Students 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. Vandalism to school property will be prosecuted to the fullest extent of the law.

LUNCH

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

MEDICATION

Any student who must take medication (including over the counter medication) during the school day must have: 1). A medication consent form completed and signed by prescribing physician and parent/guardian. 2) The medication must be brought in by parent/guardian 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 Consent 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 child diagnosed with any of the following conditions MUST complete the appropriate documentation. These forms need to be completed yearly, signed by the parent/guardian and primary health care provider and returned to the school with prescribed medication, 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” *Must include Bus Seizure Plan/Protocol, Consent to Share Information and bus protocol from physician, and signed medical release form*
- *All forms may be obtained by contacting the school nurse or from the Y.A.L.E. website under the Resource tab.

REQUIRED PHYSICAL EXAMINATIONS

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

A report should be sent to the school nurse and maintained on file with the student’s health records.

IMMUNIZATIONS

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

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 a First Aid trained staff person will assist the student and provide a written note to parents indicating the nature of the visit to the nurse’s office and the treatment given the student.

In the event of an accident or sudden illness, first aid will be administered and the student’s parent/guardian will be notified immediately. If further medical attention is required, care and movement of the student will be directed or provided by the

parent/guardian. In case of an emergency, the students will be transported to a local Emergency Room for treatment. The student will be accompanied by staff until the parent/guardian arrives at the hospital.

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

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

ILLNESS

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 respiratory illness or virus 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. 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 the student has been fever free for 24 hours without fever reducing medications and symptom free for 24 hours. A note from the physician must be provided stating the child is not contagious and cleared to return to school. Students with known or suspected contagious illness may be required to stay home for a longer period. Children on antibiotics for a contagious illness should remain home for 24 hours following the first dose of medication. (Refer to American Academy of Pediatrics Guidelines) Any student 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.

FIRE AND SECURITY DRILLS/LOCK DOWN

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

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

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

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

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

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

Examples of other types of security drills:

- Shelter-in-place;
- Reverse evacuation;
- Evacuation to relocation site;

- Testing of school's notification system and procedures;
- Testing of school's communication system and procedures;
- Tabletop exercise;
- Full scale exercise.

Initiation

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

Unplanned incident

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

Notification

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

Law enforcement must attend one Lockdown/active shooter drill each school year.

Notification must go out to all parents and guardians the day a security drill was completed. Suggested drill notification will read: "Today, in accordance with state law, our school conducted a security drill in the manner that we conduct all emergency drills, with seriousness and sensitivity to our students and staff. Everyone responded appropriately and instruction resumed immediately thereafter. Should you have any questions please contact the school".

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 Y.A.L.E. 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 Director of Admissions.

Classroom visitations by current parents and districts are arranged with the building supervisor at least two days in advance so that we can ensure that there are not an excessive number of adults present at any one day and time. 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. Y.A.L.E. is not responsible for damage or loss of any personal devices brought into a classroom during an 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 classroom teacher. We ask that these visits occur no more than once a month and are limited to a half-an-hour (30 minutes) in length. We appreciate your cooperation.

All visitors are required to enter via the main entrance, report to the main office and provide a photo ID. Visitors will be checked in through Y.A.L.E. 's SafeVisitor screening software. The pass must be visible during the entire visit and returned to the office once the

visit is complete. Visitors representing a school district, who have previously been approved by SafeVisitor will receive a visitor's badge and are required to sign the visitors log.

TELEPHONE CALLS

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

STUDENT ATTIRE

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

For students with a history of engaging in aggressive or self-injurious behavior nails must be kept short and rounded at all times. Short is defined by the nail not exceeding the tip of the finger. Parents will be contacted by the school nurse for students not meeting this expectation. Parents may give permission for the nurse to trim their son or daughters nails if they are not able to do so at home. If you receive a call, parents are expected to trim nails prior to returning to school the following day.

