



**SHORTRIDGE ACADEMY  
FAMILY/STUDENT HANDBOOK**

*Revised*  
**2/2020**

## **SCHOOL CONTACT INFORMATION**

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## **I. INTRODUCTION**

**Welcome to Shortridge Academy!** We are happy that you have chosen Shortridge Academy and its staff to be an important part of your continuing development as a family. At Shortridge Academy you will find a program that promotes Positive Youth Development (PYD) through the integration of counseling, academics, social responsibility, and leadership skills. We strive to provide students with a full, balanced, and invigorating curriculum together with opportunities for growth in all aspects of daily life. In this handbook, you will learn about the Shortridge community and Positive Youth Development.

This handbook is intended to serve as a guide to help students and their families come to know Shortridge Academy's program and opportunities as well as to set forth basic expectations and agreements. Please take the time to familiarize yourself with the contents.

Upon review, if needed, please direct any questions, comments, or concerns to the appropriate counselor, academic or residential advisor, or administrator.

This handbook will provide you with a broad spectrum of information regarding Shortridge Academy so that you may feel as included and informed as possible. We look forward to working with you toward a positive, meaningful, and rewarding Shortridge Academy experience.

The policies set forth in this handbook have been developed by the school, and may be revised or updated periodically. You will be advised by email about any changes that may occur. Because of our unique and industry leading model of adult-youth partnerships, fostering an authoritative community, and power-sharing with our population, the details of agreements, specific expectations (such as the dress code) and consequence system will evolve over time and will change. This dynamic aspect of our milieu is what makes Shortridge Academy unique, effective and realistic.

## **A. Our Mission**

Shortridge Academy is a private New England boarding school emphasizing college preparatory academics within a therapeutic community. We are located in southeastern New Hampshire with close proximity to both the seacoast and the mountains. Shortridge's setting and location provide a more "normalized" experience for our students than other therapeutic programs as they develop critical strengths for their futures.

Guided by a Positive Youth Development perspective, Shortridge Academy provides a therapeutically supportive and inspiring educational community. We support the cognitive, emotional, and social development of bright yet struggling adolescents by utilizing clearly-defined, goal-directed plans, evidence-based strategies, and a college preparatory curriculum. Joining with families, our trained staff engages students to identify their strengths and encourages the development of skills and knowledge that will prepare them for healthy and productive adulthood.

While a typical Shortridge student is bright and college bound, many students benefit from our emphasis on the development of executive functioning and self-regulation skills. Our curriculum both in and out of the classroom is mindful of individual learning styles and challenges, and integrates strategies that maximize the learning process.

Shaped by the defining features of authoritative parenting, the Shortridge community fosters collaboration within boundaries and offers students "a seat at the table" on both individual and community wide topics. This type of student inclusion is in part what makes the Shortridge community unique.

We accomplish our mission by sustained review and application of best educational practices while embracing the "Six C's" of Positive Youth Development (Competence, Confidence, Connection, Character, Caring, and Contribution) in everything we do. This distinctive approach allows us to engage our students and their individual strengths.

## **B. Our Students**

Shortridge Academy students are bright and engaging young people who can thrive in a coed college preparatory boarding school environment. They have typically gained insight and resiliency in a therapeutic wilderness program or residential treatment center prior to enrolling at Shortridge. Our students and families are well suited to a personalized approach that dovetails therapeutic and academic plans.

**Although our students have previously experienced success, they may have more recent struggles with issues such as:**

ADHD / Executive Function Issues	Poor decision making
Mild learning differences	Gravitation to a negative peer group
Recent academic struggles	Adoption Issues
Depression	Grief and Loss / Post-Acute Trauma
Anxiety	Family Conflict and Opposition
Low self-esteem	Excessive computer use / isolation
Identity issues	

**Shortridge Academy is typically not able to serve students with:**

Recent suicidal behavior	Significant opposition out of the home
Personality disorders (Axis II traits)	Conduct Disorder / Bullying / Violence
Active eating disorders	Certain Medical Conditions

## **C. School Philosophy And Theory Of Change**

Shortridge Academy uses evidence-based practices, well-trained and supervised staff, and positive peer influence to promote emotional healing, fulfillment of academic potential, character building, improved family relations, and the development of interpersonal and decision-making skills. Individualized Positive Development Treatment Plans systematically developed by counselors, teachers, students, and parents build on the strengths of each student and guide the use of programmatic, academic, and therapeutic strategies and activities from an authoritative perspective. Shortridge Academy's structured residential environment is a nurturing, intentional community where staff provides positive role modeling and the scaffolding students need to succeed. Students are empowered to work as partners with parents and staff to develop competence and confidence in making positive choices and planning for their future.

# **II. POSITIVE YOUTH DEVELOPMENT** **AT SHORTRIDGE**

## **A. Positive Youth Development Overview**

Shortridge Academy's services to students and families are guided by an approach to

working with young people known as Positive Youth Development (PYD). PYD acknowledges and builds upon the strengths and positive characteristics of students, rather than just focusing on problems. PYD engages youth, their families, and caring community members to provide the scaffolding that young people need to identify and develop their strengths, minimize risks, and buffer against psychological problems. The PYD approach used at Shortridge draws upon and integrates new knowledge about adolescent brain development and the research on contemporary issues facing adolescents. Whenever possible, activities and strategies are evidence-based or have been selected because they are designated as “best practices.”

The PYD strategies used by Shortridge staff are designed to build competence, confidence, character, caring, connections and coping skills that prepare students for the transition into a healthy, happy, responsible, and productive adulthood. PYD has its roots in developmental psychology, developmental epidemiology, and prevention science and is supported by a broad range of programs and agencies including the federal Family and Youth Services Bureau, the Administration for Children and Families, and the US Department of Health and Human Services.

Shortridge has identified seven broad goals for all students attending the school to help them become thriving young adults. These include:

- Build healthy decision-making and critical thinking skills by developing a personal value system for making good choices, and becoming comfortable seeking adult advice when appropriate.
- Establish and maintain trusting relationships by forming mutually supportive connections with family, peers, and other adults.
- Embrace and implement a healthy lifestyle, including regular exercise and a balanced diet, by embracing a sound attitude toward their bodies and their sexuality, and by managing risk-seeking impulses in a positive way.
- Recognize and develop individual leadership potential by understanding the elements of responsibility, and ultimately learning to be strong and positive role models themselves.
- Create personal goals and identify the resources and strategies to achieve them by establishing and working toward short and long-term objectives, including plans for life transitions.
- Develop resiliency and self-efficacy by increasing confidence and social competence, reinforced by thoughtful practice of coping skills during times of discomfort.
- Establish a more positive role within the family by discovering how best to contribute to the dynamics of their family system.

Shortridge promotes emotional healing, fulfillment of academic potential, character building, and improved family relations, as students work to achieve these broad goals.



Shortridge develops individualized Positive Development Treatment Plans (an alternative to treatment plans) for each student. Based on the seven main program goals, the Positive Development Treatment Plans are systematically developed by counselors, teachers, students, and parents and build on the strengths of each student. These Plans guide the selection and use of programmatic, academic, and therapeutic strategies and activities to maximize the progress of each student.

Shortridge Academy's structured residential environment is a nurturing, intentional community where staff members provide positive role modeling and the scaffolding students need to succeed. Students are empowered to work as partners with parents and staff to develop competence and confidence in making healthy choices and planning for their future. The expectation is that, rather than just providing discipline and controlling problems, Shortridge's PYD approach will help students develop the skills they need and the inner motivation to make their own positive decisions, maintain a healthy lifestyle, demonstrate strength of character, succeed relationally and academically, and be contributing leaders in their communities.

## **B. Authoritative Parenting and Authoritative Communities**

Consistent with a PYD perspective, Shortridge Academy uses and recommends an authoritative, rather than an authoritarian, permissive, or uninvolved approach to guiding and co-parenting adolescents. The research literature consistently finds that this type of parenting supports optimal adolescent development. Authoritative parenting involves dealing with teens in a rational, inclusive manner and providing flexible guidance with verbal give-and-take. Authoritative parents have realistic expectations about the abilities of their adolescents and understand that these abilities change over time as their children move toward adulthood. Authoritative parents monitor, rather than control, their teens and include them in making decisions about rules and about the consequences for infractions of those rules. This process fosters an understanding of and compliance with boundaries set by parents while also supporting the developing autonomy of their adolescent.

Authoritative parenting appears to strengthen parent/teen attachments, enhances competence and self-reliance, helps teens withstand negative influences, and contributes to school success. This approach to parenting also enhances reasoning skills, perspective taking, empathy, and moral judgment.

The approach used by authoritative parents also can be implemented in schools such as Shortridge. At the school, students are included whenever possible in developing new activities, revising policies and procedures, and maintaining the safety of the community. Shortridge staff members encourage students to take healthy risks, and accept challenges while providing the necessary support needed to be successful. As positive role models, the Shortridge staff creatively interacts with students in a flexible, yet firm way, such that

boundaries are clear and age appropriate.

PYD and authoritative approaches are what make up our community and work to engage students in determining how they will meet their challenges and how they will develop their strengths. Shortridge offers students a chance to reflect on their experiences, to identify possibilities for the future, and to experience themselves from a new perspective. This occurs in an environment where adults focus on students' strengths and involve them in their own development. We ask students to play a role in choosing activities, making school policies, and creating new programming. Often, our students will present ideas to our management team or will come to our staff meetings to make a proposal. Inevitably, Shortridge students begin to see themselves as competent and capable individuals who have the ability to set and achieve goals that will allow them to thrive in the future.

Authoritative approaches to discipline often take more time, consideration, and patience, but they pay dividends when young people internalize community values and standards and are able to make positive choices even when there are no adults around to provide external control. Some authoritative approaches, such as having a student help determine consequences for a rule infraction, may seem counterintuitive. However, staff members seek to turn situations that would traditionally be defined as problems into opportunities to encourage the growth of students' knowledge, perspective taking, and connection to others.

### **C. Positive Youth Development In Action**

Positive Youth Development manifests itself in many areas throughout the school's authoritative community. Shortridge and its staff utilize a combination of written plans, groups and workshops, phase move-ups, staff-student collaborative initiatives, and student representations to promote the students' positive development. Below are brief descriptions of these important Shortridge PYD components. More information regarding these topics is provided throughout this handbook.

Central to students' and families' Shortridge experience is the Positive Development Treatment Plan (PDTP). This plan serves as a roadmap to guide students and families during their entire stay as they progress through the phases. Each student and his/her family contribute to the creation of a PDTP, which is typically formalized within the first month. The PDTP is not only informed by clinical and academic summaries generated by members of the Clinical and Academic teams, but also is framed by the seven goals that support growth toward students becoming thriving adults. The student, family, and Shortridge Counselor work as a team to choose strategies and activities believed best to meet the needs of the student and family. PDTP progress is reported each term and revisions are made to the plan every other term.

In addition to the PDTP, which is primarily focused on the individual student, groups are utilized to promote connection amongst students. Facilitated by master's level clinicians,

teachers, and residential staff, groups tend to focus either on processing community issues and peer conflict, or on specific themes that enhance knowledge in areas important to positive adolescent development. Examples of theme group topics include grief and loss, depression and anxiety coping skills, adoption, learning moderation, psychoeducation, and learning styles.

Moving from one phase to another represents important milestones for students. As students progress from phase to phase including the transition component, both their responsibilities and freedoms increase. Determining readiness for phase move-up is meant to challenge students to identify and acknowledge their strengths while also highlighting areas that need further development. This phase move-up process generally takes about one month and requires students to complete individual written assignments, family written assignments, team “feedback” groups, interviews, and letters of recommendation.

Students are included and engaged in the decision-making process relative to many areas of the school’s governing policies and procedures. Within boundaries, they have opportunities to shape guidelines on topics of interest such as dress code, music, and, to some extent, computer use. One area of considerable interest to the students is that of activities. Students have the chance to partner with peers and adults to “represent” ideas to improve the quality of life at the Academy. Student ideas are represented in written form called “Reps,” and are discussed with staff.. The Residential Managers provide adequate resources to scaffold the student to develop the ideas. Members of the management team are often brought into the process to move ideas forward or to provide explanations for not pursuing an idea.

The emphasis on promoting an authoritative community and power sharing between staff and students has yielded many positive student contributions over recent years. The skateboard park, the music-recording studio, and the surfing program are examples of student contributions. In each of these examples, students were encouraged to engage in many important processes with peers, staff, and administration. Students represented and negotiated their ideas, navigated budgetary issues, addressed liability concerns, collaborated with contracted services, established agreements, and drafted policies and procedures.

### **III. SCHOOL STRUCTURE**

#### **A. Shortridge Academy Board of Directors**

In accordance with the NEASC accreditation governance rules, Shortridge Academy has a Board of Directors. In addition to the Founder of Shortridge, the Directors have significant experience in areas of secondary education, post secondary education, young adult educational services, and entrepreneurship and business leadership. The Board not only governs important issues such as the annual budget, but also advises on many initiatives related to research, capital budgets, academic programs, employee retention, and more.

Adam Rainer, Founder and CEO, is on campus daily to implement PYD throughout the Shortridge community.

## **B. School Management and Departments**

Shortridge Academy's Management Team and daily operation is led by Founder and CEO, Adam Rainer, and includes the following Departmental Directors:

Head of School/COO:	Mik Oyler, M.Ed.
Academic Director:	Anne Downey, Ph.D.
Clinical Director:	Christina Smalley, MA, LCMHC
Medical Director:	Kay Patch, M.S., C.S., APRN
Admissions Director:	Katie Rainer, BS
Technology Director:	Aaron Logan, M.Ed.

The Shortridge Management Team meets on a weekly basis to address current issues while steering the operations of the school. This team is responsible for the overall quality of services provided by the school and for responding to recommendations and suggestions for improvement offered by students and families.

## **C. Advisors to the Academy**

In addition to the governance leadership provided by the Board of Directors, Shortridge benefits from advice, counsel and wisdom of an Advisory Board. Specifically, the Research Advisory Board made up of Dr. Richard Lerner and Dr. Jackie Lerner, and research consultant, Dr. Kristine Baber, make up the advisory group.

# **IV. STUDENT RESIDENTIAL STRUCTURE**

## **A. Phases**

Shortridge Academy breaks down our therapeutic programming into three Phases. Although treatment is individualized to the student and family, the Phases provide a general structure and framework for learning.

The main component of Phase One is skills acquisition. Students are expected to become oriented to the program and will familiarize themselves with the goals of Positive Youth Development. Therapeutic and academic skills are introduced and taught in a variety of ways. Students maintain a phase one portfolio which provides a record of skills they have acquired. At the end of this phase they complete assessments of their own work, and decide

with their team when they are ready to move to Phase Two. Phase One also includes on campus family work.

Phase Two is a period of rehearsal and practice. Students continue to practice the skills which they acquired in the first phase with emphasis on internalizing those skills and applying them appropriately. Students begin to have visits at home during this phase and start to apply their Shortridge skills to their home and everyday life.

Phase Three is about mastery and maintenance of skills. Students are expected to be able to apply their skills with minimal direction. They can maintain a healthy daily life both at home and at school. They understand their learning including their strengths and challenges and are equipped to handle adversity. Phase Three students are true to themselves while contributing to the lives of others.

## **B. Teams**

Students are assigned to teams based on their designated counselor, academic advisor and residential mentor. Teams are often comprised of students in different phases, which allows more experienced students the opportunity to support students who are newer to Shortridge. Teams meet every week for group and the staff members on each team have an additional, weekly meeting to ensure proper communication. Families are welcome to contact any of the staff members on their team as needed.

## **C. Committees**

Unique to Shortridge is a structure that includes student-led and staff facilitated Committees including Leadership, Activities, Health and Wellness, and Campus Improvement Committees. Committees include leadership structure where students serve as Chair, Vice Chair and Secretary of Committees. Committees meet once per week after school.

# **V. AGREEMENTS: RULES AND EXPECTATIONS OF STUDENTS**

Shortridge Academy often uses the term “Agreement” when referring to the rules and expectations that apply to all students. “Agreement” is used because a student who is progressing through the Shortridge program, complying with the rules, and meeting expectations is viewed as making decisions that are “in agreement” with the rules and expectations. Conversely, a student who is violating the rules is viewed as making decisions that are “out of agreement.”

Agreements are codes of conduct and are separated into five categories: Core Agreements, Safety, Respect, Life Skills, and Simplicity. Each rule and expectation falls under one of these categories.

### **A. Core Agreements**

At Shortridge Academy, there are three core agreements, which if not adhered to can lead to a student's immediate dismissal. The following three agreements are intended to promote an environment that is safe and nurturing:

- 1. No acts or threats of emotional or physical violence*
- 2. No drugs or unauthorized substances*
- 3. No relationships of a sexual nature*

### **B. Community Safety**

Students are expected to contribute to the physical and emotional safety of the school and its community. The following are some of the main agreements and expectations around contributing to a safe and supportive community.

- No violence. This includes aggressive acts or threats, intimidation, posturing and/or instigating.
- Any form of sexual acting-out or inappropriate intimate contact including massaging, cuddling, petting, kissing, sexual contact of any kind, exhibitionism, sexually offensive comments, or possession of pornography in any form including computer, magazines, video etc.
- No drugs, alcohol, tobacco (smoke, smokeless, electronic, vape, etc...) including over the counter medicine, Sharpies, or other abusable substances
- No "cheeking" or diversion of prescription medication.
- No body manipulation. This includes cutting, burning, piercing or writing/drawing on your, or someone else's, body. No new piercings are allowed to be completed while on the campus. Students should not have permanent markers unless approved by a specific staff member.
- No horseplay. This includes, but is not limited to wrestling, pushing, tackling, punching, shoving, or kicking.
- No bullying. This includes, but is not limited to, name-calling, teasing, peer pressure, peer alienation, cyber bullying.
- No stealing. This includes, but is not limited to; borrowing without permission, or going through another student's possessions or personal storage space, both in the dorm and the main school building.
- No gambling.
- Students cannot be alone at the dorm, unless approved.

- No leaving campus without permission

### **C. Respect**

Students are expected to show respect to themselves, peers, staff, and visitors. Each student has a responsibility to uphold general respect.

- No swearing or other foul or offensive language.
- No stealing.
- Do not handle or touch another student's belongings without permission.
- Do not enter a staff area without permission.
- No talking during meetings and announcements.
- No hats indoors during the school day
- Follow staff direction at all times
- No shoes or bare feet on tables or couches
- 

### **D. Life Skills**

The following expectations are in place to teach life skills.

- Follow the dress code (see Section E below).
- Students who grow facial hair must keep that facial hair neatly trimmed.
- Punctuality – Students are expected to arrive to the house, to meetings and to class on time.
- Students must always check in and out with the Residential Supervisor or Floor Manager.
- Food is to be eaten in the dining hall unless otherwise indicated by staff. No food or drink in the rest of the house or the dorms, with the exception of water in a water bottle.
- Must be compliant with medication schedule

### **Physical Contact Policies**

#### **New Student Physical Contact Policies**

Students should begin their time at Shortridge giving most of their time and effort to their treatment goals. For at least the first month, students should refrain from being in a romantic / couple relationship. After the first PDTP is created, the students' team can decide if they are ready to engage in Shortridge's typical physical contact. Until that time, new students should limit their physical contact to handshakes, high fives, and brief hugs.

