SCHOOL CONTACT INFORMATION

Shortridge Academy
619 Governor's Road
Milton, NH 03851

877-903-8968
(603) 755-3096
Fax: (603) 755-9096

www.shortridgeacademy.com

admissions@shortridgeacademy.com
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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 advisor, or Director.

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 electronically or by mail 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 may change. This dynamic aspect of our milieu is what makes Shortridge Academy unique, effective and realistic.

A. Our Mission

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, evidenced-based strategies, and a rigorous
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.

We accomplish our Mission by sustained review and application of best educational practice 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 fully engage our students and their individual strengths.

B. 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 Plans systematically developed by clinicians, counselors, teachers, 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 the competence, confidence, character, caring, and connections 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 Plans (an alternative to treatment plans) for each student. Based on the seven main program goals, the Positive Development Plans are systematically developed by clinicians, counselors, teachers, 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 indulgent) 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, increases 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. Staff engage students in age appropriate ways; are flexible, but set clear boundaries; and offer positive adult role models.

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 Plan (PDP). This plan serves as a written 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 PDP, which occurs early in Phase One. The PDP 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. PDP progress is reported quarterly and revisions are made to the plan every other quarter.

In addition to the PDP, which is primarily focused on the individual student, groups are utilized to promote connection among students. Facilitated by master's level clinicians, teachers, and/or 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, adoption, substance abuse, brain development, and learning styles.

A different opportunity to connect with peers occurs in the student workshops. Typically, students participate in four workshops (experiential seminars) during their stay at Shortridge to process why they are at the school and their plans for the future. In addition themes such as decision-making, relationships, character, and integrity are explored. The workshops are experiential, therapeutic, and educational, and students often report they value them most because they encourage bonding among peers and with staff members.

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, letters of recommendations, and a formal all school move-up ceremony.

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 chances 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.
and are discussed with the staff on the student’s team. The Residential Program Director provides 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 several 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 Director
In accordance with the NEASC accreditation governance rules, Shortridge Academy has a seven-member board. 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 Board President, 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 Director, Adam Rainer, and includes the following Departmental Directors:

- College Counseling/Learning Support: Sarah Wagner, M.Ed.
- Academic and Teachers: Anne Downey, Ph.D.
- Clinical Director: Christina Smalley, MA, LCMHC
- Counseling Director: Audrey Everson, MA
- Admissions: Katie Rainer, BS, Frank Anthony, BA
- Technology: Aaron Logan, M.Ed.
- Operations Support: Diana Albert, BA

The Shortridge Management team meets on a regular 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 a research consultant, Dr. Kristine Baber make up the formal 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 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. Each team also has an academic advisor and residential life advisor. 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 that 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.
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 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 and smokeless) including over the counter medicine.
· 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.
· 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, going through another student’s possessions or personal storage space, both in the dorm and the main school building.
· 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

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 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, with the exception of water in a water bottle.
· Must be compliant with medication schedule
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 PILE OF CLEAN LAUNDRY ON BED)
- PUSH IN YOUR DRAWER
- SWEEP BEDROOM AND BATHROOM FLOOR (MORNING ONLY)
- EMPTY TRASH (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 7:30AM – CHECK IN WITH STAFF AT HOUSE BY 8:05AM.

- SATURDAY – WAKE UP AT 9:00 AM – CHECK IN WITH STAFF AT HOUSE BY 9:30AM

- SUNDAY – WAKE UP AT 9:30 AM

- EVENING DORM TIME (MONDAY-FRIDAY – 5PM-5:30PM)(SATURDAY AND SUNDAY – 4:30PM-5:30PM) – 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-9:40 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 unless approved by Dorm Parent.

- NO MOVING OR SWITCHING BEDS WITHOUT PERMISSION

- NO LEAVING THE DORM AT NIGHT UNLESS WITH STAFF PERMISSION

- NO COMPUTERS, KINDLES, NOOKS, IPODS, CELL PHONES, SPEAKERS OR OTHER ELECTRONICS. CD PLAYERS OK.

- 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)

- 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.
- Nothing should be hung from fire sprinkler pipes, sprinkler heads, strobes or any other fire safety device.

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

Daytime Attire:
Clothing and shoes should be clean and in good condition (no stains, holes, rips, etc) and should fit reasonably- not overly tight or overly loose.