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

The following guidelines shall apply:

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

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

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

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

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

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

LISTENING DEVICES/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. Use of devices such as this will jeopardize a student's continued enrollment at Y.A.L.E. School. Such access by third parties would potentially, if not actually, violate state and federal privacy laws such as FERPA and IDEIA, which have been interpreted by the U.S. Department of Education as including audio or video recording of students on buses, in hallways, and in classes. If a student has a device that combines both GPS and listening devices, that device would violate the use policy. GPS alone on a device is permissible, therefore Y.A.L.E. School will permit a student to wear a medically-prescribed GPS device where the student presents a risk of flight that could endanger the child's safety.

MESSAGE TO PARENTS/GUARDIANS

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

CODE OF STUDENT CONDUCT

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

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

GOALS OF THIS POLICY INCLUDE:

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

HARASSMENT, INTIMIDATION AND BULLYING

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 addresses reported incidents of HIB that occur during school hours, at Y.A.L.E. School events, and incidents that involve students from different school districts outside of school hours. 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 that involve students from the same school district 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.

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)

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** – May include name calling, taunting, teasing or making threats;
- **Physical** – May include hitting, punching, shoving, spitting, or taking or damaging personal belongings;
- **Psychological** – May include 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.

Consequences and Remedial Actions

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 target of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and/or bullying.

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.

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 a confirmed incident of HIB, results in disciplinary action or is otherwise required to be kept in the student's record under State or 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.

School Anti-Bullying Specialist

East (Northfield) – Erica Tennant etennant@yaleschoolnj.com

West (Ellisburg) – Courtney Novak cnovak@yaleschoolnj.com & Jaray O'Neill joneill@yaleschoolnj.com

Cherry Hill - Nicole Gault ngault@yaleschoolnj.com & Robert Bell rbell@yaleschoolnj.com
North (Marlton Middle) – Marlton - Jessica Liger jliger@yaleschoolnj.com
North II (DeMasi) – Marlton - Katie Maldonado kmaldonado@yaleschoolnj.com
Atlantic I - Mullica - Barry Walker bwalker@yaleschoolnj.com
Southeast (Evans) - Ann Davidson adavidson@yaleschoolnj.com
West II-Erlton- Andrea Damiani adamiani@yaleschoolnj.com
Standard 9- CCC, Project Search- Tom Diaz tdiaz@yaleschoolnj.com
Linwood- Erica Tennant etennant@yaleschoolnj.com

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

Investigation Procedures

The school anti-bullying specialist, in conjunction with the principal, is responsible for determining whether an alleged act constitutes a violation of the Y.A.L.E. Harassment, Intimidation and Bullying policy or if it should be referred to the sending district to investigate. Once an incident is determined to have occurred during school hours, at a Y.A.L.E School event, or the incident involved students from different school districts outside of school hours, the principal may appoint additional staff to assist with the investigation. All parents and the district representatives of each involved student are to be notified by the anti-bullying specialist once an allegation is made. A copy of the notification or written log of verbal notification is kept in the investigation documentation. The investigation will be completed as soon as possible, but no later than 10 school days from the date of the written report of the incident.

*Y.A.L.E School Harassment, Intimidation, Bullying Policy and reporting forms can be found on the Y.A.L.E School website at <https://yaleschoolnj.com/parents/resources/harassment-bullying/>

HATE/BIAS INCIDENTS

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

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

DRUG AND ALCOHOL SUBSTANCE ABUSE

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

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.¹

¹ 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.

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.
- 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.

MEDICAL CANNABIS CARD

The parent of a qualifying student patient requesting the administration of medical cannabis to the student while on school grounds, aboard a school bus, or attending a school-sponsored event must comply with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. and Policy and Regulation 5330.01.

A student must be authorized to engage in the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. and that the parent or designated caregiver be authorized to assist the student with the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. The student and the designated primary caregiver(s) must complete registration with the Cannabis Regulatory Commission in accordance with the requirements of N.J.S.A. 24:6I-4.

The parent of the student authorized to engage in the medical use of cannabis must submit a written request with supporting documentation to the Principal requesting approval to have a designated caregiver(s) assist in the administration of medical cannabis to the qualifying student while on school grounds, aboard a school bus, or attending a school-sponsored event. The Principal, in consultation with the school nurse, the school physician, and the Superintendent of Schools, will review each request and upon approval will inform the parent in writing of the approval with details for the administration of medical cannabis to the qualifying student patient. The medical use of cannabis by a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event will only be authorized after the written approval from the Principal is provided to the parent.

