

# THE HALLEN SCHOOL

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*www.thehallschool.net*

## Parent & Student Handbook

*"Where every cHALLEnge is met through education"*

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# MISSION AND PHILOSOPHY

## The Mission of The Hallen School

The Mission of The Hallen School is to create a collaborative learning community committed to meeting each school aged student's individual academic, social and emotional needs. While at The Hallen School, students are engaged in a safe and supportive learning environment provided by a nurturing and professional staff. Upon graduation, students are able to succeed in career and college opportunities.

## The Vision for The Hallen School

Students receive the best education possible from staff willing to collaborate and share available resources.

Students need to have a therapeutic environment where occupational therapists, speech therapists, counselors and psychologists have daily contact with children, teachers and support staff.

Teachers take responsibility for their on-going staff development including mandatory certification updates.

Teachers use “best practices” in selecting curricular materials to deliver appropriate content aligned with New York State Core Curriculum Standards and use various instructional techniques focused on reading, writing and math skills.

Teachers use assessments in daily lessons to ensure students are comfortable with assessments used to measure learning.

## The Spirit of Hallen School

When a student's success in the home school is questioned, parents turn to The Hallen School for their child's education.

The Hallen School is one of many New York State Education Department approved and funded private schools which fall into the category of least restrictive environment on the continuum of services required to be offered by the federal Individuals with Disabilities Education Act (IDEA).

At The Hallen School, children are given the services that he or she needs on a daily basis. We strive to meet each student's goals on an individual basis so they may achieve maximum success in education and social relationships.

The Hallen School may be the ideal setting for students with special needs. We offer many services: Speech and Language, Counseling, and Occupational Therapy. In addition to our special courses, such as Art, Health, Music and Physical Education, we implement the TEACCH program for children who are diagnosed to have characteristics on the Autism Spectrum. Many of our students participate in the Regents Program as classes specifically designed for the Regents Exams are offered here.

As our students grow older, the focus of education turns to success after The Hallen School. Our Pre-Vocational Courses such as Industrial Arts have been very successful in giving students specific skills to obtain employment.

While our classes are geared towards vocations, we also have programs that give our students real life experience, such as our Book Nook or STARS (Students Training in A Retail Store). These are both functional stores located in the school. Students are able to take part in working in either store, giving them some real life experience for when they graduate.

Years of successful interventions for students from New York City and Westchester County spiral the school's reputation for excellence in meeting students special needs.

### Interesting Facts about Hallen

School Colors	Royal Blue & Yellow
School Nickname	Hallen
School Mascot	Hawk

## **School Information**

### **School Year**

Please refer to the school calendar throughout the year for scheduled breaks, half days and other important dates.

### **School Hours**

The school day begins at 8:00 a.m. for all students. The school day ends at 2:15. After the school day, students may remain on campus to participate in athletic programs, or other supervised activities with written consent of the parent or guardian. Students will also have to a parent pick them up or give consent to take public transportation home.

### **Inclement Weather/Emergency Closings**

The School Administration will decide on school cancellation with the safety of the students and faculty in mind. Please make sure your contact information is updated. Weather closures or other emergency closings will be announced via a **K12 Alert** to the phone number on file with the school. It is important to keep all contact information up to date with the school. Kindly send an email with the change to [info@thehallengschool.net](mailto:info@thehallengschool.net) so that we can update your emergency contact information. Our school website will be updated with school closures/delays and parents can check this to see if school is cancelled. (<http://www.thehallengschool.net>)

### **Absences, Illnesses & Tardiness**

#### **Absences**

It is important that each child attends school each day. One of the most critical factors in student achievement is time-on-task. This cannot be attained if a student is out of school for any reason other than illness. This deprives your child of important learning time and may foster poor learning habits and inconsistency in following school routines. Avoid family vacations that interrupt the school year. They are illegal absences.

If a child is absent and we are not notified, please expect a phone call from us. We want to be sure that your child is safe at home.