- 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.
● No Tight-Fitting, ripped or torn or patched clothing.
● No see-through or revealing clothing
● All shoes permitted but should be appropriate for the activity.
   ○ No flip-flops during the school day or worn while playing sports
   ○ Hiking boots or shoes must be used for hiking
   ○ Appropriate footwear for sports
   ○ Crocs or Chacos may be worn if they have a heel strap
● Pants- Khaki / Chino pants, colored or dark wash jeans, or dress pants are all acceptable for the school day. Skirts or shorts can be worn 3 inches above the knee (for girls). Sweatpants, yoga pants, gym shorts should not be worn during the school day.
● Tops- Collared shirts or Henley shirts. Girls may wear dress blouses without a collar. Shirts must cover a student’s midriff completely.
● Outerwear- Winter coats should not be worn in the house. Sweaters, sweatshirts, and fleeces can be worn over the collared shirt.
● Any graphics, writing and logos on clothing must be appropriate and not representative of a negative counter culture or unhealthy activities/images
● We should never see underwear or midriffs.
● No hats in the house.
● Except for on the basketball court or on the front field, students must wear a shirt at all times, including in the weight room.

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.
● 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.

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. This process begins with a Student Affairs meeting, which is facilitated by the Residential Program Director. The student’s counselor, residential advisor, or academic advisor are present for this meeting. In this meeting the student is given consequence guidelines which assist the student in working through the reasons for the behavior. A second meeting is scheduled to review the work and determine a completion date for the consequences.

These consequence guidelines require students to write about what happened, why they think it happened, what aspect of their PDP they need to focus on to recover from the violation, and what or who might assist them. They also are asked to develop an “apology in action” relevant to the infraction and determine what self-imposed restrictions might be appropriate. This approach not only is expected to build character and increase caring, but also to enhance competence in dealing with difficult situations, increase awareness of one’s effect on the community, and help students realize what assistance might be needed to recover from a difficult situation.

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, computer, or student store, are examples of possible consequences.

Loss of computer generally occurs during the evenings and weekends, so the student’s academic progress isn’t disrupted. A student may lose all computer privileges depending on the degree of infraction.

**Community Contributions**: Work projects are used to improve 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 (e.g. “Apology in Action”) and will be consistent with our Positive Youth Development approach.
Safety or Respect infractions may result in a student receiving a consequence folder (i.e. “Green Folder”), which, in summary, includes:

- Restrictions and/or loss of privileges
- Writing assignments
- Apology in Action
- Community Contributions – dish crews or work projects

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 contained in the folder. These folders are given and discussed during the Student Affairs Committee meetings.

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.
VI. COMPUTERS AND TECHNOLOGY

A. Laptops

Shortridge believes that computers are important tools for learning, which is why students each 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. The Limited Profile will have “Deep SSL Inspection” on all internet traffic. This makes it extremely difficult to use VPN applications or browser extensions. 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 webpages are blocked for the same reason. The Limited Internet Profile will be used when there are serious concerns about a students 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 subject to Deep SSL Inspection, or 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). Additionally, personal email accounts are technically accessible (they are not blocked by the content filter), but students are required to use their school provided accounts. If students need to get an account password recovered, for example, they can log in to a personal email account for that purpose. Otherwise, all correspondence should go through their 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 certain social media sites such as Facebook 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/identified 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 Torrering 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.

**Supervision and Personal Responsibility**

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

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. 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 purposefully 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 PG13 rating), 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.

#### 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 students enter their classrooms, they are to put their computers in a place designated by the teacher. When/if the teacher needs students to use their computer 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 ipods 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 open in academic advising until their academic advisor can discern whether a student is up-to-date with his/her academic work. 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.

All students are provided with a school e-mail account unless their parents request otherwise. All e-mails 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 e-mail 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. Phase 1 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 a member of the Technology Department. 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.

**Recording, Video, and Photography**

Still cameras, video cameras, and web cams 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 other person is Aaron who will make sure 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 Aaron’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), and Apple FaceTime 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. In order to maintain privacy for all our students, we ask that any students using FaceTime do so in a more-or-less quiet place, and that they do not allow other students on the FaceTime call. Due to the nature of our school, and the
limited availability of private spaces, FaceTime may not always be an available option. A student's FaceTime call cannot 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 e-mails, 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 persons computer or removable storage device). Make sure to appropriately cite all materials used in your work. Do not utilize some else’s work without proper permission.

**Data and Gaming Devices**

Students are allowed to bring their personal iPods onto campus. However, iPods 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 those games must be rated not higher than “T for teen,” and 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.

**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 fund-raising 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 re-post 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.

Purposefully 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 a member of the Technology Department for assistance.

**Personally Owned Technology and Technology Devices**

All personally owned technology and technology devices (hereinafter, PTDs), including, but not limited to, USB drives, external hard drives, cellular phones, smartphones, pagers, beepers, 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 PTDs. 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 PTDs, including but not limited to loss, theft, damage, or destruction of PTDs 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.

