



ECLC OF NEW JERSEY
(Education, Careers and Lifelong Community for People with Special Needs)

PARENT/STUDENT HANDBOOK
2021-2022

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ECLC IS A MEMBER OF:

THE ASSOCIATION OF SCHOOLS AND AGENCIES FOR THE HANDICAPPED (ASAH)

THE NATIONAL ASSOCIATION OF PRIVATE SCHOOLS FOR EXCEPTIONAL CHILDREN (NAPSEC)

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PHILOSOPHY

ECLC of New Jersey believes that each student is entitled to self-esteem, emotional and educational growth through individualized instruction in small groups. A variety of teaching techniques and strategies, materials and support services are used to achieve this goal.

ECLC, its Board of Trustees, its administration and staff subscribe to and uphold the statement on Ethical Standards developed by NAPSEC (the National Association of Private Schools for Exceptional Children) and ASAH (the Association for Schools and Agencies for the Handicapped). This statement may be reviewed by parents upon request to the Principal.

ECLC OF NEW JERSEY MISSION STATEMENT

To prepare our students academically, emotionally and socially to become contributing members of their community.

ECLC OF NEW JERSEY VISION STATEMENT

To empower and enable the individuals we serve to achieve their maximum potential and enhance their quality of life.

A MESSAGE TO PARENTS

Welcome to the start of another great school year at ECLC of New Jersey! On behalf of our Board of Trustees, administration and staff, we want you to know that we are all here to provide support and encouragement so that our students learn, grow and achieve.

This handbook is to help you and your child understand school policies, procedures and rules. If you have any questions, we will be happy to discuss them with you. A full set of school policies cited in this handbook is available for reference in the Principal's office.

As per the Individuals with Disability Education Act and N.J.A.C. 6A:14, each child with a disability is guaranteed a free and appropriate education. It also guarantees every child and his/her parent or legal guardian the right of due process. The law protects and guarantees the civil rights of individuals with disabilities and holds educators accountable. ECLC of New Jersey meets both the spirit and the letter of the law in guaranteeing these rights. We invite parents to share their concerns with us so that we can work together to insure success for your child. Your involvement is a very important part of our school.

We wish all of our students good luck and much success this year at ECLC.

Sincerely,

Jason Killian
Principal

ECLC OF NEW JERSEY EDUCATIONAL GOALS

1. To develop individual student achievement in the basic skills of speaking, reading, writing and math as determined by observed classroom performance, functional assessment and periodic objective measures.
2. To provide the support services stipulated in each student's IEP (individual education plan).
3. To provide modification of instruction for individual differences and learning characteristics.
4. To provide orientation to the world of work through career exploration, vocational assessment, guidance, transition services, development of job skills, work experience, job placement and instruction for independent living skills. Our goal is for graduating seniors to be placed in employment in their local communities or placement in an appropriate program prior to graduation.
5. To promote good physical and mental health and leisure time interests and activities through an effective physical education/family life and health program and optional after-school activities.
6. To provide a common core of information in history, social studies, science and the use of computers necessary to understand and respect the environment, public health and safety issues, citizenship, other diverse cultures and the importance of participation and service to the community.
7. To provide opportunities to develop positive self-esteem, social skills, self-control, character development, moral and ethical principles and respect for self and others.
8. To provide an appreciation of music, the classics, drama and art through instruction and opportunities to participate in creative events.
9. To provide professional growth opportunities and the development of innovative instructional practices for the staff.
10. To provide leadership and service in helping individuals understand and/or accept their disabilities and achieve their potential.
11. To develop policies and procedures and to provide services free of any form of racial, cultural or sexual bias to students.

PROGRAM DESCRIPTION

ECLC of New Jersey was founded in 1970. Our mission is to help the whole child develop academically, socially, emotionally and physically. ECLC's program provides services to students between the ages of 5 and 21. In addition, the P.R.I.D.E. Day Program (Promoting Responsibility, Independence, Decision-making and Employability) provides services for post 21-year-old clients. Each classroom is instructed by a certified special education Teacher or content area Teacher, as required, and supported by a minimum of one Instructional Paraprofessional. In addition, where required, all of our classroom Teachers are highly qualified elementary generalists as required by the No Child Left Behind Act. Related services available include speech therapy, occupational therapy, physical therapy and counseling as prescribed in

the student's IEP. Our self-contained classes are designed to serve students who have similar educational needs in accordance with their IEP's. Instruction is offered in the NJ Student Learning Standards as identified in the student's IEP. Our school-wide academic instructional program does not exceed an eighth-grade level. Students are assessed through the DLM as required by State mandated standardized testing. ECLC provides activities of daily living instruction and social skills development on a daily basis. An extended school year program is available, if included in the student's IEP. Beginning at the age of fourteen, students receive transition services, including an ongoing orientation to the world of work, as well as real job experiences inside of school and outside of school, with job coaching available. ECLC of New Jersey operates its own supported employment agency, Community Personnel Services (CPS), that is approved by the NJDDD (New Jersey Division of Developmental Disabilities) and NJDVRS (New Jersey Division of Vocational Rehabilitation Services), which begins developing jobs for our graduating students in their communities and follows them along after graduation from ECLC. In addition, at no cost to the sending districts, ECLC offers after-school activities, a latchkey program, an overnight respite program, an alumni social program and an alumni evening enrichment program.