## General Physical Contact Policies

### Goals:

- Be aware of how physical contact affects you, the other person, and others around you.
- Maintain inclusivity rather than exclusive relationships.
- Provide space and time for focus on individual therapeutic goals as opposed to the issues intimate relationships can create.

### Expectations:

- Have the person's permission before physically engaging with someone else: hugging, putting your arm around them etc. If someone says no or asks you to stop the expectation is that you respect their request.
- Promote emotional safety and boundaries.

### Appropriate Physical Contact:

#### General Physical Contact Agreements:

- Handshakes, High fives, and brief hugs (< 5 seconds) are permitted.
- Students may hold hands and may have their arm around another person outside of "school hours," which is defined as 8:30am to dorm time.
- Students may sit next to one another, but may not sit on or have any body parts on others (other than that listed in the above agreement).
- Students may have heads on one another's shoulders

### Other Notes:

- Students are encouraged to seek positive forms of releasing energy such as sports, yoga, meditation, or other types of exercise.
- Any contact inconsistent with goals and expectations of the policy is prohibited.
- Physical Contact privileges as noted above may be removed at the discretion of staff for safety or clinical purposes (e.g. physical or full bans due to prior incidents or distraction from therapeutic or academic work)

Couples Agreements - Students should demonstrate health in the major areas of their lives prior to entering into a relationship.

### Healthy Relationships contain:

- Balance between both people in the relationship.



- Balance of the relationship and other activities in one's life.
- Two individuals who are therapeutically aware of themselves and their challenges, with positive self-image.
- The relationship can be talked about in groups but doesn't overtake most group conversations and causing imbalance.
- Doesn't negatively impact the community.
- Still must follow General Physical Agreements (unless on bans)
- Both students should be keeping up with the other aspects of their Healthy Lifestyle Goals:
  - Physical Activity
  - Healthy Eating
  - Healthy Tech use
  - Academically caught up

#### Possible interventions

- Separate meals
- Bans (physical and full) until other areas of healthy lifestyle have improved.
- Discussions about how relationship is impacting self and others
- Students not allowed on same trips

### **E. Simplicity: Clothing and Dorms**

There are specific guidelines built into the daily structure and routine that are intended to keep things simple and free from added distractions. From students' personal attire and presentation throughout the day, to the bed space at the dorm, the objective is to provide minimal distraction. These guidelines include the following and are presented on additional pages.

#### **1. Dorm rules and expectations:**

##### **A. DORM CLEAN EXPECTATIONS AND GUIDELINES**

BEFORE YOU LEAVE THE DORM IN THE MORNING OR BEFORE DINNER, YOU MUST:

- PICK UP EVERYTHING OFF THE FLOOR IN YOUR ROOM
- MAKE YOUR BED (MAY HAVE A PILE OF CLEAN LAUNDRY ON BED)
- PUSH IN YOUR DRAWER

- SWEEP BEDROOM AND BATHROOM FLOOR (MORNING ONLY)
- HANG BATH MATS AND TOWELS
- CLEAR OFF AND WIPE DOWN BATHROOM COUNTERS
- LEAVE BEDROOM AND BATHROOM DOORS OPEN FOR VENTILATION
- SWEEP AND ORGANIZE COMMON ROOM (WEEKLY ROOM ROTATION)
- SWEEP AND ORGANIZE FRONT AND SIDE PORCHES (NO TRASH, CLOTHING, CARDBOARD, ETC.)
- ORGANIZE PERSONAL SHELVES (NO TRASH, ETC.)
- RAISE BLINDS IN BEDROOM (MORNING ONLY)

**\*\*\*\*THERE SHOULD BE NO TRASH, ARTICLES OF CLOTHING, OR ANY ITEMS ON THE FLOOR OF YOUR ROOM, BATHROOM (LAUNDRY AREA) OR COMMON ROOM\*\*\*\***

#### **B. DORM TIME SCHEDULE:**

- MONDAY-FRIDAY – WAKE UP AT 8:00AM – CHECK IN WITH STAFF AT HOUSE BY 8:30AM.
- SATURDAY – WAKE UP AT 9:30 AM – CHECK IN WITH STAFF AT HOUSE BY 10:00AM
- SUNDAY – WAKE UP AT 9:30 AM - CHECK IN WITH STAFF AT HOUSE BY 10:00AM
- EVENING DORM - TIME (MONDAY-FRIDAY – 5PM-6:00PM)(SATURDAY AND SUNDAY – 8:45PM) – THIS IS A TIME WHEN YOU REST, TAKE A SHOWER, CLEAN, OR HANG OUT. YOU CAN VISIT OTHER ROOMS AT THIS TIME, BUT NOT OTHER DORMS.
- BEDTIME DORM TIME – 9:00 PM-9:45 PM – THIS IS A TIME TO SHOWER, DEBRIEF THE DAY, GET READY FOR NEXT DAY, ETC.
  - YOU MAY VISIT OTHER ROOMS OR COMMON ROOM AT THIS TIME UNTIL 9:30PM. MAY NOT VISIT OTHER DORMS
  - LIGHTS OUT AND IN BED AT 9:45PM

- MAY USE HEAD LAMP TO READ UNTIL 11:00 PM.

### **C. GENERAL GUIDELINES AND EXPECTATIONS:**

- NO FOOD OR DRINK (other than water)
- NO MOVING OR SWITCHING BEDS WITHOUT PERMISSION
- NO LEAVING THE DORM AT NIGHT UNLESS WITH STAFF PERMISSION
- NO COMPUTERS
- ALL ROOMS CAN DECORATE THEIR DESIGNATED WALL (ALL DÉCOR MUST BE APPROPRIATE – NO DRUG, ALCOHOL, SEX, OR VIOLENCE REFERENCES. IF STAFF FEELS IT IS INAPPROPRIATE, THEN IT MUST BE TAKEN DOWN) - Staff will provide command strips to hang items on the walls
- ALL INDIVIDUALS CAN DECORATE THEIR BOARD ONLY (SAME DÉCOR GUIDELINES APPLY).
- NOTHING CAN BE HUNG FROM CEILING, BED FRAME, DOOR, CLOSET, OR WINDOW (without Dorm Parent permission)
- NO WRITING OR MARKING THE WALLS, BEDS, FLOORS, OR ROOMMATES
- No halogen lamps or string lights are allowed in student rooms.
- No candles, NO INCENSE, and no open-flame devices are permitted in student rooms. Roller ball essential oil dispensers are allowed.
- Nothing should be hung from fire sprinkler pipes, sprinkler heads, strobes or any other fire safety device.
- Doors are to remain at least 6 inches open at all times

### **Student Speaker Agreements**

- Students who have a speaker may not play **EXPLICIT** music. Any inappropriate language in any language will not be tolerated, topics such as violence, drugs use ect.
- All music on speakers should not be heard in another dorm room.

- If a student has his or her speaker confiscated, all of their speakers are confiscated.
- If a student has his or her speaker confiscated, they may not borrow or use someone else's speaker, if this occurs the second speaker will also be confiscated.
- If staff asks for the music to either be turned off, changed, or lowered of the volume the speaker, and the student doesn't comply, the speaker will be confiscated by a staff for 3 days.
- Speakers are not allowed to be played out-loud up at the house or on the walkway to/from the house at night.
- All speakers must be off by no later than 10:30 pm every night.
- All speakers should not interfere with another students sleep
- If a student asks for the music to be turned off in order to sleep they must do so immediately
- Possible consequences: Dish Crews, Work Projects, loss of iPod privilege, or other restorative justice

**IF THESE GUIDELINES CAN NOT BE FOLLOWED AS A  
COMMUNITY THE USAGE OF SPEAKERS ON CAMPUS WILL BE RE-  
EXAMINED**

## **Recording Studio**

### Podcasting & Songwriting/Performing Content Rules

1. No explicit content: This includes, but is not limited to: swearing, derogatory language, racist & sexist remarks, anything that is considered bullying, and topic choice (if you're questioning if a topic you want to podcast or sing about is appropriate, it most likely isn't).
2. [VERY IMPORTANT] When recording a podcast or song, under no circumstances are you allowed to use the full name of any student(s) currently enrolled at Shortridge Academy. Furthermore, that extends to any personal stories from your past or the past of your fellow classmates. This is for legal reasons, please respect the privacy of your fellow classmates.
3. The consequences for breaking any of these rules are as follows: Dish crew, loss of computer, work project, reflection and recording studio suspension.

## **2. Clothing and Expectations:**

Overall Philosophy- Clothing, hair, makeup, and accessories should be clean and presentable and should not be a distraction. During the school day, students attempt to dress similarly to how they may dress at an average job. Evenings are more relaxed in clothing agreements. Clothing should never be offensive in nature (logos or words must be appropriate).

**NOTE: Parents are told that with the exception of winter coats and boots, no article of clothing should exceed \$100.00. If staff notice something particularly expensive, please let students team know.**

#### **A. GENERAL RULES AND EXPECTATIONS School Day Attire:**

- No Tight-Fitting, overly loose, ripped or torn or patched clothing.
- No see-through or revealing clothing. No exposed midriffs or underwear.
- No hats in the house.
- No winter coats worn in the house.
- Clothing and shoes should be clean and in good condition.
- School day shoes must have a backstrap, unless they are classic Birkenstocks.
- Pants- Khaki / Chino pants, jeans, or dress pants are all acceptable for the school day.
- Skirts shorter than 3 inches above the knee must have spandex shorts or leggings worn underneath. Skirts/tunics must completely cover backside by 2 inches.
- Shorts must be fingertip length.
- Tops- Collared shirts, Henley shirts, or plain t-shirts (no writing or screen printed graphics).
- Sweaters can be worn, but sweatshirts must have a school appropriate shirt underneath.
- Jewelry is permitted for both genders but should be kept to a minimum, such as no counter culture jewelry (e.g. big gold chains with hood ornaments on them, multiple body piercings representing distracting images).
- Facial hair should be neat and trimmed.
- Hair- All haircuts should be clean and combed. Students may have longer hair, but it should not be in their face. No hair dye is permitted on campus for safety reasons. Students may color hair at home with parent permission.
- Piercings- Students may keep current piercings as long as they care for them properly. New piercings may never be done on campus, they must be done at home or on a visit with parent permission. Decisions about individual students regarding piercings are subject to therapeutic oversight. Meaning, it may be determined that for an individual student, certain piercings might be more of a clinical issue than a personal preference issue and therefore discouraged.

### **Night and Weekend Attire:**

Evening and weekend attire can be relaxed and comfortable but should still be presentable (no rips or stains).

- Pants- Yoga pants, athletic pants / shorts, and cotton or fleece pants may be worn.
- Shirts- T-shirts and athletic attire permitted.
- Athletic field & court:
  - Boys are allowed to have their shirts off and girls are allowed to wear athletic tops showing midriff while on the basketball court or athletic field.
  - Shirts must be put back on immediately when leaving those areas.
- Swimwear:
  - Girls may wear one or two piece bathing suits that keep chest/cleavage and bottom fully covered
  - Boys may wear swim trunks (no Speedo type)
- Other: Hats may be worn in the house at night. Bathrobes should not be worn in the house.
- Staff may use their discretion and ask you to change if they feel your clothing is inappropriate. Students are expected to respect staff request and change.
- Students who come up to the Main House for school not in dress code will be taken back down to dorms to change AND will have to do a lunch dish crew that day. If they refuse to change or to do the dish crew, they lose their computer for the remainder of that day.

### **F. Consequences**

Shortridge Academy addresses student violations of rules and expectations using an approach that goes beyond discipline and punishment to encourage students to think more deeply about the effects of their actions on others and themselves. The goal is to help students internalize behavioral control and take responsibility, rather than merely have externally imposed consequences that they must satisfy. When a student violates a Shortridge rule, and is therefore “out of agreement,” they are asked to reflect on his or her violation and determine how to resolve the consequences of that behavior and make amends.

When a student makes choices that negatively impact the community, he or she participates, not decides, in determining what restrictions or extra community work might be appropriate. Dish crews, work projects, or losing special privileges such as off campus trips or computer, are examples of possible consequences.

Loss of computer generally occurs during the evenings and weekends, so the student’s academic progress isn’t disrupted unless a student’s computer use in the classroom is problematic, in which case there will be a daily consequence as well. A student may lose

all computer privileges depending on the degree of infraction. Not participating in physical activity during PE is an example.

Community Contributions: Work projects are used to improve the campus environment (pulling weeds, building rock walls, raking leaves, cleaning, etc). Dish crews involve the general clean up after meals – sweeping the dining hall, washing dishes, etc. Again, when these are used as consequences they are intended to address the impact of students’ actions and allow them to give back to the community in a visible way. Typically, these more physical or ‘behavioral’ consequences supplement a cognitive-based approach as well and will be consistent with our Positive Youth Development approach.

An overaccumulation of dish crews and work projects will lead to losing the privilege of going on off campus trips.

### Reflections

Safety or Respect infractions may result in a student receiving a therapeutically driven reflection, which may include:

- Restrictions and/or loss of privileges related to an event or behavior
- Writing assignments
- Apology in Action
- Community Contributions – dish crews or work projects
- Specific therapeutic activities

The student is required to complete all outstanding academic assignments in order to complete this level of consequence. All restrictions are upheld until the student fulfills all expectations.

### Bans

Students who do not follow physical agreements will be placed on physical bans. Failure to follow the physical ban guidelines will result in full bans. The clinical team may also choose to place students on physical or full bans for other clinical reasons.

**Physical Bans-** students are to stay a full arms length away from each other, with no physical contact between them

**Full Bans-** students are to follow physical bans, as well as not have any contact with each other in person, electronically or through a third party. Students are not to sit directly next to each other, and must remain at least 5 feet away from each other.

The school’s goal in assigning consequences is to reinforce responsibility, truthfulness, competence, and contribution to the greater community. Students are taught that being in agreement creates a more structured and predictable environment in the school and that

being “out of agreement” can disrupt the feeling of community and ease within the school. The concept of “give and take” is also discussed during this time.

## **Disciplinary Committee**

A student may be referred to and required to appear before the Disciplinary Committee for moderate and major incidents of misconduct, which include, but are not limited to, situations where the student has:

- A previous disciplinary record
- Multiple rule violations culminating from one incident
- Multiple violations of the same rule
- A violation of a school rule regarding use or control of prohibited substances, stealing, horseplay and aggression, physical agreements, and intentional unacceptable language
- Continued behavioral problems following a warning

Referrals can either be automatically or individually generated. Automatic referrals occur as a result of an accumulation of consequences such as Work Projects, depending on their current Phase/Term (as referenced Direct Care Staff Manual). Individual referrals may be made by any staff/faculty with the support of their direct supervisor, and any Dorm Head with the support of a Residential Supervisor/Manager, Academic Life Manager, or Counselor.

Should a student violate a major school rule while under a Disciplinary Plan, even if it is the student’s first offense, the Disciplinary Committee may refer the student to appear before the Management Team and may recommend probation and/or dismissal?

The Disciplinary Committee is typically comprised of three students and three faculty members with the Residential Manager presiding as the Disciplinary Committee chair. The chair of the Disciplinary Committee acts as a facilitator and is a voting member of the body. No outside person, including parents/guardians, may be present at a Disciplinary meeting. If a member is not available to participate in person, they may still vote after receiving a debrief by the other committee members. A quorum is defined as 4 committee members and is required in order to hold a hearing.

When a student appears before the Disciplinary Committee, the student’s Counselor may attend, whose role is to observe and offer support to the student, including guidance in fulfilling any Disciplinary Plans.



Disciplinary Plans take under consideration the nature, frequency, intention, and impact of the infraction, and as close as possible, identify and assign activities, consequences, tasks or projects following a restorative justice approach, e.g.:

- No Go List
- Physical or Full Bans
- Loss of computer privileges
- Work projects
- Specific tasks from the “Restorative Justice List” (see Res. Supervisor for list)
- Drop back a phase/term
- The more restrictive supervision plan
- Other assignments or loss of privileges as identified by the committee

*Of note, the Disciplinary Plan is separate from a “Reflection,” which is therapeutic in nature and therefore written and facilitated by the student’s counselor.*

After the hearing, the Disciplinary Committee votes on a recommendation for disciplinary action, which is provided to the student and their counselor within 24 hours of the hearing by the Committee Chair. The vote of the Disciplinary Committee is considered confidential. Disciplinary Committee members are required to refrain from discussing any Disciplinary Committee decision or case outside of the Disciplinary Committee process. The members of the Disciplinary Committee each have one vote. If the vote is deadlocked, the matter will be referred to the Management Team for review, consultation, and direction. If a student member of the committee is involved in an incident referred to the committee, they will not serve on the committee during the hearing or have voting privileges.

If a student fails to appear before a required Disciplinary Committee hearing without good cause, the student loses their opportunity to represent themselves, the hearing will progress as scheduled, and the committee may elect to refer to the Management Team for review of potential probation.

All decisions of the Disciplinary Committee are final and not subject to appeal. Students may request to return to the committee in a minimum as early as one-week post-hearing to report completion of all components of the Disciplinary Plan and apply for early resolution of any loss of privileges and a return to good standing.

## **Probation**

A student may be referred to and required to appear before the Management Team for major incidents of misconduct, which include, but are not limited to, situations where the student has:

- Not followed or met expectations of a Disciplinary Plan
- Made a major violation of a school rule regarding acts or threats of emotional or physical violence, drugs or unauthorized substances, or relationships of a sexual nature

Referrals can be made by any individual member of the Management Team or by the Disciplinary Committee.

The Management Team is comprised of the Clinical Director, Academic Director, Medical Director, Admissions Director, Head of School/COO, and CEO serving as the facilitator and final voting member of the body. No outside person, including parents/guardians, may be present at a probationary meeting.

When a student appears before the Management Team, the student's Counselor may attend, whose role is to observe and offer support to the student, including guidance in fulfilling any Probationary Plans.

Probationary Plans take under consideration the nature, frequency, intention, and impact of the infraction, identify terms of probation and assign consequences, tasks or projects which include, but are not limited to:

- Loss of home visit privilege
- Physical or Full Bans
- Loss of computer privileges
- Drop back a phase/term
- The more restrictive supervision plan
- Other assignments or loss of privileges as identified by the Management Team

*Of note, the Disciplinary Plan and Probationary Plan are separate from a "Reflection," which is therapeutic in nature and therefore written and facilitated by the student's counselor.*

After the meeting, the Management Team votes to determine action and consequences, which is then communicated to the student and their counselor. Management Team members each have one vote. If the vote is deadlocked, the CEO makes the decisive vote.

If a student fails to appear before a required Management Team meeting without good cause, the student loses their opportunity to represent themselves, the meeting will progress as scheduled, and the committee will determine actions and consequences that may include expulsion.

All decisions of the Management Team are final and not subject to appeal. Students may request to return to the Management Team 3 months post hearing to report completion of all components of the Probationary Plan, and apply for resolution of any loss of privileges and a return to good standing.

## **VI. COMPUTERS AND TECHNOLOGY**

### **A. Laptops**

Shortridge believes that computers are important tools for learning, which is why students have individual laptops. Technology is integrated in various ways across the curriculum in order to enhance the development of student's writing, research skills, and creative resourcefulness. However, there are certainly challenges and even risks associated with allowing students to access the Internet. Despite the challenges, it is essential that students learn to use this technology appropriately and to balance their time, while in the more structured environment that Shortridge provides. The academic goal is for them to reach a level of technological proficiency necessary for college and most careers. At the same time, teaching students how to manage their computer use while balancing other very important aspects of their lives promotes decision-making and problem solving skills applicable and essential to positive development.