- Phase One and Two 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.
● MP3 players are only allowed during Residential Hours (Monday-Friday after 4:30pm and Weekends. MP3 players are not allowed during Academic and Counseling hours Monday-Friday 8:30-4:30pm.
● 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.

**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 director of technology, 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 a member of the Technology Department 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 month of enrollment as long as they are demonstrating appropriate behavior. This typically occurs after the first on-campus visit by the student’s parents/family. The success and outcome of that visit will let the Shortridge staff know if a student is ready for the next step and the trust related to going off campus. Some of our trips are intended primarily for third phase students, and some are gender specific, but for the most part we welcome all eligible students to participate. Students can earn the privilege to go off campus by completing their schoolwork during the week and showing an appropriate effort to follow the agreements of the program.

Students who are interested can sign up with a trip leader for an upcoming activity. Students will be eligible to attend if they gain approval from their teachers, counselor, and other school staff. Some off campus trips require additional costs, which are charged to the student account.

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 Club, Outing Club, and off-campus AA meetings are supplemented by periodic on-campus activities such as snow-shoeing, mountain biking, and Carnival Day. Many fun and unique activities occur during Break Weeks. Sports include a Basketball Team, Soccer Team and individual sports. Students are encouraged to participate in current activities and take it upon themselves to identify new and unique activities to add to the program.
B. **Alternative Curriculum Week (a.k.a. “Break Week”)**

Alternative Curriculum Week (ACW) is a time when our students can participate in activities outside of the classroom. ACW falls on the last full week of each calendar term. During these weeks students will participate with staff in many activities which may include visits to Boston or local area museums, local cultural events, community work, a local fun activities center and, depending upon the season, 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 as part of the experience. 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 a tough time for a new student and his/her family. 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 once a week. This counselor is also accessible for the student outside of their scheduled weekly meeting, which may include interaction during meal times, activities, and within the milieu. Counselors also organize and facilitate the weekly Groups. Each counselor works closely with the academic 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 student and family to develop a Positive Development Plan (PDP). 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.

The following is an example of PDP Long Term Goal # 6:

Develop resiliency and self-efficacy. This includes developing increased self-confidence, self-esteem, coping skills, and the ability to respond to situations rather than to react, and to seek help when needed.

I. Outcome / Short Term Goal:
Important to John's positive development, John will:

- Develop coping skills to assist him in regulating his emotions.
- Demonstrate increased self-confidence and sense of self.

Strategies:
John's team of counselors, mentors, teachers, advisor and family should be mindful of the following strategies:

- Teach and provide opportunities to learn coping skills and strategies through 1:1 counseling/therapy, group and thematic peer seminars
- Provide opportunities for John to practice coping skills and strategies and to develop the ability to tolerate discomfort, respond to difficult situations, increase confidence and learn how to ask for help

Activities:

- Identify & assess coping skills, both positive and negative
- Identify and develop personal self-soothing strategies to be utilized
During hyper-arousal (diaphragmatic breathing techniques, deep muscle relaxation exercises, guided visual imagery, drawing, journaling, etc…) and begin to practice them at SA

B. Family Counseling/Co-Parenting

Shortridge firmly believes in partnering and co-parenting with families and 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 Counseling

The Shortridge Academy curriculum requires students to participate in regularly scheduled groups. Generally speaking, students participate in three groups per week in Phases I and II. In Phase III, students generally participate in only two groups per week in order to be available for other strength-building opportunities guided by expectations and leadership exemplary of Phase Three. A group is an opportunity for students to engage in open and honest communication pertaining to intra- and inter-personal 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.

· Community Groups

Community groups are held, with some exceptions, three times per week for roughly two and a half hours. Generally, groups serve different purposes depending on the day. Examples of different types of community groups are as follows:

- **Team groups** – these groups occur on Thursday afternoons and are made up of the teams – students, counselor, residential advisors, and academic advisors.
- **Dorm Groups** – These groups are held to discuss issues specific to a particular dorm and its residents.
- **All school** – The entire school participates in groups. Students and staff are encouraged to make requests to be in groups with peers and staff with whom they would like to support or speak. The primary purpose of all school groups is to resolve issues surrounding day-to-day life in dorms, classes, campus life, activities, etc. It is a time to take care of the "basics".

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Psycho-education/Theme Groups

Students are required to attend all theme groups. Theme groups last five to six weeks; student groups rotate as an entire group through each of the themes. Group themes include, but are not limited to Health and Wellness, Gender, Academics and Learning, Acceptance, Tolerance and Bullying, Addiction and the Adolescent Brain, Healthy Relationships. Specialty groups such as Coping with Anxiety and Depression, Coping with Loss, Adoption, Peer Mediation and Leadership Initiatives are also scheduled.