THE ACADEMIC PROGRAM

ECLC is approved by the New Jersey State Department of Education for programs for learning and/or language disabilities (severe), autism, and multiple disabilities. Class size complies with the standards established by the Department of Education.

At ECLC, there are two levels--Lower and Upper School. Upper School is further divided into Core, Work Experience Clusters (WEC), and Transition, Empowerment, and Self-advocacy (TES). Each class is taught by a certified highly qualified Teacher of the Handicapped or Teacher of Students with Disabilities. Instructional Paraprofessionals are assigned to each classroom.

LEVELS:

Lower School - serves students approximate ages 5-14. All instruction is tailored to the needs of the individual student and the requirements of his/her IEP.

The SCERTS® Model is utilized in classrooms as needed. The model prioritizes goals and implements practices that focus on enhancing Social Communication, Emotional Regulation and Transactional Supports for children and their families.

Lower School offers many opportunities for social and emotional growth and development.

Upper School - serves students between the ages of 14-21. The Upper School is further divided to Core, WEC (Work Experience Cluster) and TES (Transition, Empowerment, and Self-advocacy) classes. The LIFE courses (Learning Is Forever) offer hands-on experiences in a variety of independent living skills to the WEC students as part of our Transitional Education. The TES program is introduced to our graduating seniors.

CAREER AWARENESS CONTINUUM

Education in Career Awareness begins in the Lower School with CBI (Community Based Instruction) to community service centers, the post office and the retail shops in the local community.

Parents are invited to present their own careers to the students as guest speakers. Additionally certain Lower School classes spend two periods each week in SKIL class, which is our Work Readiness Program.

SKIL (Seeking Knowledge for Independent Living) is a well-equipped center that offers real work experiences in specific areas of trades and employments.

In the Core Cluster of Upper School, the students report to SKIL three periods each week. They refine their skills and begin to form opinions about what their likes and dislikes are. In addition, these students hold jobs in the school, delivering attendance, recycling the newspapers, building maintenance, data entry, food assembly for lunch program, retail assembly, packaging and office skills.

When a student reaches WEC, at approximately 17-18 years of age, the student meets weekly with the SKIL Teacher in charge of job placement to work on job readiness and job retention skills. Students interview for positions in the community and, when necessary, with an Instructional Paraprofessional who job coaches, are transported to and from the workplace by ECLC.

During WEC years students have the opportunity to sample a variety of kinds of employment.

In their graduating year of school, the TES students begin to be assessed by CPS (Community Personnel Services, Inc.), our adult supported employment agency, which is approved by the NJDVRS and the NJDDD. CPS helps to build the bridge from the school's community into the student's community.

Registration with the New Jersey Division of Vocational Rehabilitation Services and assistance with registration with other agencies are offered as part of transition planning.

STUDENT ARRIVAL AND DEPARTURE

Prior to student arrival for the 2021-2022 school year, parents **MUST** screen and complete the COVID app each morning. The school day is from 8:45 a.m. to 2:45 p.m. except on early dismissal days (12:45 p.m.) as noted on the school calendar. Instructional Paraprofessionals insure students safely disembark from buses in the morning and see that there is a safe, orderly return to buses at the close of the school day. Students are expected to report directly to their homeroom after getting off the bus.

Students arriving after 8:55 a.m. must be escorted by the bus driver, aide or parent to the receptionist in the front lobby so that they can be officially and safely signed in.

Students who leave school prior to dismissal for personal business, doctor's appointments, etc. must bring in a note from home. Parents are to report to the main office to sign their child out. In order to insure the safety of our students, no student may leave the building without permission from the parent and the Principal. No student will be allowed to leave with an unknown person unless she/he is identified by a parent. ECLC also reserves the right to ask for identification.

At dismissal, students wait in their homeroom or designated area until their buses are called. Students are expected to then go directly to their bus for the ride home.

Any changes in transportation to and from school will require prior approval from the sending district and your Case Manager.

An in-service program for bus drivers is held annually and emergency bus evacuation drills are conducted

biannually.

Behavioral issues are referred by bus drivers through our Bus Coordinator to the proper administrator. Part of ECLC's Behavior Management System refers to bus behavior (see STEP “Students Earning Privileges” and Behavior Management).

The following guidelines describe our expectations for our students' conduct on their buses:

- Students will be seated immediately upon entering the bus in the seats assigned by the driver. Seat belts must be worn at all times. The students will remain seated until the bus engine is turned off.
- Students will talk softly and will be polite and respectful. Students will respect the personal space of others.
- Students will leave doors/windows closed unless they have permission from the bus driver to open them.
- Students are not allowed to smoke or chew tobacco on any school vehicle. Students may use recreational electronic devices quietly.
- Students will turn head phones off upon entering the building.
- Students will remove hats/hoods upon entering the building.