### **B. Student Internet Profiles**

In order to balance the needs of our students, the capabilities of our network infrastructure, and the philosophy of our school with regard to technology use, we have created three distinct internet profiles:

The **Limited Internet Profile** is for students whose teams have determined that they need the highest level of structure with regard to internet use. If a team or family is concerned about their student's access to communications technology, or access to gaming websites, or excessive distractions on the web, then this is the profile that we would use. It is limited

to fewer “categories” accessible through the internet (such as the gaming category, entertainment, etc.). Students with this profile would not have access to categories such as “Business IT” which is, unfortunately, a broad category. Though much of what is in Business IT is acceptable, there are also many opportunities within that category to access resources that act as Proxies, or VPN’s. All of these restrictions make it very difficult to circumvent the content filter, and they also make using many legitimate resources difficult or impossible. For example, there is no way to access iTunes music with this profile. Many of the “re-direct” links that are very commonly used (often without the knowledge of those using them) do not work with this profile because of their categorization in “Business IT.” Sometimes java applets on legitimate web pages are blocked for the same reason. The Limited Internet Profile will be used when there are serious concerns about a student’s access to communication, or they have shown an inability to use the internet appropriately (this may include students who have broken SA computer agreements consistently).

The **Standard Internet Profile** is used by the majority of our students. It has recently been reconfigured to support Apple resources such as iTunes, App Store, and Messages. This profile is not prohibited from Business IT categories, so students with this internet profile will have a more normalized internet experience. It’s important to note that VPN software or extensions may work within this internet profile. It has always been against school policy to use any such means to get around the content filter. If a student is found to have used these things then she or he will be removed from this profile and restricted to the Limited Internet Profile (other consequences may apply as well). The Streaming Media/Downloads, Entertainment, and Gaming categories will all be open in the Standard Internet Profile. Please note that there will be no network or administrative support for gaming. In recent years we’ve tried many network configurations to support game services such as Steam and others, but they don’t work consistently and they interfere with other processes. Students with the Standard Internet Profile are free to use Steam or other accessible services so long as they don’t need additional support (meaning no ports or accessibility settings reconfigured, no special categories/content servers/etc. opened for access to games). All email correspondence should go through a student’s Shortridge-provided email account. If students are found to have violated this policy, they will be switched to the Limited Internet Profile for a period of time (based on the situation).

The **Enhanced Internet Profile** has access to websites categorized as “social media” (such as Facebook, Instagram, and Twitter). Also, the “Uncategorized” areas of the internet are unblocked, which insures a virtually seamless internet experience. This means no arbitrary blocks from new/unidentified content servers, no “broken” web pages due to blocked java applets, and no blocked or interrupted services within the more complex encrypted web resources like Steam, etc. This internet profile is reserved for students who have shown a great deal of responsibility, and adherence to computer agreements.

### **C. More About Proxies, VPN's, and Torrenting**

Proxies and VPN(Virtual Private Network) applications (or VPN browser extensions) are another way that students are able to get around computer restrictions. The simplest way to think of a proxy/VPN is as another computer, outside of the local network, that a student can connect to and then do all of his or her internet browsing from there. Since the computer isn't in the local network, it isn't governed by the content filter so it can browse any website it wants. All the student needs to do is get to the proxy. Proxies have web addresses, and if they're categorized properly then the content filter blocks them. But proxies are very good at their job. They change web addresses often, use unconventional ports for web traffic, and even start up as seemingly legitimate sites in order to get categorized as something benign. It's a huge business. There are thousands of proxies, and new ones open every day. VPN applications and browser extensions are also becoming very popular because they offer security as well as anonymity on the web.

Another issue is Torrenting software, which can be installed on a computer without administrative consent. Once installed, it can send web traffic through a different port than the one that is monitored by the content filter.

Use of proxies, VPN's, or torrenting software is prohibited at Shortridge Academy. If a student is found to be using any such means to circumvent the content filter they will be restricted to the Limited Internet Profile, and may have additional consequences as well.

#### **D. Monitoring and Consequencing Computer Misuse**

In addition to the physical limitations put on the computers, such as not allowing computers in the dorms, the school works to limit any risk by watching internet activity and looking for patterns like proxy searches. Websites that come up often are monitored, or blocked manually. Students searching for proxies are confronted about it, and monitored. Computers are also randomly monitored in real-time to look for internet abuse. Consequences are given for computer use infractions, and we discuss with students the reasons we limit communication while at Shortridge. The students who understand the reasons help with enforcing the rules, or at least reporting violations, so the community plays an important part in maintaining the balance of appropriate computer use.

Despite the challenges of integrating technology into the curriculum here at Shortridge, we continue to believe in the benefits to our 21st century learners. The skills that they develop and practice here, under our supervision, will be invaluable as they continue on to college.

#### **E. Computer Use Policy**

### **Introduction and Overview**

Access to information technologies is integral to the educational mission and purpose of Shortridge Academy. We utilize technology in nearly every facet of instruction, activity,

service, research, and operation of our school. This policy provides expectations for the use of technology as it affects our school and educational community. The school's computer network is provided for limited educational purposes, not as a public access service.

Due to the evolutionary nature of technology, it is imperative for students to realize that our policies regarding the use of technology in our community will also be evolutionary. We ask all students to employ their best judgment when it comes to the use of school technology and keep in mind that our policies related to technology are not meant to supersede our other school policies, but rather to complement them. Although our school provides certain technologies, we recognize that members and guests of our community also have their own technology devices that they bring to our campus and school events. Our policies address the appropriate use of both technologies provided by the school and personally owned technological devices. Please read the policies below **before** using our network and computers, because by using our technology you agree to be bound by the terms, conditions and regulations below.

### **Security, Supervision, and Personal Responsibility**

This Acceptable Use Policy applies to all students, and all visitors to campus (both adults and minors), including parents and subcontractors.

Shortridge Academy takes appropriate steps to provide security and supervision of student technology devices (MacBook computers and iPhones). To achieve this, all student devices are enrolled in a Mobile Device Management system which pushes configuration profiles that require devices to use security protocols like File Vault on MacBooks, and Activation Lock on iOS devices. Additionally, Firmware/EFI Passwords are configured on MacBooks to prevent unauthorized access. Students do not have administrative rights to their MacBooks or iPhones. Students are required to set user account passwords on their MacBooks, and passwords/thumbprints on iPhones. In order to protect students from inappropriate material on the internet, Shortridge uses the Lightspeed Relay Content Filter which filters the web traffic for each user based on predefined user groups with access to select categories of web content. Using any means to circumvent this system is a violation of our policy.

The use of school and personally owned technology on school property or at school events is a privilege, not a right. This privilege comes with personal responsibilities and if you violate the responsible use of any school technologies, your privilege may be revoked and/or suspended.

Our school provides sufficient information technology resources for each student for regular academic pursuits. If a particular research project requires additional resources, the information technology department works with students on a case-by-case basis to

provide additional resources.

## **Privacy**

The school reserves the right to monitor and track all behaviors and interactions that take place online or through the use of technology on our property or at our events. We also reserve the right to investigate any reports of inappropriate actions related to any technology used at school. All e-mails and messages sent through the school's network or accessed on a school computer can be inspected. Any files saved onto a school computer can also be inspected. Students should have a limited expectation of privacy when using their own technology on school property or at school events so long as no activity violates policy, law and/or compromises the safety and well-being of the school community.

## **Filtering**

All access to the Internet is filtered and monitored through the Lightspeed Relay Content Filtering system. The school cannot monitor every activity, but retains the right to monitor activities that utilize school owned technology. By filtering Internet access, we intend to block offensive, obscene, and inappropriate images and content, including pornography.

## **Right to Update**

Since technology is continually evolving, our school reserves the rights to change, update, and edit its technology policies at any time in order to continually protect the safety and well-being of our students and community. To this end, the school may add additional rules, restrictions, and guidelines at any time.

## **Termination of Accounts and Access**

Upon graduation or other termination of your official status as a student at Shortridge Academy, you will no longer have access to the school network, files stored on the school network, or your school-provided email account. Prior to graduation, we recommend saving all personal data stored on school technology to a removable hard drive, and setting up an alternative email account. If you leave our institution in good standing, we will provide you with email forwarding for a period of 60 days after your graduation date.

## **Definitions and Terms Section**

**Bandwidth** – Bandwidth is a measure of the amount of data that can be transmitted in a fixed amount of time.

Cyber-Bullying - Cyber-bullying is when someone sends derogatory or threatening messages and/or images through a technological medium in an effort to ridicule or demean another. Cyber-bullying also takes place when someone intentionally excludes someone else online. For example, a group of students create a group on-line that many would like to join, but the student creators purposefully exclude one individual or certain individuals and do not let them join their group. Cyber-bullying also takes place when someone creates a fake account or website criticizing or making fun of another.

Internet – The Internet connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the Internet.

Network – The school’s network is defined as our computers and electronic devices such as printers, fax machines, scanners, etc. that are connected to each other for the purpose of communication and data sharing.

Technology – Under this policy, technology is a comprehensive term including, but not limited to, all computers (including individual student laptops), projectors, televisions, DVD players, stereo or sound systems, digital media players, gaming consoles, gaming devices, cell phones, personal digital assistants, CDs, DVDs, camcorders, calculators, scanners, printers, cameras, external and/or portable hard drives, modems, Ethernet cables, servers, wireless cards, routers and the Internet. School technology refers to all technology owned and/or operated by the school.

User – For the purposes of this policy, user is an inclusive term meaning anyone who utilizes or attempts to utilize, whether by hardware and/or software, technology owned by the school. This includes faculty members, staff members, parents, and any visitors to the campus.

Personally Owned Device User – For the purposes of this policy, personally owned device user refers to anyone who utilizes their own technology on property owned or controlled by the school or at a school sponsored event.

PDA – PDA stands for “personal digital assistant” which is an electronic device which provides some of the functions of a computer, a cell phone, a music player, and a camera.

## **Acceptable Uses Section**

### **Purposes and Use Expectations for Technology**

Students may utilize school technologies for some recreational uses, keeping in mind that school technology resources are both shared and finite. These resources include, but are not limited to, disk space, bandwidth, CPU time and effort, printers, faxes, software and workstations.

Allowable recreational uses of school technology include: playing appropriate and non-offensive games (nothing over a “T for Teen” rating), watching movies or shows that are appropriate and non-offensive (nothing over a PG-13 rating without parental approval),



non-school-related research, communicating with family members and/or friends (through school-provided email in accordance with other school policies regarding communication), looking at pictures, or similar activities that do not otherwise violate school policy. If your recreational use interferes with another's educational use, you will be asked to refrain from your activity or engage in your activity during a specified time. Exceptions to the above referenced rating guidelines may be made on a case-by-case basis.

## **Policy on R-rated Movies/M-rated Video Games**

Students who have parental approval are allowed on outings, or while on campus, to watch R-rated movies and play M-rated video games at designated times. However, not all R-rated movies and M-rated video games are appropriate for students here. The following guidelines are to be used to see if a movie or video game is allowed in a group setting at Shortridge Academy. To rate films and video games staff will use the parental guidelines section of IMDB.com, which has the following categories sex & nudity, violence and gore, profanity, alcohol, drugs, & smoking, and lastly frightening & intense scenes. The entirety of the parental guidelines section should be read as some things do not fall under the category of "severe" but are still inappropriate for our students.

Movies/video games should not contain the following:

- Gratuitous swearing
- Anything with an IMDB Profanity rating of Severe  
Gratuitous Violence
- Anything with an IMDB Violence and Gore rating of Severe
- Clinical issues such as; promoting substance abuse
- Anything with an IMDB Alcohol, Drugs & Smoking rating of Severe
- Self-harm & Traumatic Situations
- Anything with an IMDB Frightening & Intense Scenes and/or a Sex & Nudity rating of Severe

While Shortridge Academy does recognize that students have seen movies and played video games that are inconsistent with these guidelines, we as a school must set these guidelines to promote a safe and caring environment for all of our students. As such we ask that students recognize that your peers are here for specific reasons and are dealing with things that you most likely are unaware of, and so, whether you view a movie/video game as acceptable it may be very triggering for your peers.

In order to make things easier for students and staff there will be an ever evolving list of movies and games that are viewed as inappropriate for viewing/playing at Shortridge Academy that is shared with all staff and students. If a student wishes to petition why a movie should not be on the list they should write a rep stating why the movie or video game should be allowed and bring it to the leadership committee.

\*Unlike movies, video games are separated into different categories. These categories are generally a Campaign/Story mode and a multiplayer mode. IMDB.com rates these categories separately in their Parents Guides. Based on these ratings we may allow students to only play a certain category of a game. \*Since some games allow the user to turn off certain graphic content such as gore and profanity, there will be some games that students will be allowed to play that we would otherwise not allow.

## **Personal Responsibility**

We expect our students to act responsibly and thoughtfully when it comes to using technology. Technology is a finite, shared resource offered by the school to its students. Students bear the burden of responsibility to inquire with the IT Department or other school administrator when they are unsure of the permissibility of a particular use of technology prior to engaging in the use.

Students are required to use only their own computer and charger. If a student loses his or her charger, he or she must make arrangements to purchase a new one. All student computers must be stored on the computer rack when not in use or in class. They should not be left anywhere else in the house. Student computers may only be used during class time and study halls (academic time). During “non-computer-time” all computers must be in their slot on the rack. Exceptions can be granted by counselors or teachers via a signed and dated note. Weekend computer use outside of study halls is at the discretion of the floor manager. Students are not allowed to take their computers to the dorm. Student computer privileges can be limited or revoked by staff at any time, regardless of phase.

## **Classroom Computer Use**

When/if teachers need students to use computers during class, the teacher will communicate that to students. IT IS THE TEACHER’S DECISION WHEN/IF STUDENTS USE COMPUTERS IN THE CLASSROOM. Failure to comply with this policy will result in consequences.

Students are allowed to have MP3 players in their classrooms, but consequences will be enforced if students have trouble using them responsibly, i.e. if they interfere with the student’s participation in class.

Students are allowed to have their computers during some, but not all, academic advising sessions, and the decision to allow computers is up to the academic advisor. If a student is not up-to-date, and their computer is interfering with their work, academic advisors can choose to enforce the computer consequences.

## **School Provided Technology Resources**

The school provides individual laptop computers for students. Each student must take precautions to keep other students from accessing his or her computer, including password protecting the computer and logging off or shutting down when not in use. Students are responsible for any activity that occurs on their laptop. Students must also take precautions to keep their laptops in good working order. This means keeping them clean, keeping them away from food or drinks, and not dropping or miss-handling them. Students and their families are financially responsible for any damages that occur to the students' laptop (outside of what is covered by insurance).

All students are provided with a school email account unless their parents request otherwise. All emails sent from this account are representative of the school and students should keep in mind school policies regarding appropriate language use, bullying, stalking, and other policies and laws. Student email accounts are subject to monitoring and have limited privacy. Students are not permitted to use email accounts other than their school provided email account without permission from their counselor/teacher and the Technology department. Students may be required to CC all email correspondence to their counselors (with the exception of email to Shortridge teachers). Students are sharing resources such as bandwidth and server space with others and downloading large files utilizes finite resources. Abusing these resources can result in the loss of this privilege. Failure to comply with the rules regarding email use will result in suspension of a student's email account, loss of internet access, or computer.

Shortridge Academy has wireless Internet that is protected by a password. If you desire to connect your laptop or hand held device to the Internet, you must contact the Technology Director. Unauthorized access is forbidden.

Only IT personnel may connect their computers and devices to the school's Ethernet ports and disconnect computers and devices currently connected to the school's network.

## **Unacceptable Uses of Technology Section**

### **Cell Phones and PDA's**

Cell phones and PDA's are permitted on campus, but they must be turned off at all times, and stored in the Hub. Exceptions are made on a case-by-case basis for students who travel off campus, but currently no students are allowed to use their personal devices while on campus unless they are a second-year student (post graduation) and have the permission of their family, counselor, and the IT department.

### **Recording, Video, and Photography**

Still cameras, video cameras, and webcams are permitted on campus, but should be used in a safe and appropriate manner. In order to provide more structure around camera use, we are asking you to involve 2 staff members whenever you have a project that requires a camera. One should be the staff member (such as your counselor) with whom you can discuss the project. If other staff have questions or concerns about your project, they would ask that staff member. The Technology Director is responsible for ensuring that information is delivered to staff.

Please keep in mind that the use of a camera at Shortridge is a privilege. Camera's must always be used in an appropriate manner. They are never to be used in the dorms. If you have any questions whatsoever about whether the images or video that you're capturing are considered appropriate, please ask staff. It's important to note that "distributing" any images or video that you've created carries additional responsibilities. "Distributing" can be, but is not limited to, Air Dropping, emailing, SMS messaging, and uploading to Video Management sites like Youtube and Vimeo. The "additional responsibilities" include, but are not limited to, things like avoiding filming students whose families have not signed a media disclosure agreement. Video created on the Shortridge campus, or at Shortridge sponsored events, should not be distributed under any circumstances without staff knowledge.

If you can't agree to use your camera in an appropriate manner, then permission for use will not be granted. All cameras must be kept in the Technology Director's office in the camera rack when not in use.

## **Social Networking and Website Usage**

Students may have social networking profiles or accounts, but social networking websites may not be accessed through the school's technology.

Do not access material that is offensive, profane, or obscene, including pornography and hate literature. Hate literature is anything written with the intention to degrade, intimidate, incite violence, or incite prejudicial action against an individual or a group based on race, ethnicity, nationality, gender, gender identity, age, religion, sexual orientation, disability, language, political views, socioeconomic class, occupation, or appearance (such as height, weight, and hair color).

Students are not permitted to access from the school's technology any rating or dating websites including, but not limited to, Match.com, eHarmony, JDate, Black Planet, Hot or Not, RateMyTeacher.com, RateMyCoach.com, or JuicyCampus.com.

## **Communication: Instant Messaging, E-mail, Posting, Blogs**

Students are permitted to use Google Hangouts through their school-provided gmail

account, Apple Messages (previously iMessage), Apple FaceTime, and Vsee as long as they have permission from their family and counselor. Students are not permitted to access from the school's technology any other instant messenger services including, but not limited to, AOL, AIM, Skype, Yahoo! Messenger, MSN Messenger, and Google Hangouts through personal accounts, unless permission has been granted by the Technology department. In order to maintain privacy for all our students, we ask that any students using FaceTime or Vsee do so in a more-or-less quiet place, and that they do not allow other students on the call. Due to the nature of our school, and the limited availability of private spaces, FaceTime or Vsee may not always be an available option. A student's FaceTime/Vsee call can not interfere with staff supervision of students, therefore it is always at the discretion of staff.

Inappropriate communication is prohibited in any public messages, private messages, and material posted online by students. Inappropriate communication includes, but is not limited to the following: obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language or images typed, posted, or spoken by students; information that could cause damage to an individual or the school community, or create the danger of disruption of the academic environment; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking of others; knowingly or recklessly posting false or defamatory information about a person or organization; and communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices. If you are told by another person to stop sending communications, you must stop.