D. Student Seminars

Student Experiential Seminars represent growth opportunities for the students as they progress through the school. The schedule of these Seminars is fluid and they are offered on an as needed basis. These include things like Ropes Courses, Challenge Days, and Specialized days of therapy.

E. Parent Workshops And New Parent Orientations

New Parent Orientations are held 4-5 times/year, and Parent Workshops, which coincide with NPOs, 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 Conferences are designed to provide parents/guardians with an opportunity to learn more about their teenagers’ experiences at Shortridge, while also affording a means for parents to connect with other parents.

New Parent 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 PDP 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. Dinner with their son/daughter on campus concludes the day. 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 NPO and a Parent Conference, the Conference begins with an Academic Fair on Friday evening, when teachers present
material relating to their curriculum and student work, and parents/guardians have the opportunity to speak with their teenagers’ teachers. Saturday consists of counseling workshops that include presentations, experiential activities, and time for discussion. Parents and staff have lunch together, and then students join their families (?)..

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** – This role can be obtained after a student has moved into Phase Two and they are in good programmatic and academic standing. Dorm Heads are given the responsibility of managing the other students in the their room, which could potentially be five 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. This student can be in any phase of the program.

**House Coordinator** – This role is given to students in Phase Two. They are responsible for organizing the daily meetings (morning, noon, dinner, evening), taking attendance, and facilitating meeting announcements. They are required to stand in front of the student body and redirect students if needed.

**Crews Leader** – A crew leader is responsible for organizing and delegating the different dish clean duties to other students. Normally, the Dorm Head fulfills this role, but other students can be assigned at any given time.

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 and letter/email writing. Please note the following guidelines:

- **Letters:**
  - Letters 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 home every week.
  - Paper, envelopes, and stamps are provided by school.
  - *Students may only communicate with parents/guardians until otherwise specified.* Siblings, grandparents, aunts, uncles, and close family friends are examples of people who must be approved by the counselor prior to any communication.
  - Email correspondence may be sent through the student’s advisor, although students are encouraged to write letters instead.

- **Phone Calls:**
  - Initially, 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.

- **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. Students whose parents are separated may have more frequent visits. Therefore, in keeping with our structure and goals, parents/guardians will work with the counselor to determine visits tailored to the student’s program. Typically, the first visit is at 4 weeks after enrollment and takes place on campus. After the first visit, we ask parents/families to come once per month. Students are
potentially 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.

I. **Standard Visit Structure**

**New Hampshire Visits:** 1 Visit per month – minimum 3 weeks apart – suggested visit days can be Friday/Saturday, Saturday/Sunday, Sunday/Monday depending on available meeting times with Counselor, Academic Advisors, or Directors.

**1st Visit**

- Two days ON campus (4-6 weeks after Enrollment Date)
- Family meeting to occur 1st or 2nd day.

**2nd Visit**

- Two day visit (Rochester, Dover, or Wolfeboro vicinity)
- 1st day – family meeting in morning followed by potential dinner off campus
- 2nd day – full day off campus starting at 9am and ending at 6:30

**3rd Visit**

- Overnight (Portsmouth, North Conway vicinity)
- Family meeting before or after visit

**4th Visit**

- Double Overnight (Boston or Portland)
- Family meeting before or after visit

**NOTE:** Prior visits and student progress determines the next visit – Example: student may have 2nd Visit all on campus because of their behavior on their last visit or because of their current behavior.

Visit Destinations can vary from cities provided. Destination needs to be discussed and agreed upon with Counselor prior to visit.

**Home Visits:** Occur as early as the third break week. After the 1st Home Visit, students
can potentially go home for every break week and mid-term break.

1st Home Visit: If during Break Week -- 5 Days/4 Nights; If during mid-term break – 4 days/3 nights. (Add 1 day to visit if travel time exceeds 8 hours). No Exceptions

NOTE: Students become eligible for their first home visit upon entering Phase II:

2nd, 3rd, 4th Home Visits: Break Weeks. Length determined by parents and counselor. Determining factors will be appropriate supervision, visit agenda (visiting schools or colleges

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:

- Provides 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 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 resiliency 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 post-graduate 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 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

Generally, students complete their last class one week before graduation (give or take 1 or 2 days), after which, they pack belongings, tidy up loose ends, and prepare for graduation. Parents and families are welcome on campus Thursday evening before graduation day to say hello and watch students participate in “Echoes,” an evening of performances including music, singing or reciting poetry. Many students are very involved and love to have their families attend; it is by no means mandatory.