According to N.J.S.A. 18A:25-2, the Principal may exclude a pupil from the bus for disciplinary reasons and his/her parents may provide transportation to and from school during the period of such exclusion.

Parents will be notified of discipline problems occurring on the bus. Possible consequences for misbehavior include, but are not limited to, non-earning of STEP points, loss of privileges, detention, and bus suspension. Each incident is discussed with the individual student prior to disciplinary action being taken.

For serious infractions, parents and Child Study Teams may receive copies of bus incident reports.

STUDENT CODE OF CONDUCT

All students are expected to fulfill these expectations:

- Attend school and be appropriately dressed
- Come to school prepared to learn
- Demonstrate respect for people and property
- Take responsibility for their own behavior
- Use time and resources responsibly
- Participate actively in our positive behavior management system known as STEP
- Follow school bus safety procedures

BEHAVIOR AND DISCIPLINE

The ECLC Board of Trustees adopts this student behavior and discipline policy to establish standards, policies and procedures for positive student development and behavioral expectations on school grounds and, as appropriate, for conduct away from school grounds. Every student enrolled at ECLC of New Jersey shall observe promulgated rules and regulations and the discipline imposed for infraction of those rules. The ECLC Board of Trustees will review this and all ECLC policies annually.

The Executive Director of ECLC of New Jersey will report to the Board of Trustees annually on the number of students suspended or terminated and the reason for the suspension/termination. Additionally, the Executive director of ECLC of New Jersey will report all suspension or vandalism/violence to the NJ DOE via its EVVR system.

The Parent/Student Handbook, including this policy, is on the ECLC website. Parents may request a hard copy. Staff will be reminded annually of this policy at the opening day staff development sessions.

ECLC of New Jersey will equitably enforce this code of discipline. Student discipline will be applied without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; mental, physical or sensory disability or by any other distinguishing characteristics. The students IEP shall be implemented in accordance with the components of the applicable plans. A student's disability and the role it plays in student misbehavior must always be taken into consideration prior to disciplining a student.

The ECLC of New Jersey board of Trustees approves the use of comprehensive behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports include, but are not limited to, positive reinforcement for good conduct and academic success.

ECLC's basic approach to students' behavior is to foster good attitudes towards learning and socialization by giving praise and positive reinforcement, according to students' age, development and understanding. Under the leadership of the staff psychologist, clinical social workers and sometimes the school behaviorist, our staff is trained in using the techniques of behavior management and other types of classroom management systems. Also, the structure, routine, consistency and overall organization of the classroom support improvement in behavior. The students participate in the establishment of class rules and the consequences are clearly defined. Discipline is administered in a manner that is free of physical and verbal abuse, humiliation and unsupervised confinement. Short periods of "calm down" are utilized when appropriate and are always supervised by a staff member.

ECLC believes that students should be supported in their efforts to grow socially and emotionally. Various approaches are used to help students manage their behaviors, emotions and communication style. These interventions may include classroom point system with positive reinforcers (STEP – Students Earning Privileges), sensory-motor experiences and strategies for self-management.

The ECLC of New Jersey Board of Trustees supports the use of various primary and secondary reinforcers specific to the students' needs, preference and goals. These reinforcers may include but are not limited to the following: verbal praise, gestures, time spent with special objects or toys, food or beverage items, certain privileges in school, etc.

Social skill topics are developed by the school Social Workers and shared with staff, parents and students. These topics become the basis for daily social skill lessons, which are taught by each classroom Teacher (PASS – Promoting Appropriate Social Skills).

The Social Worker, Psychologist and/or Behaviorist are available to consult with Teachers regarding weekly social emotional goals and to develop strategies to move students toward achievement of these goals. The Social Worker, Psychologist and/or Behaviorist are able to meet with students on an as-needed basis.

All staff understand that the laws of the state of New Jersey mandate that no person shall inflict corporal punishment upon a pupil. Our philosophy is in full agreement and compliance. ECLC will not permit or condone physical or verbal abuse of its pupils by any member of the staff.

When serious disciplinary actions must be taken, the parents and Child Study Team Case Managers shall be notified by telephone and in writing. ECLC complies with all statutes and laws that guarantee due process in these disciplinary matters. The administration and Case Managers will review this with the parent/guardian(s), if necessary.

Any serious incident, e.g., hitting another student, throwing dangerous objects, will result in a serious incident report and one or more extended detentions or suspension. Students may also be given a “community service assignment” appropriate to the incident. Copies of the report will be put in the student’s file and may be sent to the Child Study Team and parent/guardian(s).

When the suspension of a student is indicated due to inappropriate behavior or to protect the pupil or others, ECLC shall call and notify, in writing, parent/guardian(s) and the Case Manager immediately, giving the reasons for suspension. A conference in which the parent/guardian(s) and Child Study Team Case Manager will be involved shall be convened within 5 days (or as soon as possible before 5 days) to develop a plan to address the student’s presenting behavior. If behavioral problems persist, ECLC will request direction from the local district.