Students may not utilize any technology to harass, demean, humiliate, intimidate, embarrass, or annoy their classmates or others in their community. This is unacceptable student behavior known as cyber-bullying and will not be tolerated. Any cyber-bullying, on or off-campus, that is determined to substantially disrupt the safety and/or well-being of the school is subject to disciplinary action.

Do not post or send chain letters or spam. Spamming is sending an unnecessary and unsolicited message to a large group of people. Spamming can occur through emails, instant messages, or text messages.

## **Intellectual Property, Academic Honesty, Personal Integrity and Plagiarism**

Do not claim or imply that someone else's work, image, text, music, or video is your own. This is plagiarism and will not be tolerated. Plagiarism is also when you incorporate a piece of someone else's work into your own without giving them appropriate credit. All students are expected to maintain academic honesty. Do not pretend to be someone else online or use someone else's identity without express permission from that person and/or

his/her parent/guardian if he/she is a minor. Do not use, post, or make accessible to others the intellectual property including, but not limited to text, photographs, and video of someone other than yourself. This includes intellectual property that you were given permission to use personally, but not publically. This behavior violates school policy as well as state and federal laws.

A work or item is copyrighted when, among other issues, one person or one group owns the exclusive right to reproduce the work or item. Songs, videos, pictures, images, and documents can all be copyrighted. Copyright infringement is when you violate copyright law and use or reproduce something without the authority to do so (this includes copying music and video files to or from another person's computer or removable storage device). Make sure to appropriately cite all materials used in your work. Do not utilize someone else's work without proper permission.

## **Data and Gaming Devices**

Students are allowed to bring their personal iPods or MP3 players onto campus. However, these devices must not be capable of video recording.

Students are not allowed to bring personal video game systems onto campus or to school events. Students may play computer games using school-owned computers, but they must own a legal copy of the game.

## **Downloads and File Sharing**

Students may never configure their school computer to engage in illegal file sharing. The school will cooperate fully with the appropriate authorities should illegal behavior be conducted by students. Students may never download, add, or install new programs, software, or hardware onto their school computers without permission from the IT department. This prohibition applies even if the download is saved to removable storage media. Generally speaking, any new software should come through the Shortridge Academy Self Service Portal App where software has been pre-approved and pre-configured by the IT Department.

## **Commercial and Political Use**

Commercial use of school technology is prohibited. Students may not use school technology to sell, purchase, or barter any products or services. Students may not resell their network resources to others, included, but not limited to, disk storage space. The school is not responsible for any damages, injuries, and/or claims resulting from violations of responsible use of technology. Students who are engaged in fundraising campaigns for school sponsored events and causes must seek permission from their advisor before using

technology resources to solicit funds for their event.

Political use of school technology is prohibited without prior, specific permission from a school administrator or advisor. Students may not use school technology to campaign for/against, fundraise for, endorse, support, criticize or otherwise be involved with political candidates, campaigns or causes.

## **Respect for the Privacy of Others and Personal Safety**

Shortridge Academy is a community and as such, community members must respect the privacy of others. Do not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to others. Do not misrepresent or assume the identity of others. Do not repost information that was sent to you privately without the permission of the person who sent you the information. Do not post private information about another person. Do not use another person's account. If you have been given an account with special privileges, do not use that account outside of the terms with which you were given access to that account. Do not voluntarily post private information about yourself online, including your name, your age, your school name, your address, your phone number, or other identifying information.

Our institution prides itself on its reputation for excellence; therefore, you may not use the school's name, logo, mascot or other likeness or representation on a non-school website without express permission from our institution. This includes pictures of anyone wearing clothes with the school name or logo. This also includes listing our school name or our employees on a social networking profile, a dating website profile, or a rating website such as RateMyTeacher.com or RateMyCoach.com.

## **Computer Settings**

Students are only allowed to alter, change, modify, repair, or reconfigure settings on school-owned computers with the express prior permission of the Technology Department. This includes deleting cookies and history and re-setting the time and/or date on the computer.

Intentionally spreading or facilitating the spread of a computer virus or other harmful computer program is prohibited.

Students may not circumvent any system security measures. The use of websites to tunnel around firewalls and filtering software is expressly prohibited. The use of websites to anonymize the user is also prohibited. The use of websites, both domestic and international, to circumvent any school policy is prohibited. Students may not alter the settings on a computer in such a way that the virus protection software would be disabled.

Students are not to try to guess passwords. Students may not simultaneously log in to more than one computer with one account. Students are not to access any secured files, resources, or administrative areas of the school network without express permission or the proper authority.

No policy can detail all possible examples of unacceptable behavior related to technology use. Our school technology users are expected to understand that the same rules, guidelines, and policies that apply to non-technology related student behavior also apply to technology-related student behavior. Our school technology users are expected to use their best judgment when it comes to making decisions related to the use of all technology and the Internet. If there is ever an issue about which you are unsure, ask staff or the Technology Director for assistance.

## **Personally Owned Technology and Technology Devices**

All personally owned technology and technology devices (hereinafter, PTD's), including, but not limited to, USB drives, external hard drives, cellular phones, smartphones, gaming devices, headsets, and other communication devices are to be stored in student bags and locked up in the hub. These devices may only be retrieved when leaving for an off-campus visit, or under staff supervision.

Specific devices, such as Kindles, Nooks, and iPods may be used when staff has granted permission. See below for specific information on MP3 Players.

Devices capable of capturing, transmitting, or storing images or recordings may never be accessed, turned on or operated in restrooms, dressing rooms, or other areas where there is a reasonable expectation of privacy.

To protect the safety and well-being of students, staff and other community members, and avoid disruptions to the learning environment, group leaders, teachers, or school personnel reserve the right to confiscate any PTD's. The content of the device may be reviewed as part of any investigation of policy violation or other inappropriate, immoral and/or illegal use. Appropriate actions will be taken, up to and including the notification of local authorities. The institution or organization and its subsidiaries and/or affiliates are not responsible for any damage or harm to PTD's, including but not limited to loss, theft, damage, or destruction of PTD's or any of their contents.

### **MP3 Player Agreements:**

All students are allowed to have a personal MP3 player, however they must not be equipped with a camera, and they must be compatible with apple computers.

- iPods may not have video recording capabilities. For example, 3rd and 5th generation Nanos have video recording capabilities and are not allowed. Earlier



- generation Nanos and Shuffles are acceptable for Phase One and Two.
- Each MP3 player is purchased by the parent or guardian and the student is responsible for the MP3 player and all accessories (chargers, adaptors, headphones, etc).
  - Students are required to remove headphones during meetings, group, or **at staff's discretion.**
  - Charging MP3 players: Students must charge MP3 players during Residential Hours. Computers will not be provided for this purpose outside computer times. Wall chargers are OK. **Computers are not allowed at the dorm.**
  - Non-compliance with these agreements and guidelines will result in loss of MP3 players, loss of computer, dish crews, work projects, or off campus trips and visits.

**\*Shortridge Academy is not responsible for lost, stolen, or damaged MP3 players or accessories. Lost, stolen, or damaged MP3 players and accessories need to be replaced by the parent or guardian.**

#### **Student Speaker Agreements:**

- Students who have a speaker may not play EXPLICIT music. Any inappropriate language in any language will not be tolerated, topics such as violence, drug use etc.
- All music on speakers should not be heard in another dorm room.
- If a student has his or her speaker confiscated, all of their speakers are confiscated.
- If a student has his or her speaker confiscated, they may not borrow or use someone else's speaker, if this occurs the secondary speaker will also be confiscated.
- If staff asks for the music to either be turned off, changed, or lowering the volume of the speaker, and the student doesn't listen, the speaker will be confiscated by staff for 3 business days.
- Speakers are not allowed to be played out-loud up at the house or on the walkway to/from the house at night.
- All speakers must be off by no later than 10:30 pm every night.
- All speakers should not interfere with other students sleep
- If a student asks for the music to be turned off in order to sleep they must do so immediately
- Possible consequences: Such as Dish Crews, Work Projects, or Restorative Justice

IF THESE GUIDELINES CAN NOT BE FOLLOWED AS A COMMUNITY THE USAGE OF SPEAKERS ON CAMPUS WILL BE RE-EXAMINED

### **Response Section**

The school's network and other administrators shall have broad authority to interpret and apply these policies. Violators of our technology policies will be provided with notice and opportunity to be heard in the manner set forth in the School Handbook, unless an issue is

so severe that notice is either not possible or not prudent as determined by school administrators. Restrictions may be placed on violator's use of school technologies (see "Consequences" below) and privileges related to technology use may be revoked entirely pending any hearing to protect the safety and well-being of our community. Violations may also be subject to discipline of other kinds at the school's discretion. Our school cooperates fully with local, state, and/or federal officials in any investigations related to illegal activities conducted on school property or through school technologies. School authorities have the right to confiscate personally-owned technological devices that are in violation of, or used in violation of, school policies.

## **Consequences**

If students have trouble complying with this policy, the following CONSEQUENCES will ensue:

**First Offense:** if a student willingly gives up his/her computer after not complying with the policy, they will lose their computer until 9AM the next day. If they refuse to give up their computer, the computer won't be available to the student for the entire next day.

**Second Offense:** if a student willingly gives up his/her computer, they will lose it for 3 days. If they refuse, the student will lose his/her computer for 7 days.

**Third Offense:** if a student willingly gives up his/her computer, they will lose it for a minimum of 10 days. If they refuse, the student will lose his/her computer for a minimum of 14 days. The student will also be required to meet with an academic director, the Technology Director, and their team to address their computer issues.

If you accidentally access inappropriate information, or if someone sends you inappropriate information, you should immediately tell staff or the Technology Director so as to prove that you did not deliberately access inappropriate information.

If you witness someone else either deliberately or accidentally access inappropriate information, or use technology in a way that violates this policy, you must report the incident to a school administrator as soon as possible. Failure to do so could result in disciplinary action.

The school retains the right to suspend service, accounts, and access to data, including student files and any other stored data, without notice to the student if it is deemed that a threat exists to the integrity of the school network or other safety concern of the school.

## **School Liability**

Shortridge Academy cannot and does not guarantee that the functions and services

provided by and through our technology will be problem free. The school is not responsible for any damages students may suffer, including but not limited to, loss of data or interruption of service. The school is not responsible for the accuracy or the quality of the information obtained through school technologies. Although the school filters content obtained through school technologies, the school is not responsible for student's exposure to "unacceptable" information, nor is the school responsible for misinformation. The school is not responsible for financial obligations arising through the use of school technologies.

## **General Safety and Security Tips for the use of Technology**

Posting Online and Social Networking: Never post personal information about yourself online. Personal information includes your phone number, address, full name, siblings' names, and parents' names. When creating an account on a social networking website, make sure to set your privacy settings so only your friends can view your pictures and your profile. Avoid accepting a friend you do not already know. If possible, set up your account so that you are notified of any postings onto your wall or page. If possible, set up your account so that you have to approve all postings to your wall or page. If possible, set up your account to notify you when someone else has posted and tagged you in a picture. If you have a public profile, be careful about posting anything identifiable such as a sports team number or local park where you spend your free time.

Communications: Think before you send all forms of communication, including emails, IM's, and text messages. Once you send the data it is not retrievable, and those who receive it may make it public or send it along to others, despite your intentions.

Strangers: Do not feel bad about ignoring instant messages or e-mails from unknown people. Save all contacts from known or unknown people who are repeatedly contacting or harassing you. These saved messages will help authorities track, locate, and prosecute cyber-stalkers and cyber-bullies. If you have been speaking with a stranger online and make plans to meet the stranger in person, notify your parents or guardians first.

Passwords: Do not share your passwords with your friends. When creating a password, do not make it anything obvious such as your pet's name or favorite sports team. Also remember to include both letters and numbers in your password if possible.

Downloads and Attachments: Do not open or run files on your computer from unknown or suspect senders and sources. Many viruses and other undesirable consequences can result from opening these items.

Stay Current: Do protect your own computer and devices by keeping antivirus and antispyware up to date. Keep your operating system and application software up to date. Turn off file sharing as an option on your computer.

\*Note: This technology policy was created from a Campus Outreach Services policy resource. For information on utilizing any language in this policy, please contact COS directly.

## **VII. DAILY LIFE**

Each day at Shortridge Academy, students have the opportunity to learn, grow, and participate in our authoritative community. Students are encouraged not only to connect with peers but also with their teachers, counselors and school administrators in a variety of settings and activities. Opportunities abound to practice leadership skills, participate in school operations, and effect policy changes that matter to students. Whether during classes, groups, on and off campus activities, or during free time, students connect with others while developing their passions, expanding their interests, and enhancing their strengths.

### **A. Activities**

At Shortridge Academy, activities range from on to off campus, relaxing to highly stimulating. The goal is not to fill the students' days with activities, but to provide them with interesting and healthy options from which to choose.

Students are eligible for off-campus trips within the first week of enrollment as long as they are demonstrating appropriate behavior. Students who are interested can sign up with a Residential Supervisor for an upcoming activity. Some off campus trips require additional costs, which are charged to the student account. Generally a minimum of 4 students are needed for a trip to occur, with a maximum of 7 students able to go on any 1 trip due to staff ratios and space in vehicles.

**Shortridge Academy Student Activities Calendar:** An ever-changing calendar of events and activities can be acquired from the Residential Managers. Recurring activities such as surfing, skiing, and off-campus AA meetings are supplemented by periodic on-campus activities such as snow-shoeing, mountain biking, and special events planned by students such as Field Day or the annual prom. Students are encouraged to participate in current activities and take it upon themselves to identify new and unique activities to add to the programming.

### **B. Break Weeks**

Break Weeks fall on the last full week of each calendar term. During these weeks many students go home for planned visits. Students who remain on campus participate with staff in many activities which may include visits to local area museums, local cultural events, community work, local fun activities such as apple picking, skiing, hiking etc.

### **C. Our Day**

Each day at Shortridge Academy provides students with a structured opportunity to learn, grow, and engage in the community. Students are encouraged to interact with teachers, counselors, and each other throughout the day. Students have both classes and community groups throughout the week, and have ample free time to interact with one another. For a schedule of a normal week at Shortridge Academy please visit our website at [www.shortridgeacademy.com](http://www.shortridgeacademy.com)

**A Note About Holidays:** Shortridge Academy strives to reintegrate families. We also realize that the Holidays, in particular those that fall during an academic time and for which have significant family or religious meaning, can be challenging. For students who enroll immediately prior to the Thanksgiving Holiday or Christmas Holiday, exceptions to the policy of going off-campus can be made. When the family and Shortridge staff feels the benefits of spending time together as a family away from campus during these times of the year outweigh the risks for new students transitioning into our program, an exception will be granted for the student to be off campus. For more information about this Note, see your Counselor.

## **VIII. COUNSELING POLICIES AND PROCEDURES**

### **A. Individual Counseling**

Each student at Shortridge Academy is assigned a Master's level counselor with whom they will meet for an individual session and a family session weekly. This counselor is also accessible to the student outside of their scheduled weekly meeting, which may include interaction during meal times, activities, and within the milieu. Counselors organize and facilitate the weekly Groups. Each counselor works closely with an academic and residential advisor on their team and together they meet on a weekly basis to discuss the therapeutic and academic progress of their students. The counselor will collaborate with the student and family to develop a Positive Development Treatment Plan (PDTP). This individualized plan provides the goals and direction for a student's time here. It is reviewed and updated with each phase transition as the students achieve their goals.

Shortridge is designed to be a supportive but realistic environment, which includes typically not offering counseling "on demand" if a student is struggling, rather, asking them to use the skills they've learned to try to get through their days and seek counseling support during appropriate times. We do have counselors available 24/7 to address true emergencies.

### **B. Family Counseling/Co-Parenting**

Shortridge firmly believes in partnering and co-parenting with families, giving them the resources and support they need to achieve their goals both while at Shortridge and after graduation. Throughout the student's stay, Shortridge staff will work to make sure each family has a strong understanding of the program, its purposes, and its values. The goal is for parents to feel empowered to continue supporting and parenting their child with what they have learned at Shortridge. The school recognizes that each family is different, and will work to find methods that best suit individual family systems.

### **C. Group Therapy**

The Shortridge Academy curriculum requires students to participate in two therapeutic groups per week.

#### **Team Groups**

- Team groups occur once per week and are made up of the teams – students, counselor, residential advisors, and academic advisors. Team group is an opportunity for students to engage in open and honest communication pertaining to intra- and interpersonal conflicts with self and others. The goal is to work towards acceptance, resolution, forgiveness, and making better choices in the future. Though an essential part of the Shortridge curriculum, the groups serve as an appropriate forum to work through and master valuable social tasks of adolescent development.

#### **Theme Groups**

Students are required to attend 1 theme group per week. Group themes include, but are not limited to attachment, grief and loss, all girls, adoption, coping skills, mindfulness, moderation and coping, etc.

### **E. Family Workshops And New Family Orientations**

New Family Orientations are held 4 times/year, and Family Workshops, which coincide with NFOs, are currently held twice a year, in the Spring and the Fall. Both are listed on the Shortridge Calendar, which is on our website. Both Orientations and Workshops are designed to provide parents/guardians with an opportunity to learn more about their student's experiences at Shortridge, while also affording a means for parents to connect with other parents.

New Family Orientations are one-day seminars, scheduled on Fridays. They consist of a full day of presentations by administration, and academic, technology and counseling staff, as well as a student panel. This is an opportunity for new parents to learn more about the school, both programmatically and academically. The focus is on helping parents' build

skills in being effective partners in their child's PDTP during their stay at Shortridge. Elements of authoritative parenting, the roles of Shortridge staff and parents in setting limits, providing scaffolding to their student's healthy decision-making, and facilitating positive change will be discussed. These gatherings also provide an opportunity for parents to connect with other new parents, and can be timed with the first on-campus visit.

On the weekends when we schedule both the NFO and a Family Workshop, we schedule an Academic Fair on Friday evening, where families can meet with their students' teachers, and teachers present material relating to their curriculum and student work, . Saturday consists of counseling workshops that include presentations, experiential activities, and time for discussion. Parents and staff have lunch together, and then generally, students join their families for free time prior to returning to campus. Counselors will determine how each family's post-conference visits should be structured.

#### **F. Leadership Opportunities at Shortridge Academy**

One of the major goals for students at Shortridge is the recognition and development of individual leadership potential. The expectation is that students come to understand good leadership, develop their own ability to lead, and seek out leadership opportunities. Staff will support students in these efforts. Here is a brief description of some of the different leadership roles at Shortridge:

**Dorm Head** – Dorm Heads are appointed by the Leadership Committee, which consists of current dorm heads and two staff members. Dorm Heads are given the responsibility of managing the other students in their room, which could potentially be up to four other students at any given time. The Dorm Head is responsible for maintaining safety, order, and cleanliness in their dorm room and other areas of the dorm.

**Dorm Support** – Dorm Supports assist the Dorm Head in the room.

**Dorm Lead** – Dorm Leads are appointed by the Leadership Committee and serve as the most senior leader in their dorm. Dorm Leads may assign Dish Crews and Work Projects in and outside of their room and dorm. They also serve on the Disciplinary Committee, which meets weekly. Responsibilities for a Dorm Lead include but are not limited to: fire drills, physical safety, being the leader of the other Dorm Heads, and helping them with issues that they cannot solve on their own.

**Committee Officers:** President, Vice President, Secretary - Each committee will elect its officers a few times each year. New officers are elected when previous ones graduate or if they choose to step down.