If you know in advance that your child will not be in school for any reason (illness, family matters, etc.), please call the school at (914) 636- 6600 and select the correct option to report your child's absence in addition to informing the teacher.

#### **Illness**

If your child has a contagious illness such as strep throat, lice or chicken pox, keep your child at home and inform our school nurse of the nature of the illness. It is legally required that a doctor's note be brought to school if your child has been diagnosed with a contagious disease.

If your child becomes ill during school hours, you will be notified and requested to pick up your child as soon as possible. The child will be removed from class and will be seated in the nurse's office until your arrival.

#### **Tardiness**

Children are expected to be on time every day so that they make take full advantage of instructional time. This also teaches children good work habits and allows the instructional day to flow smoothly for everyone. Tardiness is disruptive to the teaching process and deprives your child of learning time.

Children are marked late if they arrive after 8:20 a.m. If your child will be late, please call us and have him/her report to the nurse's office upon arrival at school. A late pass will be issued in the nurse's office.

#### **Bus Arrival & Dismissal**

For all inquiries related to bussing, please contact your district's Office of Pupil Transportation.

## **Lockers**

All teachers will be assigned a block of lockers for their class so that students can keep their school materials and personal belongings in a safe place. If your child would like to use a Hallen locker, they must provide their own lock. We ask that you purchase a letter or combination lock, as **key locks will not be permitted**. All combination codes to locks will be collected by your child's teacher so that in the event your child forgets the code, the teacher can assist with unlocking the locker.

## **Visitors & Security**

Parents and community members are encouraged to visit The Hallen School. However, in order to ensure the safety of the students and staff and to maintain an orderly school day, the following rules will apply to all visitors to the school:

- All visitors to the school must enter at the front entrance and sign in at the security desk. The visitor will be issued a visitor's badge that should be worn at all times while in the school or on the school grounds.
- Visitors to public functions in the building will not be required to sign in.
- To prevent any interruption in the instructional day, individual meetings with teachers about a child's progress or other matters should be arranged in advance around the teacher's instructional day.

## **Student IDs**

All students and staff must wear their ID at all times during school hours. This includes wearing IDs when on educational trips and when students are at community job sites.

## **Food Services/Lunch**

Students may bring their own lunch to school or buy lunch in the school's café. Free lunch applications are on the following website: [www.applyforlunch.com/application](http://www.applyforlunch.com/application). Lunch applications are also distributed at the school.

## **Lost and Found**

We encourage parents/guardians to write your child's name on his/her clothing and belongings. Be sure to check the lost and found periodically for lost items. All unclaimed clothing will be donated to local agencies at various times throughout the school year. Lost items are brought to the Principal's office.

## **Field Trips**

Field trips to nearby points of interest are scheduled by classroom teachers throughout the school year. Field trips also serve as an extension to the classroom learning experience. Trips give children first hand experiences and make learning come alive. Parents will receive notices of field trips in advance and will be asked to sign field trip permission forms. At times, parent volunteers may be sought to help chaperone trips. Children must arrive at school on time for field trips and return to school with their class to ensure their safety.

## **Consent Forms**

The following forms will be sent home to parents for consent; **Walking Trips and Vehicle Trips**. Walking trips are trips with a staff escort and provide students the opportunity to participate in educational walking trips in the surrounding community. The vehicle trip consent form allows students to be transported via school vehicle for educational trips.

## **Records & Confidentiality**

The Hallen School follows IDEA and FERPA regulations. Confidential or personally identifiable student information must be protected at all times by all personnel with access to student records. Staff must not share

student information with unauthorized people, including staff, or use student information for personal use. *Personally identifiable information* refers to information that includes the name of the student, parent or other family member; the student's address; a personal number (such as the social security number or a student ID number); or a list of personal characteristics or other information that would permit the child's identification with reasonable certainty. More information can be found under the *Your Rights* section.