When staff recommends termination of a student’s placement at ECLC because ECLC can no longer meet the student’s needs, or a student demonstrates little or no improvement, academically or behaviorally or the continued placement at ECLC is deemed unduly disruptive to the educational programs of other students or unsafe to other ECLC students or staff, ECLC will comply with all due process procedures and statutes. These will be reviewed with case manager, parents/guardian(s) and students if the need arises.

ECLC has established policies and procedures addressing Harassment, Intimidation and Bullying from one student to another.

POSITIVE BEHAVIOR SUPPORT SYSTEM

ECLC utilizes a school-wide level plan entitled Students Earning Privileges (STEP). A level plan is a specific type of token economy where participants move through various levels contingent upon demonstration of expected target behaviors. As they move up through the levels they gain access to a wider range of privileges and are expected to demonstrate more independence. The schedules of reinforcement are also thinned out to resemble those in natural school settings (Cooper, Heron & Heward, 2007). In addition to earning points for demonstrating school-wide expected target behaviors including

work completion, positive pro-social interactions with peers and self regulation, teachers work with students to develop individualized weekly goals. As students acquire more skills in self regulation, social communication and school independence; point cards, social praise and other reinforcers are decreased while the criteria for earning privileges is simultaneously increased. Privileges earned through the STEP program include school socials (dances, movies, ice cream socials, bagel breakfasts...) and preferred leisure activities during designated reward times.

ECLC also recognizes the need for an individualized Positive Behavior Support model in which the behavior analytic principles of positive reinforcement are applied to help students with behavioral challenges. Positive reinforcement procedures are used to address maladaptive student behaviors by working to teach functionally equivalent replacement behaviors and skills that are more socially appropriate for the student. Behavioral literature indicates that, “reinforcers of higher quality (for the student) are often necessary for behaviors that require more effort or endurance” (Cooper, Heron, & Heward, 2007). In following student motivation and preferences, it is often advantageous to use extrinsic reinforcers initially (toys, edibles, tokens). These reinforcers should gradually shift over time to more natural occurring reinforcers so that ultimately praise, social approval, and learning itself become conditioned reinforcement (Sidman, M., 2000). Research based on the work of (Goetz and Baer, 1973) also shows that in transitioning to more natural reinforcers for appropriate behaviors, it is also important to include contingent attention and descriptive praise (Cooper, Heron, & Heward, 2007). Punishment procedures and aversive stimuli are not used as a means of behavior intervention as they can lead to undesirable side effects such as undesirable emotional responses, aggression, and escape/avoidance (Linscheid and Meinhold, 1990). The student’s independence and personal preferences are always considered when adopting plans to address maladaptive behaviors.

Trained staff work to evaluate and discern the environmental variables that influence student behavior while also assessing the functions that maintain maladaptive behaviors. Once functional relations are systematically defined, staff and teachers then work to teach more socially appropriate replacement behaviors/skills. These behaviors are taught using evidence based teaching strategies that are rooted in the principles of Applied Behavior Analysis: adult/peer modeling, role-playing, errorless teaching, video modeling, and use of prompt hierarchies. Another component of reinforcing displays of target skills and other socially appropriate behaviors is through the use of a token economy.

Token Economy Guidelines:

- Tokens are systematically delivered immediately following the display of socially appropriate replacement behaviors.
- Task-specific language/praise is paired with the delivery of all tokens to increase student understanding of expected behaviors and ease the transition away from tokens in the future.
- Tokens should initially be given for each display of replacement skills then gradually thinned so the student moves toward more natural contingencies while increasing his or her ability to delay gratification.
- The accumulation of the designated number of tokens should result in the student earning a highly motivating, self-selected reinforcer. All reinforcers should be easily deliverable, limited in terms of engagement time, and not a potential danger to the student.

Items used as reinforcers **cannot** be basic privileges or basic human needs, this includes water, shelter, meals, clothing, along with any subjects, therapies, or other needs as stated in the student's IEP.

Small edible reinforcers may be used as part of a reinforcement system, given parent consent. These edibles reinforcers should not be a part of the student's lunch or breakfast (as these are a part of a student's basic needs).

All token reinforcement systems at ECLC will be overseen, monitored for effectiveness, and modified as needed by the Behaviorist and/or School Psychologist.

STUDENT ENRICHMENT

Community Based Instruction (CBI) trips are planned by the classroom Teachers to supplement the student's educational experiences as well as integration into the town's community. Parental permission to participate is obtained on the emergency card. Parents must notify school of any medical condition that would preclude participation in any type of field trip. Classes are transported in a van or a leased school bus driven by a licensed bus driver. Public transportation is also taken for trips. Special programs and a variety of assemblies and guest speakers are frequently incorporated into the curriculum. ECLC utilizes the County Audio Visual Association and the Morris Museum for supplemental materials.