Parents are asked to be on campus by Friday prior to graduation day (no earlier than 9am) to help pack, load and/or mail students’ belonging. One of Shortridge’s graduation traditions occurs on Friday evening 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 parent can speak or both may say a few words.
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 in this day and age. 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 any appropriate standardized testing (e.g. PSAT, SAT, ACT) and they have the opportunity to take an SAT prep class. Shortridge Academy’s college counselor 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. The college counselor will work closely with students and families throughout the application process.

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:

- Students have different strengths and learning styles and learn at different paces.
- Positive relationships between teachers and students both in and out of the classroom are essential to the learning process.
- Teaching and learning needs to be student-centered; students need choices, within limits, in what and how they learn.
- Students learn best when content and instruction is varied and revolves around stimulating subject matter where emotions, ethics and values have a place.
- The classroom must be a nurturing and supportive environment that honors diversity and promotes tolerance.
- Mistakes are an essential part of the learning process: students need to be challenged and taught to take intellectual risks in order to develop resilience and perseverance.
- Creativity, imagination and play all have an important role in the learning process.

**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 curriculum that are both interesting and meaningful to adolescents. Both curriculum and instruction is 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, many 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, curriculum and instruction at Shortridge Academy emphasizes 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 credit hours
- Math – 3 credit hours
- Social Studies – 3 hours (including 1 World History, 1 US History, .5 credit in economics-related course)
- Science – 3 hours (including 1 life science and 1 physical science)
- Foreign Language – 2 consecutive years of the same language
- Health - .5 credit hour
- Physical Education – 2 credit hours
- Electives – 6.5 credit hours

The Academic Director is in contact with parents/guardians within the first couple of months after enrollment to discuss this plan. 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:

- Introduction to Literature and Composition (English 9)
- American Literature (English 10)
- British Literature (English 11)
- World Literature (English 12)
- World History
- American History
- Global Perspectives
- Environmental Studies
- Spanish 1
- Spanish 2
Spanish 3
Spanish 4
Algebra 1
Algebra 2
Geometry
Pre-calculus
Calculus I
Calculus II
Physics
Physics with Calculus
Biology
Chemistry
Environmental Science
Studio Arts 1
Studio Arts 2
Art History
Photography
Music
Film Studies

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 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. Independent study options are available through online classes or students may 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, the University of New Hampshire and Franklin Pierce.

School Year Calendar/Earning Credits

The academic curriculum is organized around terms that average around 9 weeks. 4 terms add up to 1 academic year. As classes run year-round, there are 5 academic terms in a calendar year. A student’s school year begins when he or she enrolls, even if he or she enrolls sometime in the middle of a term. In order to maintain the integrity of the curriculum, students generally change classes at the beginning of a term, or at the
mid-term mark.

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 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 earned through Groups, Workshops, Seminars, and phase 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 3 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, jiu jitsu and hip-hop dance. Off campus PE opportunities vary with the season and student interest; activities may include soccer team, rock climbing, hiking/backpacking, basketball team, working out at the local fitness club (includes exercise classes and swimming), fencing, surfing, horseback riding and skiing/snowboarding.

Students generally complete 1.5 school years (11 credits) in 14 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, though the school reserves the right to decide whether or not those apply toward core academic requirements or elective courses. 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 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 10 months, students do not always graduate exactly at that time. There are five graduations schedule per year at the end of every term (March, May, end of July or early August, October, and 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.

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.

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 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 overseeing 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 being to explore 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 ninth-month mark.

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. It also has worked in the past to have students begin another school’s curriculum as independent study courses while attending Shortridge. This enables a student to make a somewhat seamless transition to a new school mid-semester. 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 paired up with a counselor, and the two staff will work with the student for the duration of his/her stay at Shortridge (until the student shifts to the transition team). Advisors meet daily with their group of advisees (an average of 8 students) to provide support around academic issues and to teach needed study skills and learning strategies. 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 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: 93-100% = A, 90-92% = A-, 87-89% = B+, 83-86% = B, 80-82% = B-, 77-79% = C+, 73-76% = C, 70-72% = C-, 0-69% = No Credit.

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 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 will complete the coursework independently.

**Free Blocks, Study Halls and Academic Support**

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 8:50-9:15AM; 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. Most students also have a “free block” as part of their schedule, which means they have a block of unstructured time during the academic day, three times/week. Students can choose to use this time to catch up on out-of-class work and therapeutic assignments, or to meet with their counselor. Free blocks are proctored by teachers, who record how students choose to spend their time. 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.

Additional academic support is available to students as needed, for an additional fee. Students have access to a special education coach who is available for tutoring or academic coaching, and/or a reading specialist who can assist with more specific language-based learning issues.