### **Student Files & Records/FERPA**

- **Chapter 408 Compliance** - Student IEPs are provided to teachers and providers prior to implementation each school year. Teachers and providers will be given a paper or electronic copy of the IEP for review. If your child has a behavior plan, that plan will be reviewed prior to implementation as well. All paraprofessionals assigned to a student will review the IEP with the classroom teacher and/or counselor.
- **Prior Consent** - Hallen will disclose no student information to any party, except where required by law, without the prior consent of the student's parent/legal guardian. The consent must specify the records to be disclosed; state the purpose of the disclosure and identify the party or parties to whom disclosure may be made.
- **Exceptions to Prior Consent** - Hallen will release records to comply with a judicial order or subpoena, to child welfare agencies in a health and safety emergency, to Federal, State and local authorities involving an audit or evaluation of compliance with education programs, and to school officials, including lawyers, who are performing a task relating to the student's education or his/her discipline. By law, records can be released to the military unless Hallen is directed not to release.
- **Inspection and Review of Records** - Upon written request of the student and his or her parent/guardian, Hallen will provide the opportunity to review the student's records within 45 days of the request.
- **Amending a Record** - If a student identifies a record he or she believes to be inaccurate or misleading, Hallen will either amend that record or inform the student of his or her right to a hearing. If the decision set forth by the hearing denies the amending, the student will then have a right to insert a statement into the record.

### **Photos/ Videos of Your Child**

During the school year, students are engaged in a number of activities that are worthy of capturing on film. Photos may be taken as they are involved in the learning environment and in social or athletic situations at school by completing the consent form that is sent home when your child is first enrolled at Hallen. You can indicate your willingness to take and use these photos or videos for the purpose of showcasing student learning at Hallen by signing the consent form. The consent will remain in effect during your child's enrollment at The Hallen School. If you, as the parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal and such rescission will take effect upon receipt by the school.

# COMMUNICATION

## **School Calendar**

A school calendar is sent out via US Postal Service in August. It is also available on our website: [www.thehallenschool.net](http://www.thehallenschool.net). Please refer to the school calendar throughout the year for scheduled breaks, half days and other important dates.

## **Back-to-School Night**

Back-to-School Night is listed on the annual calendar. This evening will provide you with an opportunity to meet your child's teacher and other staff members who play a major role in your child's education here at Hallen. Teachers and program providers will highlight their educational programs for the year.

## **Parent-Teacher Conference Day**

Parent-Teacher Conference Day is indicated on the yearly calendar. Your child's teacher will contact you prior to this date to arrange a meeting time. This day entails a meeting with your child's teacher and service provider(s) to discuss your child's progress as well as any issues or concerns as it relates to your child's services or program at The Hallen School.

## **Report Cards**

Report cards and/or IEP progress reports are sent home at the end of each quarter.

## **Interim Reports**

Parents of students in the Middle School and High School program will receive Interim Reports at the midpoint of the quarter if the student is in danger of failing the class.

## **Requesting a Meeting with Hallen Staff**

Please submit a letter to your child's teacher and/or therapist if you would like to meet in person at the school. That person will respond to your request as soon as possible.

## EDUCATIONAL PROGRAMS



The Hallen School provides a stimulating and structured therapeutic learning environment where all students can learn. The curriculum is to be based on New York State Common Core Curriculum Standards. Instruction is personalized. Teachers use various teaching strategies anchored in Howard Gardner's theory of multiple intelligences. Assessments are aligned to the New York State Assessment program and whenever possible, students take the state assessment tests at the same time students throughout the state in grades 3-8 also take the tests. All accommodations identified in the IEP are permitted for test taking.

Classes are carefully created to encourage group instruction and social interactions. Individual tutoring and independent work are part of the daily routine.

Several teachers and therapists are certified to use the Wilson Reading Program for struggling readers. This program is based in research documenting student achievement gains in reading.

### TEACCH

#### *Treatment and Education of Autistic and Communication related handicapped Children*

Students identified with Autism Spectrum Disorders (ASD) are provided a setting where they learn to understand their environment and manage their resources to function independently. Small classes, clear and predictable routines, concrete and visual presentation of information, along with opportunities for one-to-one instruction, forms the core of the program.