DRESS CODE IN SCHOOL AND GYM

Students are expected to dress in a manner that is neat, clean and in good taste. Students are expected to remove their coats indoors.

Students may not wear items of clothing that may disrupt the school day, for example, shirts displaying inappropriate or suggestive language, alcohol or pro-drug messages. Additionally, please, no midriff showing, no hats, no rubber flip-flops, no exposed undergarments, no short shorts or short skirts and no low-cut tops or camisoles. Parents will be notified regarding school's concerns. Students should not bring valuables and/or cash to school. If it is necessary to do so, the homeroom Teacher will lock the items safely for the day.

Students must wear sneakers to gym class for safety. The sneakers may be kept in school. Lockers are provided for gym clothes. All jewelry, including body piercing, must be removed during gym class.

All students should have a change of clothing in their locker for emergencies. Please have all clothing and other personal items **labeled with your child's name** to enable us to return it to you in the event the clothing/personal item finds its way to our lost and found box.

RELIGIOUS HOLIDAY EDUCATION

Instructional activities involving religious holidays emphasize the historic, cultural and seasonal aspects of the holiday. Presentations are appropriate for the various ages and attainments of the students and are balanced, unbiased and sensitive to religious diversity.

A detailed review of procedure, types of decorations and instructional strategies is held in department meetings during the year.

At parents' request, students are not required to participate in holiday activities.

Similarly, with prior notice, students will be excused from any event/activity that is considered by parents to be counter to their religious teaching.

Information about students' anticipated absence for religious observance should be directed to the Principal.

PARENTAL CONNECTIONS

Parents have an important role in their student's success in school. ECLC has parents/teacher service organizations, i.e., the PTO (Parent/Teacher Organization), whose contributions enhance and enrich the children's experiences. We also offer a basketball clinic and other family activities. The PTO offers holiday lunches, a Book Fair and fundraising events.

We encourage frequent contact with parents through attendance at Back-to-School Night, conferences and a weekly exchange of comments in classroom and speech notebooks. We welcome e-mails, phone calls and notes from parents.

You will receive information concerning activities and about becoming involved. Your participation is welcome and needed. When in doubt about how to obtain information or participate, please call the school office (973) 635-1700.

Parents are their children's first teacher and they play a most influential role in helping educate their children. Here are some ways we suggest to be involved in your child's school experience:

- Provide a quiet place and regular time where your child can do homework. Check to see that the homework is done.
- Make sure your child gets enough rest and sleep
- Establish a morning routine that includes a healthy breakfast. Allow for a calm start to the day and on-time bus pickup.
- Monitor social networking sites your child may visit (i.e., Facebook). Monitor for appropriate language and content. Additionally, monitor cell phone texts.
- Practice social skills
- Try to attend school meetings and events
- Participate in the PTO
- Take time to talk with your child each day about things that have happened
- Monitor the time your child spends on electronic devices, i.e., iPads, Kindles, etc.
- Plan to spend time reading to or with your child regularly
- Accentuate the positive! Ask how many points were earned today, instead of how many points were lost.

PARENT EDUCATION

ECLC believes that parent education is a fundamental aspect of helping our students grow and develop. ECLC offers a variety of programs designed to support and educate parents throughout the school year. In order to accommodate the needs of our busy families, we offer flexible day and evening activities at both the Chatham and Ho-Ho-Kus campuses. Child care and age-appropriate activities for older students are available at evening meetings.

RELATED SERVICES

All students receive the services stipulated in their IEP: Speech Therapy, Occupational Therapy and Physical Therapy. All students receive counseling support and assistance with social skills development.

Student Crisis Intervention – Sometimes a student may, under certain circumstances, evidence physical or mental stress and/or crisis. ECLC has implemented a program called Non-violent Crisis Intervention. Our certified trainers have taken a course given by CPI (Crisis Prevention Institute). CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. Through a variety of specialized offerings and innovative resources, CPI educates and empowers professionals to create safe and respectful work environments. This enables professionals to enrich not only their own lives, but also the lives of the individuals they serve.

ANNUAL REVIEWS AND TRANSITION PLANNING

The Annual Review of each child's progress is held with the local Child Study Teams, parents, ECLC staff and, if appropriate, the student. Transition planning begins at age 14 to delineate the instructional activities to be taught in preparation for graduation and employment and is an integral part of the continuum at ECLC. All of our resources are utilized to facilitate the move from school to adult life. ECLC's CPS (Community Personnel Services, Inc.) an adult supported employment agency, assists eligible graduating seniors to find and settle into hometown work situations.

LEADERSHIP OPPORTUNITIES

Many opportunities for leadership exist at ECLC. Leadership qualities are identified early and, in Lower School, students practice leadership by taking turns as line leader and messenger.

Students assist more to get classroom jobs done. Service to the school and the community is recognized at awards assemblies.