#### **G. Volunteer Opportunities/Community Involvement**

Shortridge Academy students may have the opportunity to participate in service projects both on and off campus. We believe that service learning is an effective means of enhancing many of the intellectual, intrapersonal and interpersonal concepts taught throughout our curriculum. Community service teaches generosity and compassion and allows students to apply academic, social and emotional skills in real-world situations, and assists students in expanding their view of the world beyond themselves and their families. In the past, Shortridge Academy students have participated in projects such as; trail building, restoring rock walls, beach and road clean-ups and volunteering at nursing homes, animal shelters, local elementary schools, and soup kitchens.

## **H. Communication**

Letters, phone calls, and emails are the backbone of communication here at Shortridge Academy. Our communication process is designed to allow students and parents a steady yet paced communication. We ask both students and parents to be actively engaged in communicating and to participate in regularly scheduled phone calls. Please note the following guidelines:

- **Letters & Email:**
  - Letters and emails may be sent between parents/guardians and students at anytime. Mail is monitored for content based on a student's progress and place in the program. Students are encouraged to write one letter or email home every week.
  - Paper, envelopes, and stamps are provided by school.
  - Students should use only their Shortridge student email address.
  
- **Phone Calls:**
  - Parents will receive phone calls from their counselor and child on a weekly basis. Some calls might be structured as a conference among parents, student, and counselor.
  - Counselors are available to parents/guardians, via email, for setting up appointments, discussing logistics, and updates on the student's progress.
  - Phones are available in the Residential Office (“Hub”) for students to make calls home or to approved family & friends during specified times.
  
- **Visits:**
  - We understand that many parents/guardians are eager to see their students more often, or for longer periods of time than we specify in our program design. Although we do individualize each student's program, there are programmatic structures to which we closely adhere. However, each family is unique and some will be on campus more frequently for additional family work than will others. Parents/guardians will work with the counselor to determine visits tailored to the student's program. Typically, the first visit



occurs 4 weeks after enrollment and takes place on campus. After the first visit, parents/families can come once per month and may take their student off campus with counselor approval. Students are typically eligible for the first home visit in Phase II. Home visits are individually assigned based on the student's progress. In addition to regular visits, Parent Conferences and Student Graduations are extra opportunities to be together as a family and as a community.

## **J. Transition Counseling And Graduation**

### **1. On-campus Transition Counseling**

Traditionally, students who are within two to three months from graduating from Shortridge enter the on-campus transition component. This stage of the program focuses on the students' transition out of the school. Activities, strategies, and opportunities within the transition curriculum aim to:

- Provide the student and family a profound and honest look at strengths, as well as those challenging areas that a family may need extra support in managing.
- Support the student in identifying the areas in which he or she is competent and how these strengths can be integrated into life after Shortridge Academy.
- Increase awareness of leadership styles, strengths and weaknesses.
- Promote a student's capacity to make healthy life decisions especially when faced with negative peer influences.
- Assess ability to tolerate difficult interactions and enhance conflict resolution skills.
- Reinforce a student's resilience and management of emotions.
- Be mindful of behaviors and their congruence to a student's goals and values.
- Address feelings that emerge throughout this transition.
- Explore the concept of forgiveness and the feelings that 'letting go' can inspire.
- Continue postgraduate planning, such as setting up support systems, researching jobs and investigating extra-curricular activities.
- Experience off campus life skills exercises, such as money management, job seeking, and service –related projects.

### **2. Post Graduation Transitional Support Services**

Post graduation transitional support services are offered to graduates and their families to help students adjust to their new environment whether that is home, college or a different residential school. Provided at a different cost structure from that of student monthly tuition, this service is tailored to the individual needs of the graduate and family. Through a combination of weekly contact among counselor, graduate and family, graduates are

supported to stay on the positive path created while at Shortridge. Many graduates and families have reported that they find the post grad transition services helpful when navigating challenges and resolving conflicts. The recommended time frame for these services is 1 to 3 months, but can be extended on a monthly basis. A more in depth description of these services is offered to students and families during the on-campus transition stage of the program.

### **3. Graduation**

The week before Graduation, students need to complete classes, prepare for the Ceremony, and pack belongings. Parents are asked to be on campus on the Friday of Graduation (no earlier than 10am) to help pack, load and/or mail students' belongings. One of Shortridge's graduation traditions occurs on the Thursday evening before Graduation when families take one of their child's Shortridge friends out to dinner with them. Parents are asked to have the students off campus from 5pm to no later than 9pm. If parents would like to take their child off that day on Friday, it is fine, though packing all the graduates belongings need to be the priority. Also be aware that graduates are asked not to give away any of their belongings and to make sure they pack very thoroughly. When items get left behind it can be very difficult to relocate them.

On graduation day, the graduates wear caps and gowns. Prior to receiving certificates of completion and/or high school diplomas, graduates have the opportunity to address students, faculty, returning graduates, visitors, and families. Families also have the same opportunity to address those in attendance. We encourage families to prepare a very short statement. One or more family members can have the opportunity to speak..

**Please note that any former Shortridge students, or other non-family members must be pre-approved by the Clinical Director or other Management Team Representative a week prior to graduation.**

## **IX. ACADEMIC POLICIES AND PROCEDURES**

### **A. Academic Program: Overview**

#### **Academic Mission Statement**

Academics at Shortridge Academy challenge and support students to uncover natural academic strengths, recover intellectual curiosity and confidence, and discover personal interests and joy in learning.

## **College Preparatory Academics**

Shortridge Academy offers a college preparatory academic program. Classes are intellectually engaging; they emphasize the higher-order thinking skills and habits of mind that colleges and employers expect of young adults. These include critical thinking, synthesis and analysis of information, problem solving, inquiry, inferential thinking, innovation and creativity. In addition, students work on enhancing foundational skills in math, reading, written and oral communication, and research skills. The academic program offers a full range of college prep courses (see section on course offerings for the complete list).

An essential part of any college prep school is homework, as students need to learn to manage their time and stay organized, in addition to needing the opportunity to practice academic skills on their own. The goal is for students to have about an hour's worth of work outside of class per day. It is important to keep in mind that the demands of academics, counseling, and students' residential life all interact and are designed to complement one another. Shortridge seeks to offer an academic program that respects the therapeutic and interpersonal challenges students are experiencing. As students develop confidence, improve relationships with family and peers, and are more integrated into the community, students generally become more active participants in the classroom and take more responsibility for planning their academic future. Students at Shortridge participate in appropriate standardized testing (e.g. PSAT, SAT) and they have the opportunity to take SAT tutoring off-campus; some families also engage SAT tutors from home, with whom students work remotely. Shortridge Academy's Academic Director assists students and families in post-Shortridge planning, whether that is continuing on in high school, applying to college or participating in a gap year program.

## **Integration of Academics and Therapeutic Program**

The academic and the therapeutic process is interconnected; the classroom plays an essential role in the healing process for students while the therapeutic work helps to build a foundation for academic success through the development of self-confidence and optimism for the future. Shortridge's team-based approach involves close communication among the academic, the counseling and the residential life departments.

## **Instructional Approach**

Shortridge Academy provides students with an intellectually stimulating learning environment that is flexible and sensitive to students' individual needs. The majority of students are bright underachievers who experienced challenges in the classroom prior to Shortridge Academy. These challenges may have been revealed in a recent decline in academic performance, or the student may have a longer history of struggling in school

due to attention issues and/or learning differences. Curriculum and instruction at Shortridge are designed to motivate and engage all students to reach their academic potential and become lifelong learners.

The academic faculty is comprised of experienced, skilled teachers who are passionate about their subject area. They teach using multi-modal approaches to learning, emphasizing classroom discussion, collaboration, problem solving, and active learning. This instructional approach is effective in engaging and challenging gifted students in addition to supporting those with a range of learning needs and challenges from ADHD to mild learning disabilities.

Instruction is guided by the following principles:

- All students are capable of learning;
- Students have different intelligences, strengths, and learning styles, and learn at different paces;
- Students are encouraged to develop an understanding of their own learning style, and learn how to advocate for themselves and their learning process;
- Classrooms are meant to be places where students learn healthy intellectual habits, and develop a “voice”;
- Learning and teaching need to be student-centered, and should emphasize inquiry and critical thinking, writing and research;
- All feedback, whether written or oral, is designed to be constructive;
- Emotions, values and ethics are a vital part of the learning process, and have an important place in the classroom;
- Educational technology tools are an important part of students’ academic lives as we prepare students to be 21st Century learners, both in higher education and the workplace,

### **Positive Youth Development in the Classroom**

As with all other areas of student life at Shortridge, the Positive Youth Development philosophy informs academics. PYD is integrated into the classroom and the curriculum through a strong emphasis on relationships between teachers and students and among the students and their peers. In this way teachers are working on building the strengths of connection and caring, as well as competence, in the classroom. Small classes enable teachers to better focus on individual strengths, facilitate relationships among students and faculty, and allow teachers to provide the appropriate support for students to achieve the high expectations Shortridge has for all students.

The academic curriculum is flexible, giving students some choice in what and how they learn. Teachers often design lessons or units based on the interests and strengths specific to the individual students comprising their classes at the time. In addition, teachers work

hard to create relevant curricula that is both interesting and meaningful to adolescents. Both curricula and instruction are connected to students' learning strengths. In addition, teachers focus on teaching concrete learning skills and strategies. Using these various approaches in the classroom allows teachers and students to work together to increase students' sense of connection to academics in addition to facilitating the development of academic strengths and overall competence and confidence in the classroom.

The PYD approach is also evident in the ways in which teachers encourage student autonomy, empower students to have a voice, and develop leadership in the classroom. Very often students are engaged in projects for which they have a great deal of choice in how they demonstrate what they have learned. Through academic advising and in the classroom, teachers assist students in learning skills of self-advocacy and teach them to partner with adults to help them accomplish their goals and get the support they need. Students are often asked to teach peers in classes through class presentations or peer tutoring. In addition, students have the opportunity to become a teaching assistant and/or develop Independent Study classes in collaboration with a teacher (this is elaborated upon in the section on Academic Program logistics).

Lastly, curricula and instruction at Shortridge Academy emphasize the development of the strength of character. In many classes, teachers choose books and unit topics that give students the opportunity to explore the concept of character. As mentioned in the section above, teachers work hard to create a classroom environment that promotes diversity and tolerance of others, in addition to creating a nurturing, caring academic community. Many discussions in the classroom allow students to focus on clarifying their values, defining character and examining leadership styles. In this way, the academic curriculum encourages the development of emotional intelligence in addition to the more concrete academic skills.

## **B. Academic Program: Logistics, Policies And Procedures**

### **Academic Planning and Graduation Requirements**

Upon a student's enrollment, the Academic Director outlines an academic plan for that student according to his or her transcripts and credit needs. As this is a college preparatory school, a student's plan is based on the credits and types of classes required by colleges across the United States. Shortridge's graduation requirements are also consistent with those standards, which exceed the minimum requirements of the state of New Hampshire.

The required minimum credits for graduation is a total of 24, distributed as follows:

- English – 4 credits
- Math – 3 credits
- Social Studies – 3 credits, including 1 World History, 1 US History, .5 credit

in Economics and .5 credit in U.S. Government

- Science – 3 credits, including 1 life science and 1 physical science
- Foreign Language – 2 credits, including 2 consecutive years of the same language
- Health - .5 credit
- Physical Education - 1 credit
- Electives – 6.5 credits

The Academic Director often discusses the student's projected plan when families tour, or at enrollment, and creates a projected plan once the student completes their transition.. The plan may be amended as necessary based on concerns that arise. As students begin to complete classes, the Academic Director is responsible for overseeing changes in students' schedules and enrolling them in new classes. The Academic Director will work with the student, the Academic Advisor, Learning Specialist and parents/guardians as needed to determine the appropriate classes.

**The courses offered are as follows:**

- American Literature (English 9/10)
- British Literature (English 11)
- World Literature (English 12)
- World History
- US History
- Economics: History and Practice
- U.S. Government
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4
- Spanish 5
- Algebra 1
- Algebra 2
- Geometry
- Pre-calculus
- Calculus I
- Calculus II
- Physics
- Biology
- Chemistry
- Environmental Science
- Studio Arts 1
- Studio Arts 2
- Studio Arts 3

- Art History
- Photography

### **Additional Curricular Offerings:**

Students who would like an additional challenge, or who have fulfilled most of the core academic requirements, have a number of additional opportunities. Those who demonstrate a high level of proficiency and aptitude in a specific subject may be eligible to do honors work and earn honors credit (honors work is calculated on a 4.5 scale). All coursework at Shortridge can be taken for honors credit, and the decision to do so should be a joint decision between the student, teacher, and in some instances, the academic advisor and/or the academic director. Participation in an honors curriculum can be revoked at any time if the workload proves too much for the student.

Students may also be eligible for a Teaching Assistant (T.A.) position. The responsibilities of a T.A. include peer tutoring, assisting the teacher in preparing lessons, and teaching lessons to the class periodically. Students may also work with their advisor and a teacher to develop their own independent study course. This is organized like any other class, in terms of the curriculum and grading being overseen by a teacher. Students may also be eligible to take college courses at one of the nearby colleges such as Granite State College and the University of New Hampshire.

### **School Year Calendar/Earning Credits**

The academic curriculum is organized around terms that average around 9 weeks, and we have five terms over the course of a calendar year. A student's school year begins when he/she enrolls, even if he/she enrolls sometime in the middle of a term. In order to maintain the integrity of the curriculum, students change classes at the beginning of a term. If a student needs a full credit in a course, they will be enrolled in that course for four terms.

There are occasions when a student has not met the expectations of a course in the allotted time, and may be kept in the class a little longer than 4 terms in order to achieve the desired skills and proficiencies. This is most often the case in math, science and Spanish as these courses require a specific knowledge base in order to move on to the next level.

Students are enrolled in at least five classes at a time. In addition to those classes, students receive elective credit (1 per academic year) in Communication and Leadership Skills, which is credit earned through a student's therapeutic work, and includes participation in individual therapy, Groups, and students' term portfolios. Upon successful completion of the program, students earn .5 credit in Health and Wellness through the therapeutic curriculum.

Students earn PE credit (1 per academic year) through participation in on and off-campus

fitness activities. Students are expected to participate in a minimum of 4 PE sessions or activities a week. Students can choose from a variety of on-campus activities, including working out in the fitness room, running, walking, mountain biking, snowshoeing, skateboarding or playing basketball. At times, Shortridge has been able to offer on-campus fitness classes such as Yoga, strength and conditioning, and dance. Off-campus PE opportunities vary with the season and student interest; activities may include, rock climbing, hiking/backpacking,, working out at the local fitness club (includes exercise classes and swimming), fencing, surfing, horseback riding, and skiing/snowboarding.

Students generally complete 1 school year (7.5 credits) in 9-10 months, and can earn up to 14.5 credits in 16-19 months. Students are often able to stay longer in order to complete the necessary credits to earn a high school diploma.

### **Transferring Credits from Previous Schools**

Shortridge accepts all credits awarded by a previous school and/or wilderness program, though the school reserves the right to decide whether or not those apply toward core academic requirements or elective course; for example, a Creative Writing class may not count as a core English credit. As a rule, any credit earned through wilderness programs (with the exception of those that have a true classroom component) will be considered elective credits.

There are often occasions when a student has completed a term or even an entire semester at a school prior to Shortridge and did not receive any credit even though he or she had passing grades. (Many schools do not award partial credits.) Shortridge will honor the grade and “seat time” in classes that a student started at a previous school as long as families can provide progress reports or report cards that demonstrate both passing grades and attendance, and will complete at Shortridge by averaging the grade earned at the prior school into the final grade received at Shortridge, as long as the student is able to demonstrate the necessary skills and proficiencies. Students also have the choice to do the entire course over at Shortridge.

### **Graduation Dates**

Although the program requires a minimum length of stay of one academic year (roughly 10 months), students do not always graduate exactly at that time. There are three graduations scheduled per year: at the end of May, end of July or early August, and end of December. Upon a student’s enrollment, the Academic Director will work with parents/guardians to establish a target graduation date based on academic and therapeutic needs. However, several circumstances may arise that could impact a student’s graduation date: slower academic and/or therapeutic progress may extend a student’s stay, or students may graduate a little bit early based on the need for a smooth transition to another school. That being said, Shortridge believes that students have the most potential for success



outside of Shortridge when they complete the program in its entirety. Participation in a Graduation Ceremony, whether a student will be receiving a Program Completion certification, high school diploma, or both, is optional.

### **Academic Accelerations**

There are occasions when a student may need to accelerate his or her academics in order to meet the family's transition goals. In order for students to engage in a formal acceleration of one or more classes, the student's team (including the family, counselor, academic advisor, and the Academic Director) must be on board that the target graduation date is in the best interest of the student and is academically realistic. The following criteria must be in place in order for an acceleration to be approved: a student needs to have completed a full year of academics, and be in Phase 2; the student must have a "B" average cumulatively; the student must be consistently meeting all academic and programmatic expectations. The student must fill out paperwork explaining the goals, and then she must meet with her teachers to find out what an acceleration would entail for each class; her teachers, academic advisor, counselor and the Academic Director must sign-off on the plan. If a student will not have completed a full year of academics but meets all other criteria, they can petition the Management Team for special consideration.

It is important to understand that it requires a great deal of self-motivation and self-direction for a student to successfully complete an academic acceleration. Depending on how many classes a student needs to accelerate, it can mean a considerable amount of independent work that the students must manage along with all of the other expectations of the program. This can come at a price; the student's therapeutic process and relationships with peers and family can be compromised. Accelerations should only be put in place when it truly makes the most sense for the transition (e.g. to start college in the fall) and when a student is really ready to do the work.

### **Transition Planning**

It is generally recommended that parents/guardians work with their educational consultants when beginning to think about a student's transition from Shortridge. Consultants have a broad range of knowledge about schools and programs and they often offer college counseling as well. However, Shortridge Academy's college counselor and Academic Director will assist with this transition as well, including scheduling the necessary standardized testing and helping with the secondary school or college application process. Counselors and Academic Advisors may have suggestions regarding the type of environment that they believe would be the most appropriate for a student after Shortridge; however, the school does not make recommendations regarding specific institutions.

The timing of the transition planning process depends somewhat on when a student is estimated to graduate. If the plan is for a student to attend another private secondary school

or college in the fall, it is good to begin exploring the possibilities the previous year in the late fall as many applications are due in January and February. If a student is due to graduate in October or December, it is important to begin to think about the transition plan by early spring. There are schools and colleges that will accept students for a January start date. Generally, conversations concerning a student's transition from Shortridge should begin around the seven-month mark if the student will be transitioning after 9-10 months.

There are occasions when a student's graduation date falls at a time that may be a bit awkward in terms of a student making a smooth transition to another school (i.e. October or March). There are a number of options available to students in this situation. Some students have participated in programs such as Outward Bound and NOLS that offer courses that are one month-long or longer. A student's counselor, Academic Advisor and the Academic Director will work with parents/guardians on this transition plan.