A daily schedule is provided for each student indicating clear and concise expectations for the day. Academic instruction addresses specific learning styles with all activities designed to model and encourage appropriate social interactions.

The TEACCH Method was developed at the University of North Carolina, specifically to address the needs of all people with Autism Spectrum Disorder. The Hallen School staff involved in this program have had extensive training in providing a visually based, structured and supportive classroom environment for school aged children with ASD.

### Lower School

Students eligible for the Lower School program are typically elementary to middle school aged students exhibiting learning disabilities, speech and language impairments or other health impaired challenges. Educational and diagnostic assessments given by the teachers provide staff with achievement information to base reading and math material selection and lesson design so as to align with the student's learning style. This allows for maximum learning, building on the student's strengths while addressing academic and social areas of need.



## **Middle School**

Students from Lower School progress to Middle School for grades 6-8. Staff uses multiple learning and teaching approaches to provide a challenging and developmentally appropriate learning environment. Lessons designed to engage students and to stimulate student curiosity and interests are implemented during this critical stage of development.

## **Upper School**

Developmental academic classes in grades 9 through 12 adhere to State Standards for Regents Exams in English, Math, Science and Social Studies. All course credit requirements prescribed by State Regulations are available for a high school Regents diploma. All classes are taught by properly certified secondary content teachers. Students in this program are also afforded an opportunity to take an internship or inside job so they can accrue 216 hours to supplement the Career Development and Occupational Studies Credential Certificate (CDOS) to their Regents diploma.

## **Supportive Work**

Self-contained life-skills classes and extensive supportive work programs offer students the opportunity to develop and learn while using their skills in daily living routines as well as work routines. Students receive vocational and work-related experiences in preparation for the adult world. A Skills and Achievement Credential Certificate (SACC) or Career Development and Occupational Studies Credential Certificate (CDOS) is awarded upon graduation.

## **Extended School Year**

Many students qualify for extended school year programs in July and August to minimize regression of skills learned and decrease the time spent in review of knowledge and skills once the new school year begins. The Hallen School offers a six week summer program designed to engage students in a variety of activities that stimulate and engage student's interests.

## **Speech & Language Therapy**

Speech and languages therapists provide both individual and small group services for children in need of services. Expressive, receptive and pragmatic language skills are emphasized by using a variety of techniques and strategies to stimulate and develop student's ability to communicate effectively. Clinical sessions as well as inclusion class instruction support teacher lessons and student achievement in verbal, reading and written skills.

## **Occupational Therapy**

Occupational therapists provide therapy to students with a physician's prescription. Therapy sessions are designed to maintain, improve or restore adaptive and functional motor skills, including fine motor, gross motor and oral motor skills. Sensory integration techniques are used in individual and group sessions.

## **Physical Therapy**

Physical therapists work with students directly on motor and safety skills to improve mobility and independence. Work with staff to facilitate the student's participation in class activities and ensure staff safety while doing so. Therapist promote high-quality physical therapy service delivery for children in the school setting.

## **Counseling**

Counseling services are designed to improve social and emotional functioning in school behavior, discipline, self-control and conflict resolution. Counselors, social workers, and psychologists are available to address the needs of students and provide individual and small group therapeutic sessions for each child. Establishing and maintaining good communication with parents is always a priority.

## **Psychiatric Consultation**

A psychiatrist is available to the staff for the purpose of consultation about student's mental health and neuropsychological characteristics as well as pharmacological effects. Often parents are invited to also consult with the psychiatrist for advice in acquiring or maintaining outside psychiatric interventions. The psychiatrist is not available to work directly with students.

## **Learning Standards**

The Hallen School curriculum is aligned with New York State Learning Standards for all subject areas. The learning standards prescribed by the state sets clear guidelines about what students should learn in order to be successful adults who are well-prepared to enter workforce, training programs, college level classes as a freshman and entry-level careers. To achieve this, the standards address problem-solving, analytical thinking skills and critical thinking skills. Teachers are continuously monitoring progress toward students' ability to meet grade level learning standards. If indicated on the IEP, your child will also participate in statewide assessments in grades 3-8 and will also partake in Regents exams in the Upper School Program. Students who are alternately assessed will participate in the New York State Alternate Assessment program.