In Upper School both the Student Government and the Key Club offer opportunities for leadership. The SGA (Student Government Association) officers are elected following a week of campaigning. The SGA works all year as a voice for the student body. They also plan school-wide events and work at fundraising. The Key Club participates with the local Kiwanis Club on service projects throughout the year. Debates, mock trials, public speaking, opinion papers and round table discussions give students opportunities to practice leadership skills and styles.

ATTENDANCE

Good attendance is important to success in school.

Under New Jersey School Law, the only legal reasons for school absence are as follows:

1. Personal illness
2. Quarantine
3. Death in the family
4. Religious holiday (previously arranged)

Any absence of five or more consecutive days or habitual tardiness must be reported to your sending school district as per Department of Education regulations.

ABSENCE

1. If your child is going to be absent from school, please notify the school office by 9:00 a.m. with the explanation and expected date of return. Our automated system is available twenty-four hours a day for your convenience.
2. On the day your child returns to school from an illness, or for any other reason, please send a note to the School Nurse explaining the illness and treatment received or to the Teacher explaining the non-medical reason for the absence.
3. Following a serious illness, accident or hospitalization, medical clearance to return to school is required.
4. If your child is absent from school, he/she may not attend after-school trips/respites.

STUDENT ACCIDENT INSURANCE

ECLC carries student accident insurance, which is secondary (second to pay) in the event of an accident, that occurs in school. School Nurses coordinate the filing of a claim with families upon initial response and a copy of the form may be taken to any subsequent providers of care. Family insurance is primary (first to pay) and, as usual, there are some policy limitations. ECLC's Business Manager, (973) 601-5131, will assist with claims management, when needed, for this service.

RECOGNITION OF ACHIEVEMENT

There are many opportunities for recognition of progress and achievement. Awards assemblies are held three times each year. Students who have been identified by Teachers and Therapists as having made progress, achieved a goal, served the school community and performed well in SKIL receive certificates. An evening celebration honors members of sports teams. An Employers' Breakfast honors student workers and the local business people who have developed work sites for our students.

Graduation is held each June for students who have met graduation requirements. Each student receives a diploma from his/her own school district. Our graduation ceremony is followed by a reception for guests and parents.

A Court of Honor is held each June to commemorate the accomplishments of our Boy Scout Troop 100.

Newly earned badges are awarded at that ceremony.

OPPORTUNITIES FOR SOCIAL GROWTH

There are many opportunities for social growth at ECLC.

Beginning in Lower School, students can enjoy a birthday party planned by the Upper School small business "Party Mania". Turn taking, being a friend and learning game rules are all part of many topics covered by Teachers, Therapists and the Social Worker.

In the Lower and Upper Schools, social exchange and interaction are encouraged by staff during each day. Boy's and Girl's Groups are facilitated by the Social Worker. Other special interest groups are planned, as needed during the year by the Social Worker and the Psychologist. Weekly social skills groups are also conducted by ECLC's clinical team.

In addition to monthly STEP events (see STEP), there are many walking trips and field trips. There are weekly clubs during which students participate with others with similar interests.

Chorus is a special opportunity and many students participate in the two musicals each year.

An After-School Program is provided by Empower U.

There are sports teams such as soccer, basketball and softball. We participate in leagues and our teams play other schools during the season. The Key Club participates in service projects, as do other groups during the year.

There are many other opportunities for social growth during the school year: there is a prom for all Upper School students; a yearbook is produced and commercially printed yearly and a Respite Program for which parents will receive a schedule in the fall, is offered for Upper School students. We also offer activities for our students with typical peers. Activities vary by campus.

PHONE MESSAGES

To avoid interruptions to instruction, staff members will be given your message via voice mail and will return your phone call when they are free. Urgent messages should be directed to the Principal.

LEISURE TIME (RECESS)

Leisure time is provided daily for thirty minutes. During inclement weather, students will have leisure time indoors. On nice days, students will have recess outdoors in assigned areas. Students will be supervised at all times. Please see that your child is dressed appropriately for all weather conditions.

VISITORS

All visitors must complete the COVID screening, sign in and out at the Receptionist's desk located in the front lobby and wear a name or identification tag. Students are expected to be courteous to guests of the school. For security purposes, students should not open side doors to admit anyone.

SCHOOL LUNCHES

A lunch program is available. You will be notified of the cost per meal. Menus are sent home weekly. If you send a lunch from home, we recommend that you select nutritious foods such as whole grain bread, fruits, raw vegetables and cheese and a very limited amount of sweets. Occasionally, the PTO prepares a hot luncheon for the students. These lunches are always special, festive and looked forward to by the students. Lunch fundraisers are held during the Extended School Year program (ESY) for a variety of special events. Parents are notified of these dates. Areas of the school are nut free.

PERSONAL PROPERTY

Please be sure that all personal property (including after-school lunches) is **labeled for identification**. Students are discouraged from sharing I-Pods, etc. with bus mates. ECLC cannot be responsible for lost items or items not returned, such as I-Pods, cell phones and CD players. If your child brings such items to school, they should be given to the classroom Teacher for safekeeping.