### **Academic Advising**

All students are assigned an Academic Advisor within the first week of enrollment. This advisor is a teacher who is on a team with a counselor and residential mentor and the three staff will work with the student for the duration of his/her stay at Shortridge. Advisors meet daily during "Homeroom" with their group of advisees (an average of 8 students), and during several advising sessions throughout the week, to provide support around academic issues. The advisor's role, in addition to these meetings, is to be a liaison between students and teachers, to communicate academic issues to counselors, parents/guardians, the Learning Center and the Academic Director, and, in general, to guide the student's academic program. The advisor also meets weekly with the team staff and attends team groups with students to keep apprised of both academic and non-academic issues. Parents/guardians who have questions or concerns regarding their child's academics should direct these to the Academic Advisor.

### **Grading/Assessment and Reports**

Student progress in academics is monitored and assessed on an on-going basis. While each course may have a slightly different system for assessing student work, all classes hold students to a high standard of expectations for both academic work and behavior. Grades for each class are based on an evaluation of students' effort, participation, preparedness, homework, projects and tests. Students receive a letter grade representing a cumulative average. Our grading system is as follows:

Progress reports are sent to parents/guardians via the parent portal approximately a week after the mid-term and end-of-term marks. There are two types of reports: the narrative report, which is sent at mid-term, and consists of a letter grade and comments by teachers, and the rubric report, which consists of a letter grade, numerical assessments of skills, and short comments. It is important to remember that these grades are merely indicators of

progress; they are not grades that will appear on the transcript.

As a student completes a course, he or she will receive a final grade. This is the only grade that goes on the transcript. Parents/guardians will receive a final grade report via the parent portal any time that a student finishes a course. This report will list each class that the student has completed at Shortridge, the final grade and the credit earned.

Neither grades nor grade books are available online. The academic department is aware that this is now common practice for many schools; however, it does not align with Shortridge's academic philosophy to do so. While the school acknowledges that grades are important as one means of communicating progress to students, parents and any educational institutions that students attend in the future, grades can also be a barrier to developing intrinsic motivation, curiosity and love of learning. In addition, students do not always perform well when they feel the pressure that comes along with constant judgment and evaluation. It is for this reason that teachers de-emphasize grades and choose to focus on more specific oral and written feedback to help students understand what they are doing well and what they need to work on.

### **Incompletes**

Upon occasion students have difficulty completing schoolwork at the pace expected by the teacher. This will often lead to an IC (Incomplete) on the progress report. This is not the same as a failing grade, as it is based on the fact that the student has completed very little work, as opposed to failing assignments or tests. In addition, there are times when a student has not completed the work required for a course in the allotted time, and/or they have a failing grade at the point at which they are supposed to be completing the course. In these cases, the teacher, the Academic Advisor and the student may decide to extend the student's time in the course to allow for that student to complete the work that would earn them a passing grade and full credit for the course. In this circumstance, the student receives an incomplete, is assigned the necessary work and is given a deadline for completion of that work. Depending on the circumstances, the student will remain in that course until the deadline is reached, or the student will move on to another class and be awarded partial credit if appropriate..

### **Free Blocks, Study Halls, Academic Support and the Learning Center**

Teachers and Academic Advisors continually monitor students' progress and intervene as early as possible to keep students on track. Students meet with their academic advisors every morning from 8:50-9:10AM during "Homeroom"; this is "check-in" time, when students can process what is going on for them academically, go over progress reports, get some organizational help, do some goal-setting, etc. Teachers also offer support as part of classroom activities. Many students also have a "free block" as part of their schedule, which means they have a block of unstructured time during the academic day; however,

this block might also be taken up by Learning Center attendance, and individual therapy. Students can choose to use this time to catch up on out-of-class work and therapeutic assignments, or to meet with their counselor. The school also has mandatory study halls that are scheduled after classes a couple of times/week, and if a student is falling behind in his/her work, they will be assigned to that study hall.

The Learning Center is a relatively new addition to the academic department, and is staffed by the Learning Center Director, and other staff including a part-time learning specialist and teachers; it is currently housed in the lower level of Dorm 3. The mission of the Learning Center has been to provide executive functioning coaching to students who need an extra layer of support outside of the classroom, although Shortridge's plan going forward is to build out the kinds of services that the Learning Center provides. Currently, all students filter through the Learning Center for an orientation, and so that our learning specialists can assess student skills; some students will have a recommendation for Learning Center support, either once, twice or three times/week, from enrollment based on their neuropsych testing. Other students might start with an orientation, and a recommendation for further attendance will be made by our learning specialists after approximately a month. Much like a traditional boarding school, participation in the Learning Center beyond orientation is an additional fee.

### **Cheating/Plagiarism Policy**

Shortridge takes cheating and plagiarizing very seriously, and students who cheat on an assignment will, in most instances, receive a zero and no credit for that work. If cheating/plagiarising becomes a larger pattern of behavior for a student, the student's team will become involved in determining appropriate consequences. Depending on the nature of the incident, students may fail the class in which this behavior occurred. In certain situations, cheating may also be grounds for dismissal from Shortridge Academy.

### **Expectations for Visits**

Although most visits are scheduled on weekends and during academic breaks, there are times when a student will have schoolwork to complete during the visit. It is recommended that parents/guardians assist students in structuring their time during the visit to allow for the schoolwork to get done. This is useful for a number of reasons: not only does it assist students in staying caught up in school, but it also helps students learn how to manage their time, and it assists families in learning how to work together to set and maintain boundaries and expectations.

Please avoid scheduling visits during academic times. It is vital that students do not miss class if at all possible because much of the curriculum is difficult to make up as independent work (i.e. class discussions and hands-on activities). It also disrupts the students' routines and can compromise their motivation and engagement in school.

Students are expected to remain sober at all times while enrolled at Shortridge, including while on visits. Parents/guardians should not allow students to use substances of any kind at any time during visits.

### **Books and Supplies**

Upon enrollment, students are given all supplies necessary to be prepared for class: a binder, paper, pens and pencils, an assignment book, and a computer. As needed, students may purchase new supplies at our Student Store, which will be charged to their student account. At the beginning of each class, students are loaned a copy of the textbook(s) or book(s) required for the course. The books must be returned when students have completed the course or the unit for which the book was necessary. If books are lost or damaged, replacement books will be charged to the student account.

## **X. GENERAL POLICIES AND PROCEDURES**

### **A. Our Special Responsibility To Students**

At Shortridge Academy, the emotional and physical safety of our students is our utmost priority. We comply with all New Hampshire state laws related to reporting crimes, abuse, neglect, and certain illnesses. Additionally, we provide ongoing training and education to our staff to ensure compliance.

In regard to student safety and security, Shortridge Academy uses the services of a licensed security guard agency to maintain the overnight security of Shortridge Academy. In addition, there are two staff homes on campus and each dormitory has a resident staff member living in an attached apartment. If there is an emergency between 10 pm and 8 am, the general voicemail gives an extension that will connect you to one of those five staff members.

### **B. Confidentiality**

As a condition of enrollment, parents/guardians and students must agree to provide written consent to release the student's medical and mental health-related information (including information related to any and all testing relating to alcohol and drug use, HIV, and any sexually transmitted disease) to employees or agents of the Academy, as determined by the CEO or designee, to meet the medical or safety needs of the student and the community or the legal responsibilities of the Academy. When the student turns 18 years of age, the student will be required to re-sign the written consent as a condition of continued enrollment at the Academy.

Shortridge Academy will maintain appropriate administrative, technical, and physical safeguards to protect the security of all health-related information within its care or custody. While it is the obligation of Shortridge Academy to safeguard student medical information, we must also balance matters of privacy and confidentiality with safeguarding the interests and well being of our students and our community. Thus, parents/guardians and students consent to allow employees, counselors, and agents of Shortridge Academy to disclose to each other and outside health care providers who have a need-to-know, as determined by the Head of School, medical and/or psychological information necessary to serve the best interests of the student and/or the community. In the event of a disclosure required by law, every effort will be made to notify the student and/or parents/guardians in advance. Parents/guardians and students also agree to allow employees, counselors, and/or agents of Shortridge Academy to discuss or disclose any information about a student as deemed necessary or appropriate by the Academy to a student's educational consultant.

*All students sign a written agreement giving the school the right to share any and all medical, health, or therapeutic information, including without limitation information regarding wellness or sick visits, any medical testing and test results (including any and all test results relating to alcohol and drug use, HIV, and any sexually transmitted disease), procedures, conditions, illnesses, or diseases, with parents or legal guardians as determined necessary by the school regardless of whether the student has turned 18. Upon turning 18, students will be required to re-sign the written agreement as a condition of continued enrollment.*

### **C. Diversity/Discrimination Policy**

Shortridge Academy encourages diversity not only in its staffing, but also in its student population. The Academy does not tolerate any discrimination, harassment or bullying on the basis of ethnicity, national origin, color, religion, creed, age, gender, sexual orientation, disability or any similar characteristic.

### **D. Shortridge Academy Policy on Transgender\* Students**

#### **INTRODUCTION**

Shortridge Academy (the "Academy") is a diverse educational and therapeutic environment that seeks to provide a safe space for students to express their identity authentically and to support students' emotional/ mental health. In order to create a safe, supported and inclusive environment for students who openly identify as transgender, the Academy has adopted this policy. The policy sets out guidelines for the Shortridge Academy community to address the needs of transgender students. This policy does not anticipate every situation that might occur with respect to transgender students; the needs of each student will continue to be assessed on a case-by-case basis.

The responsibility for determining a student's gender identity rests with the student. The Academy shall honor a student's assertion of gender identity when there is consistent and uniform assertion of gender identity or other evidence that the gender identity is sincerely held as part of the student's core identity. Confirmation of a student's asserted gender identity may include, but is not limited to, written or oral affirmation from the student, parent, or family member; a letter from a clergy member, coach, relative or family friend stating that the student has asked to be treated consistent with the student's asserted gender identity; a letter from a health care provider stating that the student is receiving medical care or treatment relating to the student's gender identity; or other potential forms of confirmation. The Academy does not, however, require a medical or mental health diagnosis or treatment in order for students to have their gender identity recognized and respected by the Academy.

Pursuant to the provisions set forth below, the Academy will review each situation based on the particular circumstances. Relevant factors include, but are not limited to, the student's preference, protecting student privacy, maximizing social integration, minimizing stigmatization of the student, the student's age and/or maturity, the safety of the students involved, and the available facilities and/or accommodations.

Any student who needs assistance with this policy, including addressing concerns about student records, Academy facilities and other activities, should contact the Clinical Director or Head of School.

## DEFINITIONS

The following definitions are intended as functional descriptors to assist in understanding this policy. Students may or may not use these terms to describe themselves.

**Gender:** Attitudes, feelings, characteristics, and behaviors that a given culture associates with being male or female and that are often labeled as "masculine" or feminine."

**Gender Expression:** A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to the external characteristics that are socially defined as masculine or feminine, including clothing, hairstyles, activities, mannerisms, speech patterns, and social interactions.

**Gender Identity:** A person's genuine, internal, deeply-rooted identification as male or female, or something else, that may or may not correspond to the person's external body or assigned sex at birth.

**Gender Nonconforming:** Can be used to describe people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who

are perceived as androgynous.

Non-binary: A person with a gender identity other than male or female.

Sex: In a dichotomous scheme, the designation of a person at birth as either “male” or “female” based on their anatomy and/or biology.

Sexual Orientation: A person's physical, romantic, emotional and/or spiritual attraction to another person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, homosexual, lesbian, gay, asexual, and bisexual. Sexual orientation is distinct from sex, gender identity, and gender expression.

Transgender: A person whose sex assigned at birth is different from the person's gender identity and/or gender expression. It can also be used to describe a broad range of identities and experiences that fall outside of traditional notions of gender.

Transition: The process that people go through as they change their gender expression and/or physical appearance to align with their gender identity. This concept is very broad and varies depending on the person. For some transgender individuals, this process involves primarily a social transition, rather than any medical treatment, such as changing an individual's first name, pronouns, clothing, and appearance.

## NAMES/PRONOUNS

Upon request by a student, Shortridge Academy will use the preferred name and pronoun that reflects the student's gender identity and request that other community members do the same.

While inadvertent slips or honest mistakes in the use of preferred names or pronouns may occur, the Academy does not tolerate intentional and persistent refusal to respect a student's gender identity by using the wrong name and/or pronoun.

## RECORDS

Shortridge Academy maintains official student records as required by applicable law. If a student requests that a preferred name and/or gender be used on Academy documents, including the official, permanent student record, Shortridge Academy will make every effort to comply with this request. This may include, but is not limited to, updating the student's transcript, letters of recommendation, diploma, student schedules, Academy medical documentation, and disciplinary records.

The Academy is sensitive to the private nature of discussions and documentation regarding students' name and or gender and is committed to protecting students' confidentiality by



restricting the use of, and access to, this information in accordance with applicable law.

## RESTROOMS

Shortridge Academy maintains separate restroom facilities for male and female students. Transgender students may request access to the restrooms on campus that correspond to their gender identity.

Where available, a single stall, gender-neutral restroom may be used by any transgender student who desires increased privacy. No student, however, is required to use this option. Administration will meet with students making specific requests to review appropriate adjustments to "whereabouts" policies as they apply to restrooms on campus.

## DORMITORIES

Shortridge Academy maintains separate dormitories for male and female boarding students. The Academy supports boarding students in obtaining suitable, safe housing. Transgender students may request to be housed in a dormitory that corresponds with their gender identity.

The Academy's granting of a student's request is based solely upon the Academy's judgment and parental or legal guardian consent.

At this time, private rooms and private bathroom facilities are not available in the Academy dormitories. Students may request/propose a plan for access to private bathrooms in the Main House which will be reviewed and decided by administration.

## SPORTS AND PHYSICAL EDUCATION CLASSES

Transgender students are permitted to participate in physical education classes and extracurricular activities in a manner consistent with their gender identity.

Transgender students are permitted to compete in athletics in a manner consistent with their gender identity to the extent that their participation complies with the athletic competition rules and bylaws of the athletic associations and leagues in which Shortridge Academy competes.

## DRESS CODE

Students are allowed to dress in accordance with their gender identity and gender expression, within the constraints of the dress code adopted by the Academy.

### **E. Drug-Free School Zone**

Shortridge Academy is covered by the New Hampshire Drug Free School Zone law (RSA

193-B). This regulation states that, except as otherwise provided by law, it shall be unlawful for any person to manufacture, sell, prescribe, administer, dispense, or possess with intent to sell, dispense or compound any controlled drug (including marijuana) or its analog within a drug-free school zone at any time.

The drug free school zone includes any property used for school purposes by Shortridge Academy, whether or not owned by Shortridge Academy, within 1,000 feet of any such property, and within and immediately adjacent to school vehicles.

## **F. Searches And Investigations**

A search of a student's room and/or any item in a student's possession may occur when any member of the faculty or school administration has reason to believe that a disciplinary infraction or the existence of physical or other potential harm to the student or others will be discovered. In addition, in the school's ongoing efforts to ensure compliance with our rules and that students engage in appropriate behavior, and to maintain a substance free and safe school environment, the school may choose to conduct a random search of any area of the school premises as well as any item of a student's personal belongings or items in a student's possession. Depending upon the specific circumstances, these searches may involve the use of professional dog sniffing teams contracted by the school. Searches may occur at any time and without prior notice.

Students are expected to cooperate in investigations conducted by Shortridge Academy for any purpose. Students are expected to be honest, but honesty is not necessarily a mitigating factor, and students' own statements may be used against them. Failure to cooperate with an investigation may result in disciplinary action.

If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including, but not limited to, pending criminal charges, the school reserves the right to take action, including proceeding without a statement from the student, or to ask the student to leave school.

## **G. Safety Issues**

Safety and security are a priority at Shortridge Academy. Everyone has a role to play in helping to ensure maximum safety and security for the entire school community.

## **I. General Safety Regulations**

The following are some regulations to help promote a safe school environment:

1. No smoking, no candles, and no open-flame devices are permitted in student rooms. Incense may not be burned. Natural cut trees and vegetation are prohibited.
2. Know the location of fire exits, extinguishers, and pull stations in all School buildings.

3. Fire doors should never be propped open, and hallways and exits must never be obstructed by any article which could hinder quick and easy exit from a room, passageway, or building.
4. Tampering with fire and smoke alarms or using fire extinguishers except for fire fighting purposes is a criminal offense and will result in disciplinary action.
5. Rooms, hallways, and common areas are to be kept uncluttered and clean. There must be a clear pathway and line of sight to the furthest part of any student room from the entry door.
6. Bicycles must be kept in bike racks or storage rooms only.
7. Nothing should be hung from fire sprinkler pipes, sprinkler heads, strobes or any other fire safety device.
8. No halogen lamps or string lights are allowed in student rooms.
9. Lights, lamps and appliances should be turned off when the room is unattended to save energy and reduce the potential of fire.
10. UL approved power strips rated at 13 amps with circuit breakers must be used with multiple electrical devices and plugged directly into a wall outlet. No more than two power strips per room and only one per outlet is allowed. Multiple plug adapters are prohibited.
11. No fabric or synthetic materials of any kind may be attached to walls or ceilings, or used as room dividers.
12. Flammables must not be hung on the outside surface of any student room door or in house corridors.
13. Furniture in no way can limit egress or reduce available floor space so as to hamper firefighter or emergency medical personnel access to a room.

### **Water-based Activity Policies**

A goal for Shortridge Academy students is to make use of all the natural locations in the state in which to take the students on trips and facilitate activities. The following guidelines are to be adhered to in order to foster a fun and safe environment at locations such as lakes, beaches and other aquatic locations.

#### ❖ Safety Briefing

- Before any water related trip, the staff in charge must make sure that all supervising adults, and the students, are fully aware of all safety aspects of the activity.
- Any aquatic activity should be considered high risk and the following should be considered in a more comprehensive way:
  - Student capabilities
  - Qualifications of adults involved
  - Staff/student ratio

- Risk assessment
  - Establishing guidelines for the activity
- ❖ Attire
  - Students should be dressed appropriately for the activity
  - Swimwear should be kept tasteful, nothing overly revealing
  - When applicable, such as in rivers or other locations with sharp rocks, water shoes must be worn
- ❖ Supervision
  - Students must remain in sight of staff at all times
  - Students must also pay attention to the lifeguard on duty
- ❖ Swimming
  - Swimming is only permitted at sites with an active lifeguard on duty or when a staff member with lifeguarding or water safety certification is present. The lifeguard will have appropriate rescue gear for the setting.
  - Students may not swim without the consent of staff. A verbal assessment of participant swimming skills will be conducted before getting in or on the water.
  - Students may not dive into the water.
  - Students may wade in waist deep water under the supervision of a staff member where the current is minimal and students are standing with the intention of simply bathing and getting wet as opposed to swimming.
- ❖ Fishing
  - Shoulder-check no one's in harm's way when casting
  - Keep in mind where everyone else is fishing to avoid tangling lines
  - Students must wear appropriate footwear
  - Anyone 16 years or older must have a valid NH fishing license
  - Students need to stay within staff sight at all times

## **II. Emergency Response Staff Instructions**

**Communication:** Staff will be notified when an incident occurs and kept informed by the ONE CALL NOW voice, text & messaging system as additional information becomes available and as plans evolve. All staff will receive notifications and instructions from the Chief Operating Officer. The COO will assign an On Site Incident Commander for the event.

**General Instructions for all events:** All staff should remain calm, help the students to remain calm and quiet, and reassure them that help is on the way. Please follow instructions in the Emergency Procedures and as communicated via ONE CALL NOW, and wait for the ‘all clear’ before returning to normal activities.