## Special Course Offerings

### **Art**

The Hallen TEACCH/Lower School Art Program affords students an outlet for self expression within the framework of activities which are planned to develop various skills. Projects range from small individual works to grand collaborations involving all students in the program. When available, there are also extra art periods where highly motivated and talented students pursue their personal interests for much of the year and then work together to produce a project – such as the backdrop used in the school’s annual talent show. The Art Program for grades 7-12 is a five-year curriculum incorporating Art History and World History. Each project combines the fundamentals of studio art with a period in Art History. The world events of the time are discussed and at times interrelated with a history lesson. At all times self-expression and art appreciation are emphasized. Students experience a wide range of art techniques and artistic styles while also learning the importance of creative expression and the role that the visual arts have played throughout history.

### **Family and Consumer Sciences/Home Economics**

Family and Consumer Science/Home Economics courses offer student in the intermediate and commencement grades with learning experiences that are geared to helping students manage the challenges of living and working in a diverse global economy. Experience include balancing family, home and work lives; promoting optimal nutrition and wellness; becoming responsible citizens; being financially prudent, and functioning effectively as providers and consumers of goods and services.

### **Health**

Health classes are provided by classroom teachers for all elementary and middle school students. Once in the high school program, a certified Health teacher delivers the state approved curriculum. The core of the instructional content aligns with NY State Standards and includes topics such as care of the body, functions of the body, protection from disease and healthy foods. Health habits and attitudes are the focus of each lesson.

### **Music**

The music program is an essential part of the Hallen School. It creates an opportunity for all students to work collaboratively and interactively with each other. The students are given a chance to express themselves creatively in a safe and fun environment.

Vocal training, guitar and piano lessons are available privately based on interest from our upper school program. The students have opportunities throughout the year to showcase their talents at various assemblies and shows. The music teacher works with all students to increase their imagination and to build self-esteem.

### **Computer Class/Technology**

Two computer labs are available for computer classes. Application of word processing, Microsoft Excel® and Microsoft PowerPoint® are among the skills that enhance the classroom content learning. Use of software and the World Wide Web keep students up to date in skill building and communication. A SMART Board™ is also available for classes and small group instruction.

## Physical Education

Physical education classes are held three times a week for every student unless there is a physician note restricting physical activity. Students enjoy the opportunity to engage in physical activities designed to promote exercise, physical fitness, team sports and sportsmanship and individual motor skill development. When appropriate, physical education classes may go for walks outside as long as students have walking slip permission slips signed.

The Hallen School sports teams are known as the Hallen Hawks. The Hallen Hawks play soccer in the Fall (October to November), basketball in the Winter (December to February), and Track and Field in the Spring (April - June). Student athletes need to be 14 years old in order to participate in these after school activities. Parents and fans love cheering on the team as their seasons have brought many opportunities for developing character and good sportsmanship.

## EXITING THE HALLEN SCHOOL

Upon successful completion of all commencement level requirements, Hallen students can exit with a Regents Diploma, Local Diploma, Career Development and Occupational Studies (CDOS) Credential or a Skills and Achievement Commencement Credential (SACC). The transition and exit plan should be reviewed with the CSE on a yearly basis.

### Exiting Diploma Options

Graduating with a high school diploma gives you access to college, the military, and trade schools. The two most common diplomas in New York State are the Regents diploma and the Local diploma. For both the Regents diploma and the Local diploma, you must earn 22 credits (44 credits in NYC) in specific courses and participate in required NYS Regents Examinations.

### Exiting Credentials

Students with IEPs who are unable to earn a Regents or Local Diploma may leave school with one of two credentials: (1) the Career Development and Occupational Studies (CDOS) Commencement Credential; or (2) the Skills and Achievement Commencement Credential (SACC). These credentials replaced the "IEP Diploma," which is no longer offered. On their own, the CDOS and SACC credentials are NOT high school diplomas and CANNOT be used to apply to college, the military, or trade schools.