SUBSTANCE USE/ABUSE

Recognizing that the misuse of substances by students seriously impedes their education, ECLC provides a drug-free environment and has adopted policies and procedures to protect the welfare of all students. ECLC prohibits the use, possession and/or distribution of drugs, alcohol, tobacco or controlled substances at school on school property or school events.

When a student is thought to be impaired she/he is referred to the nurse. The parent and Child Study Team are so informed. ECLC refers to the student's local school district policies and the student must comply with those policies in order to remain at ECLC.

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The ECLC staff is always available to students and their families where substance involvement is interfering with education and quality of life. Referral to local community resources may be facilitated through our Social Worker's office.

Smoking - ECLC of New Jersey enforces New Jersey's no-smoking code at school, on school premises, on school trips, and at activities. Students may not have any smoking paraphernalia in their possession at school, on school trips and after-school activities. Such paraphernalia will be confiscated and returned only to parents.

WEAPONS

Any object deemed by ECLC staff to be a weapon will be immediately confiscated by the administration. Parents, Child Study Teams and, possibly the police, will be notified, with disciplinary action taken.

ECLC fosters a safe school environment and will conduct investigations of any physical or verbal threats made to staff or students.

ECLC OF NEW JERSEY

Policy: Cooperation With Law Enforcement Operations For Substances, Weapons and Safety

It is the policy of ECLC of New Jersey to ensure the complete cooperation between school staff and law enforcement authorities in all matters relating to:

- Controlled dangerous substances, as defined in N.J.S.A.24:2.1-2, including anabolic steroids, drug paraphernalia, alcoholic beverages, firearms and other deadly weapons
- The planning and conducting of law enforcement activities and operations occurring on school property, including arrest procedures and undercover school operations.

ECLC will comply with all requirements of N.J.A.C.6A:16-6.

This policy will be made available annually to all school staff, students and parents.

The Principal will act as the liaison with law enforcement agencies. The Principal will notify the Executive Director immediately of any contact made with law enforcement authorities and keep the Executive Director continuously informed of any law enforcement agency involvement at ECLC of New Jersey.

LOCKER SEARCHES

ECLC will conduct random searches at our discretion. When findings result in disciplinary action as per ECLC's policies, parents will be notified immediately. In addition, periodic cleanup of lockers and desks will be announced and held.

CELL PHONES/OTHER MOBILE DEVICES

Cell phones and other mobile devices should not be seen, heard or viewed during school hours. If a mobile device in any way disrupts or distracts a class, it will be taken away and held for a parent to pick up. Parents should monitor all telephone calls from their child to other ECLC students.

STUDENT HEALTH

It is school policy that the ECLC School Nurse share appropriate health information with the school staff and professionals who are designated as having "legitimate health interest" within the school, as well as other individuals who provide direct school health and education services to students.

Administration of Medication in School - If it is necessary for a student to take medication during school hours, only the School Nurse, RN or LPN will administer the medication in compliance with the following rules:

1. All prescription and non-prescription medication must be in a sealed envelope and given to the Nurse by the parent or given to the Bus Driver to forward to the Nurse. Students may not have medication with them in school or be responsible for transporting it to school. Empty medication bottles will be sent home with the student in his/her school bag in a sealed envelope. If your bus driver will not accept the medication, please call the health office to discuss alternative plans.

2. The School Nurse will require the following information:
 - (a) A written statement from the prescribing physician stating the medication, dosage, time and the purpose of the medication.
 - (b) The drug must be labeled and be in the original bottle from the pharmacy.
 - (c) A written statement from the parent or guardian, giving permission for the Nurse to administer the medicine (prescription or nonprescription) to your child.
3. All medicines are stored in a locked cabinet and are administered by the School Nurse, RN or LPN.

Immunization and Medical Information - We ask your prompt cooperation in returning medical forms to the School Nurse. The State of New Jersey requires that proof of immunizations including COVID, be on record in the school. A current Health Appraisal is required for our School Health, Safety and Infection Control Program to operate effectively. The Health Appraisal Form is due on or before the first day your child attends school. Another very important part of your child's Health Appraisal is your information that you share with us. We respect your privacy and all information is considered confidential. It is important for you to return the Emergency Card, Student Survey and Medical Update forms. There are many after-school activities that enrich your child's life. An Emergency Card must be completed in full and on file in order for your child to participate in any day, after-school or evening activity. A current Health Appraisal on file in the Health Office helps to insure the health and safety of your child during these activities.

Information about any change in your child's health or change in medication should be shared with the School Nurse so that your child's health care needs can be fully met.

If your child is to be excused from our Adaptive Gym Program, adhere to the following:

- A parental note is required if duration is no more than two sessions, which should be taken to the Health Office. The Health Office will immediately notify gym staff.
- A doctor's note is required for duration exceeding two sessions, which should be taken to the Health Office. The Health Office will immediately notify gym staff.
- Students participating on our competitive sports teams must have a current (within one year) physical on file in the Health Office.