If a student has fallen considerably behind, he or she will be placed on an **Academic Focus**: The teacher will give the student a folder containing a list of the missing work and an outline of the expectations and deadlines for each assignment, the student will be assigned to a desk at which they are expected to be during the evenings and part of the weekends. At times, extra help sessions with a teacher will be built in to the Focus.

If the previous interventions do not assist a student in catching up on his or her work, or there are other more serious issues arising around academics (e.g. refusing classes, failing classes, frequent and extremely disruptive behavior in class, or cheating on assignments)
A student may be placed on **Academic Consequences**. She is given a green folder that includes reflective assignments, restrictions and consequences. The teacher, academic advisor and counselor will work together to devise a plan to assist the student in examining his or her behavior and completing the necessary assignments and/or consequences that will assist the student in getting back on track. At this point, the intervention is not just academic; the interrelated emotional and/or behavioral issues are also addressed.

**Cheating/Plagiarism Policy**

Shortridge takes cheating and plagiarizing very seriously; students who do so will be placed on an Academic Consequence. 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 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.

**Books and Supplies**

Upon enrollment, students are given all supplies necessary to be prepared for class: a binder, paper, pens and pencils and an assignment book. 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 7 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 Director or his 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 Executive Director, 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 Chief Operating Officer.

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.

LOCKER ROOMS

Shortridge Academy maintains separate locker room facilities for male and female students. Upon request, transgender students will have access to the locker room facility that corresponds to their gender identity.

Any student who has a need or desire for increased privacy may request access to a reasonable alternative changing area or locker room.

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 be cause for 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.
II. Emergency Crisis Response Plan

The first person who is aware of a situation immediately directs nearby students/staff to safety and then notifies the office by two way radio.

All cell phones should be put immediately to vibrate as to not let your location be identified.

**Lock-Down Procedures:**
(When Announced)
- An air horn signal will be the alert for an emergency situation
- Stay in your classroom or go to the nearest classroom immediately. If that classroom is already locked down, then go to another classroom
- Lock all doors, close windows, and do not leave for any reason
- Use emergency packet hanging on door-place paper over windows with tape provided
- Stay away from all doors and windows, move students to interior walls and drop
- Put cell phones on vibrate
- Shut off all lights
- Stay silent
- Wait for further instruction

**Shelter-In-Place Procedures:**
(When Announced)
- Staff and students should report to assigned classrooms immediately
- Close and tape all windows and doors. Seal the gap between the bottom of the door and the floor using the emergency folder attached to the door
- Take Attendance
  - Be ready to list any missing students from your classroom and notify office of any additional students in your room.
- Do not allow anyone to leave the classroom. Emergency bathroom use only- use the buddy system
- Stay away from all doors and windows
- Wait for further instruction

**Evacuation Procedures:**
(When Announced)
- Report immediately to your designated area and wait for further
Instructions

- Front playing field
- Do not stop for personal belongings unless announced
- Check all students for injuries
- Take attendance and report missing students to Floor Manager

Reverse Evacuation Procedures:
(When Announced)

- Move students and staff inside as quickly as possible
- Go back to your class
- Do not stop for personal belongings unless announced
- Take attendance and report missing students to Floor Manager
- Use emergency packet to cover the windows

Drop and Cover:
(When Announced)

- Curl up into a ball shape with arms covering your head under the desks
- Continue in this position until further notice
- If in a room without a desk or table, go to the nearest doorway in the same position- curled up into a ball shape with arms covering your head

OR

- Drop- take cover under a nearby desk or table and face away from the windows
- Cover your eyes by leaning your face against your arms
- Hold on to the table or desk legs

Fire Drill Procedure:

- When alarm sounds, immediately leave the building
- Each room shows you the emergency exit
- Make sure windows and doors are closed unless the fire is near the exit
- Everyone to meet on the field
- Floor Manager to make sure that all kids/staff are out of the office
- Floor Manager to take the student list, weekly staff schedule, and phone list to the field
- Students to line up according to peer group
- No students or staff to return to the building until told by staff

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. 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.

I. Prescription Medication Policy

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. School policy prohibits students from self-administering any prescription or OTC (over the counter) medication prescription or over-the-counter. Certain limited exceptions may be made for emergency medications such as asthma inhalers, epinephrine auto-injectors, or insulin. In the case of a student who may require such medications, parents and students should consult with the Clinical and Health Services Director or his/her designee to develop appropriate measures.

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 compliance. This information will always be shared with parents.