- ❖ **CDOS Credential:** The CDOS Commencement Credential is a certificate that is meant to show readiness for entry-level jobs. It is possible to complete high school with a CDOS Commencement Credential only. But, on its own, the CDOS Commencement Credential is NOT a high school diploma and CANNOT be used to apply to college, the military, or trade schools.
- ❖ **SACC:** The SACC is available only to some students with significant disabilities who take the New York State Alternate Assessment (NYSAA). A student may exit high school with a SACC after the end of the school year in which he or she turns 21, or after at least 12 years of school (not including kindergarten), if the parent wishes. If a student leaving the school with a SACC will get a certificate and a Student Exit Summary.

## MEDICAL INFORMATION

### **Emergency Contact Form**

The Emergency Contact Form must be filled out by a parent/guardian. It is imperative that updated emergency contact information is on file at Hallen. In the event of a medical emergency, we would like to have the most up-to-date information on file.

### **Medication at School**

All medications, prescription and over the counter, must be brought to school in their original containers and be accompanied by a *Medication Administration Form* which has been signed by the parents. No medication will be dispensed unless it has been provided by the parents and is accompanied by the *Medication Administration Form*. Medications will only be dispensed according to the dosing directions on the label.

Students are not permitted to carry medication while in school. All medications are kept in the nurse's office during school hours.

### **Physicals**

A physical examination and documentation signed by a physician is required yearly for all Hallen students.

### **Annual Update Form**

The Annual Update Form is required for students who have an up-to-date physical on record. It must be filled out by a parent/guardian. It is important to indicate if your child can participate in physical activities, has allergies or illnesses, or is taking any medication.

### **Participation in Physical Education**

Your child will participate in physical education class unless a note from your child's physician indicates restricted participation or limited participation in physical activities.

## BEHAVIOR GUIDELINES

### POSITIVE & PROACTIVE RESPONSE TO BEHAVIOR

#### Positive Behavior Supports (PBIS)

P.B.I.S is a framework that focuses on creating a positive school-wide environment by defining and teaching appropriate student behaviors. The overarching goal of the program is to be proactive by setting clear behavioral expectations for all students. Furthermore, we will place emphasis on the types of behavior we want students to display instead of focusing on the behaviors we do not want them to emulate.

The Hallen School has adopted the acronym **S.O.A.R** (Safe, Organized, Accountable, Respectful). Through this acronym, teachers will teach the skills that are directly aligned with our behavioral expectations and students will have the opportunity to practice them. In the classroom, teachers will teach students about the positive behaviors that are expected in the classroom, hallways, and dismissal rooms. Visual reminders of the expectations are communicated on a matrix that will be posted all around the building (lobby, hallways, bathrooms, classrooms etc.).

#### Crisis Intervention

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. Administrators, teachers, therapists, and other school staff are expected to engage students in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and, when appropriate, with his/her parent/guardian. Intervention and prevention approaches may include counseling support (mandated or non-mandated) and services to address personal and family circumstances; social/emotional learning, conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Despite these preventative strategies listed above, there are times when a student's behavior represents a danger to his/her safety, the safety of others around them, as well as a danger to school/personal property. As the primary source of managing dangerous behavior in the school environment, the Hallen School utilizes the principles of the Crisis Prevention Institute (CPI) model. CPI utilizes both proactive measures for preventing disruptive behaviors and safe/secure physical intervention measures. These measures are only used as a last resort and when the safety of the child, others, or property is at risk and parents are always notified of such instances.