Emergency Medical Treatment - When emergency medical treatment is necessary, a sick or injured student will be transported to a hospital by the parents (if available) or else by school vehicle, local ambulance squad or police emergency unit. When emergency medical treatment for a student is required at a local hospital, a staff member will act in place of the parent until the parent is contacted and/or arrives. **Please be sure your child has a change of clothes in his/her locker.** When seen by a doctor for any injury, student must have a note to resume physical activity (including Physical Education).

EMERGENCY ADMINISTRATION OF EPINEPHRINE FOR FIRST-TIME ALLERGIC REACTIONS AT SCHOOL

The certified school nurse or trained designee shall be permitted to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis. This includes students whose parent(s)/guardian(s) have not submitted prior written permission or obtained prescribed

medication as indicated in the rules indicated under Emergency Administration of Epinephrine. Epinephrine may be administered to any student without a known history of anaphylaxis when the certified school nurse or trained designee in good faith believes that the student is having an anaphylactic reaction.

ECLC shall maintain a supply of epinephrine auto-injectors that is prescribed under a standing protocol from a licensed physician or an advanced practice nurse in a secure but unlocked and easily accessible location. The supply of epinephrine auto-injectors shall be accessible to the certified school nurse and trained designees for administration to a student having an anaphylactic reaction.

We ask that you check your child for any early signs of illness. Please keep your child home from school if he/she has the signs of an infection or illness.

Screenings - During each school year, the nurse conducts screenings for vision, scoliosis, blood pressure and pulse, height and weight. Audiology screenings are done by speech therapists. Parents are notified of screenings and of the results.

REPORTING MISSING AND ABUSED CHILDREN

It is the policy of ECLC to report children missing from school without explanation promptly to parents, Child Study Teams, the police and the State Department of Education. Absences of more than five days or habitual tardiness are reported to your Child Study Team. If a child is missing while in school, the Teacher shall immediately notify the administration, which will, in turn, notify the local police, the parents and your Child Study Team.

The State of New Jersey requires that school personnel report to the local police and DCPP (Division of Child Protection and Permanency), suspicions of child abuse and/or neglect. ECLC policy complies with this responsibility to report suspicions. Any staff member may notify DCPP and DCPP will investigate the reported problem. The Child Study Team will also be notified so that coordinated intervention on behalf of helping the child can begin promptly if found necessary. ECLC provides staff with in-service training on the identification of signs of child abuse or neglect, reporting procedures and their responsibilities with regard to reporting.

ECLC OF NEW JERSEY

Policy: Prohibiting Harassment, Intimidation and Bullying (Summary)

ECLC of New Jersey prohibits acts of harassment intimidation or bullying of a student as per N.J.S.A.18A:37-15(3)(b)(1).

ECLC of New Jersey is a highly unique educational setting with specialized programming to meet the needs of students with special needs. Our school is composed of students with severe learning disabilities and intellectual disabilities. There may be cases in which a behavior/action by a student appears to be an act of harassment, intimidation or bullying, however, the root core of the behavior is the student's documented disability.

Before invoking the processes delineated in this policy, ECLC shall make a determination as to whether they believe that the student's reported behavior/actions are directly the result of their disability.

When a written harassment, intimidation or bullying complaint is lodged and received by the Executive Director of ECLC of New Jersey, he/she will convene a meeting with the Anti-Bullying Coordinator (Consulting Behaviorist), school-based Anti-Bullying Specialist (Social Worker), the building-based School Safety Team, the Principal and the person making the complaint, to determine whether the student's disability is the cause of reported action/behavior. If the outcome of this meeting is that the student's disability caused the action/behavior, the building-based Child Study Team will develop a behavior plan to address the behavior to correct the behavior. If the team deems that the behavior/action is not a result of the student's handicapping condition, this policy will be adhered to and all appropriate steps will be followed. If the team determines this is not a case of harassment, intimidation or bullying, the parents will be notified of this determination.

Note: This policy, in its entirety, is posted on the ECLC website.

EARLY DISMISSAL AND EMERGENCY CLOSINGS

When we must close school or delay the opening time due to inclement weather or an emergency condition, you and your bus company will receive a phone call from our automated voice system as early as possible. We will also post this information on our website (www.eclcofnj.org).

Sometimes weather conditions change suddenly and we must close early. The automated voice system will be activated. Please be sure to have a contingency plan if you are not at home and see weather conditions change. **Please be sure to keep all telephone numbers current with the school office.** Also, please have cell phones turned on for easier access.

STUDENTS DRIVING TO SCHOOL

There are very limited parking spaces at ECLC. Therefore, students with driver's licenses may not, as a routine, drive to school. In cases of extreme circumstance, permission to drive for a limited number of days may be granted by the Principal. Parental permission must be supplied, in writing, along with a copy of the student's driver's license and insurance card.

GUARDIANSHIP

Families should inform ECLC administration regarding the guardianship status of their young adult. If under guardianship, documentation should be provided.