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 Harrassed

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 Director 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 the 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 Executive Director. Grievances against the overall management of the school or with the Executive Director can be addressed by contacting the President of the Board.
XI. HEALTH CENTER

The Shortridge Academy Health Center is licensed by the New Hampshire State Department of Health and Human Services as a Health Education Center. In order to support and maintain a student's safety in all regards, the Shortridge Academy Health Center employs experienced licensed nursing and mental health clinicians who work in concert to promote healthy physical, emotional, and cognitive development. The Health Center is staffed by NH licensed registered and practical nurses. Kay Patch MSN, PMHCNS-BC, APRN, Clinical and Health Services Director, oversees and supervises all services provided by the Health Center Clinical team, including nurses and licensed therapists. The Health Center is open to address students' clinical needs on M-F from 7:00 AM to 10:00 PM and from 8:00 AM to 1:00 PM and 5:00 to 10:00 PM on both Saturday and Sunday. Emergency call staff is available as needed after operation hours. The Health Education Center clinical team encourages and welcomes visits and phone calls from all parents.

A. Medical Treatment

The Shortridge Academy Health Center provides health services to all students. Services include and are not limited to medication administration, nursing assessment and triage, 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. 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 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 examination 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. Confidentiality is maintained in accordance with the Confidentiality Policy described above and the authorizations signed by the parents and students.

1. Transportation For Medical Visits
   • Emergency medical/doctor visits
○ If your child needs medical care, the school nurse will attempt to contact you prior to any transport from Shortridge Academy to the nearest medical facility or MD office. Your child will be transported by a qualified school driver to either Barrington Urgent Care (603 664-9003), White Mountain Medical Center (603-522-0186) or Frisbie Hospital (603-335-8132). If an accident occurs on campus and the Shortridge Academy nursing department determines that your child needs treatment beyond nursing first aid care, 911 will be called and an ambulance will transport your child to Frisbie Memorial Hospital. A school staff member will accompany your child throughout the emergency. Frisbie Memorial Hospital does not permit cell phone use in the hospital. Therefore, for updated information on your child’s condition, please call Frisbie Memorial Hospital directly at 603-335-8132. It is normal for a hospital visit to last four to five hours. Should an accident occur during an off-campus activity, your child will go with Shortridge Academy support staff to the nearest hospital and a call will be made to you as soon as possible.
  ○ The school will contact you by phone once your child has returned from the doctor.
  ○ The school nurse will be given the doctor’s visit information/discharge summary and it will be added to your child’s medical file.
  ○ The emergency facility will be given your insurance information and will bill you directly for any amount due them
  ○ On your monthly statement you will be charged a transportation fee.
  ○ The school is not responsible for any expenses incurred as a result of your child’s visit to a medical facility.

• Requested/scheduled doctors visits
  ○ Once students have been at Shortridge Academy for six weeks, you may discuss any non-emergency medical visits with the student’s counselor (unless a medical appointment is necessary before six weeks).
  ○ Please e-mail your request to the School Nurse and Transportation Manager. If approved, the Transportation Manager will set up an appointment.
  ○ Our primary care physician is Family Care of Somersworth. Dr. Renner and Dr. Asch are the physicians who see our students (603- 692-3115).
  ○ Some Doctors who have seen our students:
    ➢ Dr. Campbell (dermatologist, 603/742-5556)
    ➢ Dr. Clark (eyes, 603/ 332-8569)
    ➢ Dr. Silva (dentist, 603/569-9250)
    ➢ Dr. Teguis (orthodontist, 603/332-3360)
    ➢ Seacoast Orthopedics, (603/742-2007)
White Birch Oral Surgery (603/740-1414)

- Most medical offices require paperwork filled out and a method of payment arranged prior to the visit. They prefer your fax number so they can fax these forms directly to you to expedite this process.
- If your insurance company requires preauthorization or you need to find a physician in your network you will need to take care of this and then contact the Transportation Manager with the information so that the school can set up an appointment.
- The school nurse will be given the doctor’s visit information and it will be added to your child’s medical file.
- The school will contact you once your child has returned from the doctor visit. You will be informed of any additional visits that have been set up.
- On your monthly statement you will see a charge based on the distance of each medical trip incurred.
- The school is not responsible for any expenses incurred as a result of your child’s visit to a medical facility.

B. Student Medication

Upon enrollment and 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. 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 are not to be dropped off by or picked up by a student who may be returning from or departing for any off campus trip/visit.