The use of time out room may be used Pursuant to Commissioner's Regulations. A time out room is defined "as an area for a student to safely deescalate, regain control and prepare to meet expectations to return to his/her education program." If a time out room is to be used, it must be used in conjunction with a behavioral intervention plan (that is designed to teach and reinforce alternative appropriate behaviors) in which a student is removed to a supervised area in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others

### **Code of Conduct**

The Code of Conduct will be provided to parents and upon admission to The Hallen School for new students. We ask that parents complete the acknowledgment form that is attached to the Code of Conduct. Failure to fill out the acknowledgement form does not waive your child from following the rules created by school and district. It is important that you review the information with your child at the beginning of each school year to help us promote a safe and engaging learning environment free from behavioral distractions. The Code of Conduct will be available in print and on our website, [www.thehallenschool.net](http://www.thehallenschool.net).

### **Dignity for All Students Act (DASA)**

The Dignity for all Students Act provides that students in elementary and secondary school are provided with a school environment which is free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. At Hallen our school code of conduct provides for a safe environment for all students. Students and staff are trained in character education to provide them with an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. We believe that teaching students to be cooperative, respectful, and civil is a shared responsibility between the home and the school. Our school-wide expectations and rules created through our PBIS Program (SOAR) ensure safety, teaches responsible self-managing behavior, and maximizes academic learning for both students and staff. In the event that you believe any person has been subjected to discrimination, bullying, or harassment please contact the Principal or Director of Curriculum, Instruction & Assessment, our building's Dignity Act Coordinators, by calling the school.



## SAFETY GUIDELINES

Children and youth rely on and find great comfort in the adults who protect them. Teachers and staff must know how to help their students through a crisis and return them home safely. Knowing what to do when faced with a crisis can be the difference between calm and chaos, between courage and fear, between life and death. There are fires in schools every year, yet there is minimal damage to life and property because staff and students are prepared. This level of preparedness needs to be extended to all risks that schools face. Schools need to be ready to handle crises, large and small, to keep our children and staff out of harm's way and ready for teaching and learning.

Maintaining a safe and secure environment at each school involves a collaborative effort among all staff, parents, emergency first responders and the community. It is a shared task. Basic school security measures and prevention initiatives at a minimum include:

- All entrances to the building must be locked.
- A camera with intercom to monitor the main entrance.
- All visitors must be approached with a request for the purpose of their visit, sign- in on a visitor log, wear an identification badge, be required to go to the Principal's office or Nurse's office and not directly to classrooms, and sign out upon exit.
- All staff must wear identification badges.
- Deliveries must come through the front office or other designated locations. Delivery source must be confirmed by the Business office.
- Vendors and contractors should be registered and issued a badge or credential upon admittance to the building.
- Bus loading zones, parking areas and student drop-off/pick up areas must be monitored. Bus matrons are to be with their students until 8:00 a.m. each morning.
- Students must be supervised in hallways between classes.

### **Basic Response Procedures**

A school-wide safety manual was developed using multiple information and expertise. The plan was reviewed by experts from the New Rochelle Police Department as well as a representative from the New York State OSHA office. Basic emergency response protocols are covered such as evacuation procedures, lockdown procedures, closed door procedures and reverse evacuation procedures to ensure the safety of your child in the event of an emergency.



## YOUR RIGHTS

### Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day The Hallen School receives a request for access.

Parents or eligible students should submit to the school a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask The Hallen School to amend a record should write the school principal clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

From US Department of Education website -Family Compliance Office

### **PROCEDURAL SAFEGUARDS**

As an essential member of the CSE, your involvement in your child’s education plays a major part in ensuring that your child has a successful school experience. Knowing your rights both at a federal and state level is important in the special education process. To better inform you of these rights as a parent/guardian, The Hallen School will provide you with a copy of Procedural Safeguards Notice. This notice will also be issued by the Committee on Special Education in the following circumstances:

- Upon initial referral or your request for an evaluation of your child.
- Whenever you request a copy.
- Upon receipt of the first due process complaint in a school year requesting mediation or an impartial hearing.
- The first time in a school year when the school district receives a copy of a State complaint that you submitted to the New York State Education Department (NYSED).
- When a decision is made to suspend or remove your child for discipline reasons that would result in a disciplinary change in placement.