## **Drop, Cover and Hold**

**Examples** - Explosions, earthquakes, tornadoes, and unannounced severe wind events.

Indoor Procedure - When indoors, students and staff should:

- Face away from windows
- Drop to the floor
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is not suitable furniture available; head and face should be covered by arms. If possible face an interior wall
- Hold on to the furniture until directed to stop or when it is safe to do so
- Staff may have to evacuate or implement another response action as the situation dictates

Alternate Indoor Procedure (Tornado) - If there is time move to the basement center pantry area (Main House), Basement Interior Room (D3 & Learning Center):

- Move to the basement (Main House or D3)
- Face an interior wall
- Drop and cover head with arms
- Wait for the all clear

Outdoor Procedure (Earthquake) - When outdoors:

- Move away from buildings: To the soccer field, or when snow-covered, the staff parking lot.
- Drop to the ground
- Cover face and head with arms
- When directed or when it is safe to do so, staff may implement other response actions as the situation dictates

## **Secure Campus**

**Examples:** A police chase near a school, and a direct or indirect threat to a school.

Indoor Procedure - When indoors, students and staff should:

- Staff should close all windows and curtains if necessary
- Check that all exterior doors are closed and locked
- If necessary, assigned staff will monitor all exits
- Continue normal functions unless informed to take another action or Secure Campus is terminated

- Depending on the situation all entry and dismissals should only be allowed through one point of entry designated by the On site Incident Commander which is monitored

Outdoor Procedure - When outdoors, staff and students should:

- Activate Reverse Evacuation (See Reverse Evacuation procedure)
- All outdoor activities should be cancelled
- The trailer should Reverse Evacuate into the primary school building if they cannot be properly secured and/or communications cannot be maintained with the primary building

## Shelter in Place

**Examples:** Airborne hazardous materials, toxic smoke, or nuclear material, insufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while awaiting transportation resources to arrive.

Procedure

- Staff should close and lock all windows
- Check that all exterior doors are closed and locked
- Shut off heating and air-conditioning equipment and fans
- Close all vents that can potentially carry outside air into a building
- Vents that cannot be secured should be covered by utilizing duct tape and plastic
- Escort all students to the basement (center pantry area)
- Depending on the situation all entry and dismissals should only be allowed through one point of entry designated by the On Site Incident Commander which is monitored
- Await further information
- Prepare for evacuation or other response actions

## Lockdown

**Examples:** Violent intruder or any other situation, such as a wild animal on the school property, that would entail securing staff and students in their classrooms, common areas, or other rooms that are able to be locked.

Indoor Procedure - When indoors, students and staff should:

- Report to the nearest room with a door and covered windows (not the Great Room, Dining Hall, or the Library)
- Staff should move students so they cannot be seen
- Close and lock doors and windows
- Barricade entrances if necessary
- Cover the door window if necessary
- Shut off lights
- Remain quiet

- If the Fire Alarm sounds do NOT evacuate, but staff should be alert in case there is a fire and may have to take action such as Evacuation
- Wait for further instructions from trusted sources such as school staff or emergency personnel
- Be prepared to institute other response actions, as necessary
- If a staff member cannot get to a room or other interior area of refuge or the situation warrants, they may evacuate to an exterior area of refuge

Outdoor Procedure - When outdoors staff and students should:

- Do not reenter a threatened building
- Immediately go to an exterior area of refuge

## Evacuation

**Examples:** Fire alarm is activated or an incident in the building poses an unsafe environment such as fire, internal hazardous material spill, or a hostage situation.

Fire Alarm Activation Procedure - When the school Fire Alarm system activates students and staff should:

- Exit the school by nearest and safest exit (do not stop to pick up coats or belongings)
- Gather at the designated meeting area: the soccer field, or when the field is snow covered, to the staff parking lot.
- Staff will take attendance in accordance with normal fire drill procedures
- Staff will observe students for signs of heat or cold exposure and other possible issues; any issues should be communicated to the Incident Commander
- Await further instructions

Room by Room Evacuation - Staff and students should:

- Evacuate the immediate area of danger
- Call 9-1-1 (review your school's phone procedures, there may be additional numbers required to get an outside line)
- Staff should notify the office of the situation
- Evacuate adjacent rooms away from the danger area
- If Fire or Police are on site follow their instructions
- Gather at the designated meeting area if safe to do so: the soccer field, or when the field is snow covered, to the parking lot.
- Use secondary meeting area if primary is not safe
- Staff will take attendance in accordance with normal fire drill procedures
- Staff will observe the students for signs of heat, cold exposure or signs that they were exposed to the hazardous material; report any issues to the Incident Commander
- Await further instructions

## Reverse Evacuation

**Examples:** A dangerous or potentially dangerous situation outside the school.

### Procedure:

- If directed by school office, commence Reverse Evacuation immediately
- The first person aware of a situation directs students and staff to enter the building
- Walk quickly into the nearest entrance
- Notify the office as soon as possible (if action wasn't initiated by the office)
- Report to a designated meeting area such as Great Room, dining hall, or classrooms
- Check for injuries
- Staff will take attendance
- Remain quiet and await further instructions

## Scan

**Examples:** Information about a potentially dangerous item which doesn't belong on campus, or a bomb threat.

### Procedure:

- Look around your room for anything you are unable to identify
- Scan: High, Middle and Low
- If something is found, evacuate to a safer area
- Do not use radios or cell phones if incident is a Bomb Threat
- Do not move, open, or touch a suspicious object
- If notified to evacuate the area or room, evacuate
- Notify the Incident Commander and describe the suspicious item
- Remain quiet and await further instructions

## III. Life Threatening Situations Policy

Faculty or staff witnessing a life-threatening situation should call 911 immediately and then notify the after hours emergency contact at 603-608-8193. Students should always attempt to contact an adult for assistance when possible. Examples of life threatening situations include:

- Acute respiratory distress – i.e. trouble breathing or hyperventilation
- Severe bleeding
- Shock and anaphylactic reaction
- Cardiac distress (chest pain, “heart attack”, no pulse)
- Burns - serious/extensive (any burn on the hands, face, feet, genitalia or covering more than 1% of the person's body)
- Poisoning – any ingestion of any chemical – call Poison Control after calling 9-1-1



- Unconsciousness – for any reason
- Injuries involving large bones or severe head or neck injuries with trauma or paralysis – any broken bone, fall from a height or pain in the neck area after any impact or fall

## **H. Alcohol And Drug Use, And Testing**

Students are expected to be completely drug and alcohol free while enrolled at Shortridge Academy, including on home visits. Abusing prescription and over-the-counter medication, household cleaners and aerosol propellants is also prohibited. A student consuming, buying, selling, in possession of, or under the influence of such substances at Shortridge Academy or at, or preceding, any Shortridge Academy activity or event is subject to immediate dismissal and possible prosecution by local authorities. Being in the presence of the use and or possession of alcohol or any illegal substance is also prohibited. Even drug and alcohol violations during non-school time may have ramifications; including loss of privileges or other disciplinary action. In the event of such offenses, Shortridge Academy reserves the right to require drug and/or alcohol testing, substance abuse counseling, or other counseling or education for the offending student.

In addition, Shortridge Academy may require without prior notification that a biochemical test for drugs and/or alcohol be performed on a student at any time **with or without parental permission**. Shortridge Academy reserves the right to test students for drugs and alcohol randomly or in the following circumstances: (1) the student exhibits drug or alcohol influenced behavior; (2) the student has a history of drug or alcohol use at the school; (3) there are significant changes in the student's academic or social functioning; (4) there are signs of psychological distress; or (5) upon written request by the parent(s) of the student.

The cost of such testing is the responsibility of the parents/guardians. Failure to appear for testing, failure to provide a sample, or evidence of attempted adulteration may cause a test to be presumed positive. A positive test, whether or not it can be demonstrated that the substance was used on the grounds, may result in disciplinary action including possible immediate dismissal.

## **J. Anti-Harassment Policy**

It is the policy of Shortridge Academy to maintain a learning and working environment that is free from all forms of harassment including sexual harassment. Shortridge Academy will not tolerate harassment of any kind, whether it is of a general or sexual nature, or whether it is based on specific characteristics such as a person's race, national origin, ethnicity, sex, religion, disability or perceived orientation. The Academy will not tolerate sexual or other harassment of employees or students by anyone, whether on Shortridge Academy property, at school or work-related assignments, off-property or school

sponsored social functions or activities. Where inappropriate conduct is found, Shortridge Academy will act promptly to eliminate the harassing conduct and take other appropriate corrective action with the likelihood that the offender will be separated from the Academy.

Any form of harassment, including written or verbal harassment in the form of voice mail, electronic messaging systems, electronic mail, or use of the Shortridge Academy's internet site will not be tolerated. Harassment may include easily identifiable acts of verbal, written, or physical abuse. It may also include more subtle, but equally damaging forms of harassment such as graffiti, epithets, and remarks or "humor" that stereotype individuals. No matter what form it takes, harassment of any member of this community is strictly prohibited.

It shall be a violation of this policy for any student of Shortridge Academy to harass another student, employee, visitors or members of the Shortridge Academy community through conduct or communications of a harassing or sexual nature as further defined in this policy. Violations of this policy will be cause for disciplinary action including possible dismissal.

Shortridge Academy also condemns and expressly prohibits sexual contact or relationships between adults and students and sexual harassment of any kind. All sexual advances (overt or otherwise) between adults and students are prohibited, on or off school grounds, even if a student encourages or appears to encourage such advances. Sexual behavior between adults and students is considered a severe breach of trust, may also include criminal ramifications, and mandatory reporting pursuant to state laws.

Any form of retaliation directed toward someone making a complaint about harassment or for participating in a harassment investigation is also prohibited.

### **What is Harassment?**

Harassment refers to unreasonable conduct or behavior, which is personally offensive or threatening, impairs morale, or interferes with the work effectiveness of employees. Examples of harassment include conduct or comments that threaten physical violence; offensive, unsolicited remarks; unwelcome gestures or physical contact, display or circulation of written materials, items or pictures degrading to any gender, racial, ethnic, religious, age, handicap or other group listed above; and verbal abuse or insults about or directed at any employee, or group of employees because of their relationship in any of the groups listed above.

Any of the following acts may be viewed as harassment:

- Conduct or comments that threaten physical violence.
- Offensive, unsolicited comments.

- Unwelcome gestures or physical contact, including, but not limited to, threatening phone calls and waking other students up in the middle of the night.
- Display or circulation of degrading printed materials or pictures.
- Any action that is threatening or implies a threat.

### **What is Sexual Harassment?**

Sexual harassment may be described as unwelcome sexual advances, requests for sexual favors, and other physical and expressive behavior of a sexual nature where: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; 2) submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; 3) such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment; or 4) such conduct has the purpose or effect of interfering with an individual's acceptance in the school community.

The following behaviors are examples of sexually harassing behaviors. The list is not exhaustive, and members of the community should seek advice and assistance in any circumstance in which they are made to feel uncomfortable by the behaviors of another. Some examples of harassment are:

- Physical assault, including rape or any coerced or non-consensual sexual relations
- Sexual advances, whether they involve physical touching or not
- Sexual physical contact
- Sexual or lewd jokes, remarks, leering, whistling, brushing against the body, or other suggestive or insulting gestures or comments
- Inquiries into one's sexual experiences or activities or discussion of one's own sexual experiences or activities
- Intimidating or suggestive remarks about an individual's sexual orientation, whether actual or implied
- Sexually suggestive or degrading sounds or remarks (written, oral, or electronically transmitted), including graffiti and the spreading of sexual rumors, made to or about another member of the community
- The use of school technology to transmit sexually suggestive, offensive, and/or degrading material, whether received at the school or elsewhere
- The open display of sexually offensive objects, pictures, and messages

Each student should exercise his or her own good judgment to avoid engaging in conduct that may be perceived by others as harassment.

Harassment can come from superiors, school employees, fellow students, visitors or

vendors. Men as well as women, or boys as well as girls, can be victims of sexual harassment. Shortridge Academy will not tolerate any form of illegal discrimination or harassment. Violations of this policy, whether intended or not, will not be permitted.

### **What to Do If Someone is Harassed**

Sometimes when someone has done something to offend you or which you feel is harassing, the behavior can be stopped by confronting the person, telling the person that he or she has offended you, and asking the person to stop. You should not allow an inappropriate situation to continue, regardless of who is creating the problem. The Academy is also committed to assisting any student who feels that he or she has been harassed. You should feel free to seek the assistance of the Director or any other trusted adult employee on campus regarding any harassment or other situation where you need help. Shortridge Academy will promptly conduct an investigation and take such other action as necessary to deal with the situation. Your complaint or concerns will be kept as confidential as possible taking into consideration Shortridge Academy's obligation to respond appropriately and deal with the harassment.

### **K. Hazing**

Shortridge Academy does not permit hazing or related behavior among students. Hazing is defined as any conduct, coercion or intimidation used as a method of initiation into a student organization or team, which is likely to endanger the physical or mental health of any student.

Examples of activities which may be considered hazing include: paddling or striking in any manner; marking or branding; requiring the carrying of such items as rocks, helmets, books, paddles, etc; preventing or restricting normal personal hygiene; treating a person in a degrading manner; causing indecent exposure; requiring uncomfortable, ridiculous, or embarrassing dress; preventing or restricting class attendance or sleep; forcing a student to destroy or steal property; whipping, beating or kicking; transporting and abandoning; tying up, taping or confining someone in a small place; forcing someone to engage in or simulate sexual acts; or to participate in a drinking contest.

Hazing will not be tolerated at Shortridge Academy. Offending students will suffer appropriate disciplinary action including the possibility of suspension or expulsion.

Shortridge Academy is covered under the New Hampshire hazing law (RSA 631:7). Under New Hampshire law, it is a crime to (1) participate as an actor in any student hazing, (2) knowingly submit to hazing and fail to report it to the school or to law enforcement, or (3) be present at or have direct knowledge of hazing and fail to report such hazing to law enforcement or school authorities. Every member of the school community must report hazing to the Director or any other trusted adult employee. In addition, Shortridge Academy is required by law to report to the local police any hazing reported to it or of

which it becomes aware.

Keep in mind that, under the law, the implied or even express consent of any person toward whom any act of hazing is directed is not a defense to hazing.

Any student who thinks that he or she has been the victim of hazing should report it immediately to the Head of School/COO or any other trusted adult employee at the school.

#### **L. Safe School Zone**

Shortridge Academy is covered by a New Hampshire law known as the Safe School Zone law. (RSA 193-D). Under this law, all employees are required by law to report to the local police when the employee has witnessed or has information from the victim of an act of theft, destruction or violence in a safe school zone. It is a violation of law if an employee fails to report these acts as required under the safe school zone law.

A safe school zone includes school property and school vehicles as well as any property, public or private, at which a school sponsored or school related event occurs.

The definition of an "act of theft, destruction or violence" is broad and includes:

- Homicide
- Any first or second degree assault
- Any simple assault
- Any felonious or aggravated felonious sexual assault
- Criminal mischief
- Unlawful possession or sale of a firearm or other dangerous weapon
- Arson
- Burglary
- Robbery
- Theft
- Illegal sale or possession of a controlled drug

Any student who has been the victim of any theft, violence or act of destruction should immediately tell a Director or any other trusted adult employee on campus.

#### **M. Child Abuse**

As required by New Hampshire law (RSA 169-C), Shortridge Academy must report all suspected cases of child abuse, including sexual abuse and/or neglect to the New Hampshire Division for Children, Youth and Families. Any student who feels that he or she has been the victim of abuse of any kind should speak to the Director or any trusted adult in the school community immediately.

## **N. Grievances**

In the event that a student or a parent has a grievance with Shortridge Academy, it shall be submitted in a written form setting forth the subject of the complaint. It may be filed with the Head of School/COO. Grievances against the overall management of the school or with the Head of School/COO can be addressed by contacting the CEO.

## **XI. HEALTH CENTER**

The Shortridge Academy Health Education Center is licensed by the New Hampshire State Department of Health and Human Services. The Medical/Health Services Director, oversees and supervises all services provided by the Health Center nursing team. In efforts to support and maintain a student's safety in all regards, the Shortridge Academy Health Education Center employs experienced licensed/registered nurses who work in concert to promote positive physical, emotional and cognitive development for all Shortridge students. The Health Education Center is staffed by NH licensed registered and practical nurses. Further, the Medical Director oversees and supervises all services provided by the Health Education Center team. The Health Education Center is open to address students' medical/nursing needs on M-onday through Friday from 7:00 AM to 3:00 (although, often the AM nurse is here through to 5:00) and 5:00 - 10:00 PM and then from 8:00 AM to 1:00 PM and 5:00 to 10:00 PM on Saturday and Sunday. Emergency call staff is available as needed after operation hours. The Health Education Center team encourages and welcomes visits and phone calls from all parents.

### **1. Nursing/Medical Treatment**

The Shortridge Academy Health Education Center team provides health services to all students and includes but is not limited to: medication administration, basic nursing assessment/collaboration, first aid treatment, coordinating regularly scheduled medical appointments, collaborative practice with other external medical and clinical providers, health education, and collaborative arrangement of annual medical appointments to include seasonal inoculations per NH State Health and Human Services recommendations and guidelines. As well students' medical records and files are constantly updated and safely secured in compliance with Rights to Privacy and Confidentiality.

Upon admission to Shortridge Academy, a student's medical health history is reviewed by the Health Education Center nursing team. Each student meets with one of the nurses for an introduction to the Health Education Center. At this time, initial baseline values for vital signs, height and weight are obtained for comparative purposes as needed during a

student's stay. As well, arrangements may be made for a wellness exam with a local family practice, so that an MD/student relationship is established to maintain efficient, effective and consistent medical care while a student is at Shortridge Academy. This initial appointment will be scheduled in accordance with a student's medical insurance coverage and with parent agreement/consent. Confidentiality and students' right to privacy are honored and well preserved.

Within the first 2-4 weeks, newly enrolled students will review the SA Healthy Lifestyle Standards and Expectations educational powerpoint with a nurse who will then debrief the information offered by the student for further clarity and confirmation. The video entails discussion relative to a teen's positive development and fundamentally adheres to a belief that health is not just the absence of disease. A holistic perspective which incorporates mind, body, and spirit is most conducive toward optimal well-being and thus utilized as the framework from which we garner helpful and unique health information for our standards and guidelines. The video includes discussion about personal hygiene and care of one's personal space, exercise and physical activity, dietary patterns/nutrition and hydration, sleep hygiene/patterns, socialization/recreation and that which nurtures one's soul/spirit. As well an oversight on technology use is touched on and then discussed in detail with our technology director. The curriculum has been created from adolescent guidelines and standards stipulated by the CDC, People 2020 and the American Academy of Pediatrics. This information will be used to create and/or augment all student PDTPs as needed and will be updated and shared with the student's counselor to support the student's therapeutic process as needed.

## **2. Requested/Scheduled Medical Visits**

- The Nursing Services Manager will work with you and your medical insurance needs to select appropriate local providers as needed.
- The Health Center nursing team partners with local providers including, but not limited to, dermatology, dental, orthodontia, orthopedic, physical therapy, and allergy/asthma.
- You will receive all provider contact information and appropriate links to the new patient paperwork that you will need to complete prior to the scheduled appointment.
- The Health Center team and our Transportation Department will coordinate the actual dates and times of appointments.
- The Health Center team will contact you after the visit with any treatments or additional appointments. The visit information will be placed in your child's medical record.