Medical cannabis may only be administered to the qualifying student patient while the student is on school grounds, aboard a school bus, or attending a school-sponsored event by the designated caregiver(s) in accordance with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. The prescribed medical cannabis must be in the possession of the designated caregiver(s) at all times, except during the administration process. The designated caregiver(s) shall comply with the requirements of the Principal's written approval for the administration of medical cannabis to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event.

The administration of medical cannabis to a student by smoking or other form of inhalation while the student is on school grounds, aboard a school bus, or attending a school-sponsored event is strictly prohibited, and nothing in this policy shall be construed to authorize medical marijuana to be smoked in any place where smoking is prohibited pursuant to the provisions of N.J.S. 2C:33-13.

All health records related to the administration of medical marijuana to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event shall be maintained in accordance with the requirements of N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7.4.

No person shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for simply being in the presence or vicinity of the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22. No custodial parent or person who has legal custody of a qualifying student patient who is a minor shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for assisting the minor in the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22.

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.

CORPORAL PUNISHMENT

In accordance with State Law and Regulations, no person employed or engaged in a school or education institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution; but any such person may, within scope of his employment, use and apply such amounts of force as is reasonable and necessary:

1. To quell a disturbance, threatening physical injury to others.
2. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil.
3. For the purpose of self-defense, and
4. For the protection of persons or property;

and such acts, or any of them, shall not be constructed to constitute corporal punishment within the meaning and intent of this section. Every resolution, by-law, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or education institution shall be void.

In the event a student engages in behavior that places himself/herself in immediate physical danger or places others in immediate physical danger, Y.A.L.E. staff will implement emergency physical intervention procedures to ensure the safety of persons and property. All Y.A.L.E. staff are trained, certified in, and adhere to the compliance standards of Safety Care, a safety management program based upon the principles of Applied Behavior Analysis. The Safety-Care Curriculum provides strategies to reverse escalation and safely and therapeutically manage challenging behavior. All incidents that require the use of hands on Safety-Care strategies are fully documented in a Student Incident Report. Parents will also receive a phone call detailing the incident the same day of the occurrence. Parents may request an overview of the Safety Care curriculum 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 hereby notifies notify students, parents, and staff that video surveillance may occur on any school property or on any transportation vehicle.
2. The use of video surveillance equipment on school grounds and on other school properties shall be supervised by the building principal or designee. The use of video surveillance equipment on transportation vehicles shall be supervised by the director of transportation.
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the school including policies concerning the confidentiality of student personnel records.

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

SUSPECTED CHILD ABUSE OR NEGLECT

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

STUDENT RECORDS

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

PARENT COMMUNICATION

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

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

TEACHER-PARENT-STUDENT CONTACT

Telephone Contact - It is the policy of Y.A.L.E. to foster open communication between teachers and parents/guardians. The following guidelines have been established in order to maintain responsible communication. Y.A.L.E. staff is obliged to direct their home communication to parents and guardians only. 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/guardians. Teachers must then receive parent/guardian approval before any arrangements for outside contact are made. Parents/guardians should have prior knowledge of any contacts or conversations that transpire between school personnel and the student. 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/guardians have questions or concerns about the student's programming, particular lessons, or activities. To assist parents/guardians in their understanding, the following guide is offered:

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

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

PARENTAL RIGHTS IN SPECIAL EDUCATION (PRISE) – NEW JERSEY (REVISED 2023)

Parents may access the document here:

<https://www.nj.gov/education/specialed/parents/ParentalRightsinSpecialEducation2023.pdf>

Translated Parental Rights in Special Education (PRISE) for Spanish, Arabic, Chinese, Portuguese, Gujarati, Hindi, Korean, Russian, Tagalog, and Haitian Creole are available here:

<https://www.nj.gov/education/specialed/parents/>

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/>

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>

Parents may also find it helpful to access an audio recording of the Procedural Safeguards or watch the training videos offered by the Office of Dispute Resolution. The link below provides those resources:

<https://odr-pa.org/parents/parent-resource-library/procedural-safeguards-notice/>

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