- The school is not responsible for any expenses incurred as a result of your child's visit to a medical facility and you will see a transportation fee on your monthly statement.

### **3. Transportation For Medical Visits**

- Emergency medical/doctor visits
  - If your child requires advanced medical care for illness or injury, the health center nurse will attempt to contact you prior to any transport from Shortridge Academy.
  - Your child will be transported by a school staff member to a local walk in center or hospital, or an ambulance to Frisbie Hospital in Rochester NH will be called if necessary. A school staff member will always accompany your child.
  - The health center staff will update you regularly while your child is receiving care off campus and upon their return to campus.
  - The emergency facility will be given your insurance information, they will bill you directly, and there will be a transportation fee on your monthly statement.
  - The school is not responsible for any expenses incurred as a result of your child's visit to a medical facility.

### **Mental Health/Psychiatric Assessment and Psychotropic Medication Management**

Upon acceptance to Shortridge Academy, the Medical/Health Services Director will review any psychological or psychiatric reports/evaluations as well as medical history provided by parents in the student application. Shortly after admission, a student will have an opportunity to meet with the Medical/Health Services Director for an initial assessment to determine how the student is handling the transition and adjustment to Shortridge Academy. A clinical impression and/or recommendations or suggestions will be formulated and will be discussed with the student's parents and the respective counselor. This initial assessment is offered as part of the Shortridge Academy tuition package.

Medication management of psychotropic medications is/can be provided by a licensed MD or ARNP employed by Shortridge. In light of the fact that the licensed ARNP/medical director is on campus regularly on a weekly basis, having ample opportunity to meet with students and to collaborate with the counseling and nursing team, on-site psychotropic medication management is recommended. A collaborative practice with a teen's prior psychiatric providers is welcome and preferred. However



parents/students may opt out of this on-site service at their discretion/preference. Should parents elect to have their teen's medication managed by the SA Licensed MD/ARNP a contract will be provided for signed consent. An appointment will then be scheduled with the teen. This appointment will consist of making acquaintances while also providing an opportunity for the teen to provide important history (from his/her perspective) regarding the antecedents that warranted enrollment at Shorridge and/or Wilderness placement. Further a Review of medical, emotional, technology and/or any substance use history is discussed. All students complete self rating scales for anxiety, depression, a pediatric symptom checklist and/or an ADHD rating scale (corroborated by teacher ratings of ADHD when pertinent). Parents are consulted to confirm history, while maintaining a student's confidentiality. Lastly family history relative to medical and psychological issues is obtained from parents. Psychotropic medication management is consistent with the parameters and guidelines set by the Academy of Child and Adolescent Psychiatry and the APA.

Should parents elect to continue to use an "at home" provider, they will make their intent known to the Health Education Center team. In either case, a collaborative process is preferred, recommended and welcomed to provide consistency and continuity of care for all students.

#### **4. Prescription and Non-prescription Medication**

Upon enrollment, parents and students are required to provide the Academy with a list of all medications that the student currently takes, including prescription and non-prescription medication. During a new student's move in, all student medications are to be delivered directly to the Health Center where they will be securely kept. School policy prohibits students from self-administering any prescription or OTC (over the counter) medication prescriptions. Certain limited exceptions may be made for emergency medications such as asthma inhalers or epinephrine auto-injectors. In the case of a student who may require such medications, parents and students should consult with the Health Services Manager or designee to develop appropriate measures. An original signed and dated copy of the prescribing physician's order must accompany each medication. Please speak with the Health Center nursing staff before bringing or sending any over-the-counter medication to make sure these medications are accepted and approved per Health Center policy. An adult must deliver all medications directly to a Health Center nurse. Medications should never be dropped off by a student/nor picked up by a student who may be returning from or departing for any off campus trip/visit. Occasionally, students may refuse to take their medications as prescribed. Though an infrequent occurrence, on most occasions, the Health Center staff successfully partners with all students to help them understand the medical reasons and rationale behind adherence to their med plan. Should a student refuse, this

information will always be shared with parents.

### **5. Prescription Refills**

At enrollment you will discuss with the nurse your health insurance needs and select which local pharmacy or mail order pharmacy you would prefer to use. Your credit card, insurance information, contact phone numbers, and your child's allergy information will be faxed to the selected pharmacy.

- Transportation will pick up medications as ordered by the health center staff, the co-pay, if any, will be charged to your credit card on file with the pharmacy, and a pick up fee will be included in your monthly statement (please see the tuition & fee schedule).

### **6. Additional Therapeutic Services**

Further, an employed psychiatric ARNP or Psychiatrist/Medical Director can provide individual psychotherapy and or family therapy per parent and/or clinical director recommendation/ request. In these circumstances as well as in the case of managing psychotropic medications, a psychiatrist or psychiatric ARNP/medical director will collaborate with the Shortridge Academy counseling team and faculty.

Separate from groups and individual therapy provided by the SA counseling team, which are included in the tuition package, psychotropic medication management and individual/family therapy provided by a psychiatrist or psychiatric ARNP/Medical/Health Services Director is billed separately.

### **7. Billing for Med Management/Additional Therapy Services**

The invoice, generated by the Shortridge billing department, will include all necessary codes, dates and fees, as well as necessary license and provider identification numbers, so that you may submit this statement to your insurance company for reimbursement if approved. You are expected to remit payment for medication management directly to Shortridge Academy and then submit your statement indicating Paid to your insurance company.

## **XII. TRANSPORTATION**

### **Shortridge Academy 2020 Student Home Visit Transportation Policy**

Break Week Transportation Requiring Shortridge Faculty and Drivers to Transport your Student to and from Airport, Train, and Bus Locations

- Break Week Defined: Break Week is defined as those dates published on the Shortridge Academy Calendar that outline when a Break Week begins and ends.
- Shortridge Academy's transportation resources are limited and need to be scheduled in advance. Adherence to this policy is paramount to ensuring a smooth transportation operation for students, families and the School.
- Home visits are scheduled during **Mid-Term and End of Term breaks. Please refer to the transportation calendar for departure and return dates.** All tickets are to be purchased by the family, approved by the student's Counselor, and forwarded to the Logistics Manager **two weeks** prior to departure. Please include airline, bus, or train confirmation number and e-mail the Logistics Manager at [kwintje@shortridgeacademy.com](mailto:kwintje@shortridgeacademy.com)
- Shortridge **will** provide transportation during Mid-Term and End of Term Breaks to the following locations during the designated school calendar dates and times.\*
  1. Boston Logan **airport departures** between 10:30am-1:30pm and **airport returns** between 1:30pm-4:30pm. \* **Exception:** Unaccompanied Minor Students (students 14 and under) need to contact the Logistics Manager for alternative dates and times. NOTE: Some breaks will have two student groups. The first group will depart on the designated departure and return days. The other group will depart a day later and return a day earlier. You will receive an email from the Logistics Manager prior to each break with specific break week information.
  2. Manchester Airport: Please contact Shortridge Logistics Manager for driver availability and times.
  3. C&J Dover/Portsmouth direct bus to NYC Port Authority and service to points south: Please contact Shortridge Logistics Manager for driver availability, location, and times. Generally, we use the Saturday, 9:00am departure time for the NYC C&J Bus and the 9:30am bus departing to the Boston area. On the designated return day, we use the NYC C&J bus arriving in Dover/Portsmouth at 6:15pm and the Boston area bus arriving in Dover at 6:00pm.
  4. 2020 Travel Days for End-of-Term and Mid-Term Break Weeks with Itineraries Due **Dates:**
    - Departure day February 1st and return day February 4th itineraries due January 17th
    - Departure day March 7 th and return day March 15th itineraries due February 21st
    - Departure day April 18th and return day April 21st itineraries due April 3rd
    - Departure day May 23rd and return day May 31st itineraries due May 8th
    - Departure day June 27th and return day July 5th itineraries due June 12th
    - Departure day August 1st and return day August 9th itineraries due July 17th
    - Departure day September 5th and return day September 8th itineraries due August 14 th

Departure day October 10th and return day October 18th itineraries due September 25th  
Departure day November 24 th and return day November 29th itineraries due November 10th  
Departure day December 19th and return day December 27th or January 3rd itineraries due Dec. 4th

### **Non-Break Week Transportation to and from Airport, Bus, and Train Locations**

- For Counselor approved trips, Shortridge **will attempt** to provide transportation to airport, train, and bus locations during Non-Break Week times. Non-Break Week times are those that are outside the pre-published dates for beginning and end of Break Week as outlined on the Shortridge Academy Calendar.
- Before booking, please call the Logistics Manager and discuss the availability of an Academy Driver or Staff to transport your student to and from the airport. No flights or other travel should be scheduled Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve and New Year's Day.
- In the event that a Driver or Staff member is not available, please make arrangements with an outside transportation provider of your choice and provide the Logistic Manager your travel plans including itinerary with confirmation numbers, along with transport company confirmation.
- Students may depart from and return to Shortridge between 9:00am and 7:00pm.
- For your convenience a list of outside transportation providers that other families have used are:

[JCN Shuttle](#) 603 515 1894

[Abby's Car Service](#) 603 431-4555

Feliciano Transportation Company: 1 800 287-3641

<http://www.felicianolimo.com/>

Regal Limousine Service: 1 800 709-3500 <http://regallimo.com/>

[Grace Limousine](#) 603-666-0203

- **NOTE:** Shortridge Academy does not maintain updated quality of service information on these companies nor do we have any formal relationship with them. Use of an outside transportation provider means that students will be dropped off at the terminal curb (i.e. "Curbside Service"). If you have concerns about this please contact your Counselor.

### **Home Visits Involving Parent Transportation**

- Parents and guardians who self transport their student are asked to discuss dates and times with their student's Counselor so counselors can enter the information in the "Shortridge Visits Log". This log communicates your visit with all Shortridge staff allowing us to prepare your students medications and gather up any personal items needed for the visit.

- Pickup and drop off should occur at the Health Center. Please drive past the main building on Academic Drive (the dirt road that loops to the dorms) and take the road across from the yellow dorm leading up to the side of the main building. Knock on the outside of the Health Center Door. If you are arriving on campus weekends or in the evening, prior to your arrival call the floor manager phone **1 603 923 1978 for assistance**. Upon arrival, inside the building please check-in **immediately** with the Floor Manager. The Floor Manager has a student Departure/Return Checklist for you to sign when you pick up and when you return your student. The Floor Manager will help you get/return your students personal items and escort you to the medical department to pickup/return any medications your student is taking.
- In general, pickup for End of Term and Mid-Term Break is after 5:30pm the last day of class prior to the break and return is 6:30pm at the end of the break. Refer to the Transportation Calendar for departure and return dates. NOTE: you may have arranged different times with your student's Counselor.
- Please remember to stop by the Medical Department for pickup and drop off of any medications.
- If your visit changes, immediately notify your Counselor and the Floor Manager.

### **Additional Transportation Information**

Long Waits at the Airport: Be aware that your student may have to wait for up to three hours or more at the airport, as other students will also be traveling. A trip fee will be charged and will appear on your Monthly bill. Current round trip fees are \$185 Logan and South Station, \$165 Manchester, \$120 Portsmouth, and \$100 Dover. Many airlines are now charging check-in baggage fees. Baggage fees will be deducted from your student's account. Students may check in one piece of luggage. Additional personal items should be shipped home at the parent's expense.

Last Minute Itineraries: If you provide us with a last minute Break Week itinerary, or if your student's itinerary is outside our guidelines, or if there is a change in an itinerary, and if a driver is not available, you will need to contact an outside transportation provider to make arrangements for the trip. Please notify the Logistics Manager as to any of these options. Transportation exceptions will be made on a case-by-case basis.

Government Issued Identification and Cell Phone Numbers: If a student is 18 or older, please supply the school with a second form of government issued photo ID: such as passport, driver's license, etc. Please send government issued photo identification to Shortridge Academy, attention Logistics Manager. If your student is traveling with a cell phone, please e-mail that number to the Logistics Manager.

Travel Envelopes: On the day of departure for home visits, the Shortridge Academy driver will be given your student's travel envelope. The Floor Manager will provide your student with approved personal items. The travel envelope will contain \$20 in emergency money as well as ID, itinerary, medication, and emergency contact numbers. The Shortridge Academy Driver will escort your student to security. On the day of return, the Shortridge Driver will meet your student at security or at the baggage claim area of the airline he or she is flying. Please provide no more than \$20 food/emergency money for their return flight

back to Shortridge. Any additional money will be returned to your student's Student Account.

Inclement Weather/Changed Itinerary: We reserve the right to cancel or reschedule our transportation commitments if weather conditions are determined to be unsafe. If this situation should occur, parents may seek alternative transportation after consulting with their student's Counselor. Also, understand that flights may be delayed resulting in an increase in time waiting. In the event that your student's flight is delayed beyond two hours or a student itinerary is canceled or changed last minute you may incur additional transportation fees.

### **XIII. STUDENT ACCOUNT**

Upon enrollment, it is school policy that parents make a deposit into the student's account. Currently this amount is \$750. This account is used for trip fees, student activities, student store purchases, monthly laundry services, etc. Each month, parents will receive an invoice showing in detail how the funds were used. This invoice must be paid in full each month to replenish the student's funds, so that the account will be restored to its original amount. All individual trip expenses over \$50 require separate written parental approval. Once a student has graduated, a refund will be issued within 90 days of departure along with a full statement of account. Some fees are non-refundable. See information below:

#### **A. Student Laundry Service**

Shortridge Academy places an emphasis on safety and sanitation. To this end and like many boarding schools and campus, we outsource our student laundry to a professional laundry and dry cleaning company. Currently, Shortridge is in a relationship with E&R Cleaners. E&R specializes in boarding school laundry services. Each week, students will have their laundry picked up, cleaned and returned. A monthly fee will be deducted from each student account.

#### **B. Transportation Fees**

Shortridge Academy has a robust transportation services department. Each day, Shortridge drivers (employees) transport students to medical and dental appointments, to public transportation for home visits, specialists and extracurricular activities. Depending on the trip and distance, a fee for this service will be deducted – per trip – from the student account. For information on exact fees please see the Operations Manager.

#### **C. Deposits**

At the time of enrollment a deposit equal to one full month of tuition is required. This

deposit is non-refundable and meant to be used for the last month of tuition. Students who are withdrawn by parents prior to an academic year (9-10 months) will have to pay a prorated tuition for that final month and forfeit the pre-paid deposit.

## **XIV. RESEARCH AT SHORTRIDGE ACADEMY**

Systematic research and the use of research results are highly valued at Shortridge Academy. We believe that decisions at the school should be made using the best possible information, and that we have an ethical responsibility to monitor the effectiveness of the programs we provide. The administration and staff at Shortridge Academy draw upon current theory and research to design activities and strategies for working with students and families. Staff members are regularly integrating new information about adolescent learning and development into academic, clinical, and residential services, and the management team strives to use the most valid, reliable information to make programming decisions.

Shortridge Academy also conducts research relevant to program effectiveness and improvement. From time-to-time, both parents and students are asked to share their experiences at Shortridge and to offer recommendations for improving the school. This feedback is taken very seriously and has been used to make important policy and procedural changes at the school. Each spring a confidential Parent Survey is conducted to systematically collect comprehensive information from parents of current students about their satisfaction with the services their families have received. Students have opportunities to provide their assessment of their Shortridge experiences through a variety of activities designed to listen and respond to students.

### **Program Evaluation**

Shortridge is committed to ongoing monitoring of the effectiveness of the services and supports provided to students and their families. During the summer of 2011, Shortridge launched a systematic program evaluation to document the progress that students make while they are at the school and determine how successful the school is in helping students achieve the goals identified in their Positive Development Treatment Plans. Ultimately, this information will help us understand which strategies and activities at Shortridge are most effective and which students are able to make the most progress at the school. We also will use the results to continue to fine tune the programs at Shortridge.

The data for the program evaluation will rely, for the most part, on information from student records and documents that will be a routine part of activities and procedures at the school. For example, students, parents, and staff will assess students' progress in achieving the desired outcomes identified in their Positive Development Treatment Plans around the

time the students are applying to move up from one Phase to another. These assessments will be done to help everyone involved see the progress being made and will be used to facilitate the revision of students' PDTPs. The information will allow parents, staff, and students to see a particular student's progress over their stay at the school, but also will be used in conjunction with assessments of all other students' progress to determine how successful the school is overall.

Before any data is used for the evaluation research, parents and students will be provided more information about the scope of data to be used and be asked to sign informed consent documents. All information used for evaluation purposes will be handled confidentially and all data will be aggregated for analysis so there would be no opportunity for any student or family to be identified. We believe that the results of the evaluation will provide on-going information to parents and consultants, but also will allow us to have an even higher level of confidence in the services offered at Shortridge Academy.

## **XV. APPROVALS / LICENSING**

Shortridge Academy is approved and/or licensed to operate as follows:

- A. Accreditation - Shortridge Academy is accredited by the New England Association of Schools and Colleges (NEASC). [www.neasc.org](http://www.neasc.org)
- B. Private School – We are approved by the New Hampshire State Department of Education to operate as a Non-Public School. [www.education.nh.gov](http://www.education.nh.gov)
- C. Health Center – The Shortridge Academy Education Health Center is licensed by the State of New Hampshire Department of Health and Human Services. [www.dhhs.nh.gov](http://www.dhhs.nh.gov)
- D. Food Services – Our kitchen facilities are subject to licensing and annual inspection by the New Hampshire Department of Health and Human Services, Bureau of Food Protection. [www.dhhs.nh.gov](http://www.dhhs.nh.gov)
- E. Building/Facilities – We are fully approved and zoned by the Town of Milton for all of the facilities on our property. In this regard we are also in full code compliance with all Fire, Safety, Health and all other State and Local code requirements. [www.miltonnh-us.com](http://www.miltonnh-us.com)



## **XVII. Acknowledgement of Receipt of Family/Student Handbook**

*Please sign and return this acknowledgment when you have reviewed the handbook.*

### **Student Acknowledgement**

My signature acknowledges that I have received a copy of The Shortridge Academy Student/Parent Handbook. I understand that I am responsible for reviewing the handbook and becoming familiar with the Academy's policies and expectations set forth in the handbook. I also acknowledge that I will be held accountable for my behavior and may be subject to disciplinary action (up to and including expulsion) or other ramifications if I violate any policies or if I do not abide by the agreements set forth in this handbook. I understand that if I have any question about any policy or about any other school matter or situation, I can ask a member of the faculty, a counselor or any school administrator for assistance, and that if I do not feel my concern is being adequately addressed that I should speak specifically with the Head of School/COO or CEO.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

*Please sign and return this acknowledgment when you have reviewed the handbook.*

### **Family Acknowledgement**

My signature acknowledges that I have received a copy of The Shortridge Academy Student/Parent Handbook. I understand that my child and I should review and become familiar with the Academy's policies and student expectations set forth in the handbook. I understand that my child will be held accountable for his or her behavior and may be subject to disciplinary action or other ramification if he or she violates any policy or agreement set forth in the handbook. I also know that if I have any questions or concerns about my student, the school's policies or procedures, or any other matter, that I can speak to any school administrator about the situation, and that if I do not feel that my question or concern is being adequately addressed that I should speak specifically with the Head of School or CEO.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date