Kay Patch MSN, PMHCNS-BC, APRN, Clinical and Health Services Director, manages psychotropic medication (only) for students who are prescribed such upon acceptance and at the time of admission to Shortridge Academy. Medication management appointments are scheduled with students on a monthly and/or as needed basis. Arrangements for the management of psychotropic medicines may be arranged directly with Kay, through the Health Center or during the admission process with the Admission Director. Upon review of Kay’s contract documents, parents’ signatures indicate agreement for this service. A separate additional fee will be charged and billed directly to you. The invoice, generated by the billing department, will include all necessary codes, dates and fees, as well as necessary license and provider identification number, 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.
1. Prescription Pick-Up

- When your child enters Shortridge Academy your credit card, insurance information, contact phone numbers, and your child’s allergy information is faxed to Walgreens Pharmacy in Rochester (603-332-9360) to be entered into their express pay system. If your insurance or credit card information changes please contact the transportation manager at Shortridge Academy immediately with an update.

- When a prescription is written or the nurse calls in a prescription refill for your child it is filled at Walgreens. If you require a prescription to be brand name please, specify to the school nurse. When it is picked up by the transportation manager or the Shortridge Academy designee, the pharmacy charges the co-pay to your credit card. The co-pay is the amount not covered by your insurance plan.

- Specific medication information and the Walgreens’ Pharmacy receipt is safely filed at Shortridge Academy to be sent back to you on a monthly basis for your records. For each pickup, a pickup fee is included in your monthly bill (please see the tuition and fee schedule).

2. Prescriptions Mailed From Home Or Obtained Through Mail Order Insurance Pharmacies

- Any prescription by mail should be ordered at least ten to fourteen days prior to necessary prescription refill. The Academy nurse will send you a reminder, should you assume the responsibility for all other (non-psychotropic medicines prescribed from a PCP). Please make arrangements with your home primary care physician or mail order company to keep this on going during your child’s stay at Shortridge Academy.

- Please address all medication packages ATTN: To School Nurse (not to student)

- If you would like to be notified that a prescription has arrived, please request this when your child is enrolled.

C. Mental Health Treatment

Upon acceptance to Shortridge Academy, the licensed clinical team will review any
psychological or psychiatric reports/evaluations that may accompany a student. Shortly after admission, a student will have an opportunity to meet with a member of the licensed clinical team for an initial assessment to determine how a student is handling the transition and adjustment to Shortridge Academy. A clinical impression and recommendations or suggestions are formulated and will be discussed with the student's parents. This initial assessment is included as part of the Shortridge Academy tuition package. The review of all educational, psychological and medical documentation for each student is then incorporated into an assessment formulation and generates a clinical narrative for the individual positive development plan for a student and is written by Kay Patch, licensed mental health clinician.

Collaborating with the Shortridge Academy administrative and advising team, individual and family therapy services are also offered, as recommended or requested. Licensed therapy/clinical services are provided by and scheduled through the Health Center in addition to groups and workshops managed and facilitated by Shortridge Academy counseling team. Separate from groups and workshops which are included in the tuition package, licensed individual/family therapy is billed separately. An invoice for licensed therapy services provided through the Health Center is prepared by the Shortridge billing department. The invoice will include the date of service, the licensed clinician’s NPI number, the state medical or nursing license number as well as diagnostic and CPT codes, should behavior/mental health coverage be provided by a student's insurance carrier. The clinical therapeutic team consists of experienced NH licensed mental health clinicians and clinical specialists in psychiatric mental health nursing.

All arrangements and referrals for additional psychiatric/psychological consultations and assessments will be coordinated by the Health Center clinical team with formal authorization from a student's parents per NH and federal rules and regulations to maintain HIPPA compliance. Though there are limitations relative to confidentiality with the student/therapist professional relationship, communication from and with parents is welcome and encouraged. Confidentiality is maintained in accordance with the Confidentiality Policy described above and the authorizations signed by the parents and students
XII. TRANSPORTATION

Shortridge Academy 2018 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 Quarter and Mid-Quarter breaks. Please refer to the transportation calendar for departure and return dates. All tickets are to be purchased by the family, approved by 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

- Shortridge will provide transportation during Mid-Quarter and Quarter Breaks to the following locations during the designated school calendar dates and times*:

  ○ 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 e-mail from the Logistics Manager prior to each break with specific break week information.

  ○ Manchester Airport: Please contact Shortridge Logistics Manager for driver availability and times.

  ○ C&J Dover direct bus to NYC Port Authority and service to points south: Please contact Shortridge Logistics Manager for driver availability 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 at 6:15pm and Boston area bus arriving in Dover at 6:00pm.

- 2018 Travel Days for Quarter and Mid-Quarter Break Weeks with Itineraries Due Dates:

  ○ Departure day February 3rd and return day February 6th itineraries due January 19th
  ○ Departure day March 10th and return day March 18th itineraries due February 23rd
  ○ Departure day April 2nd and return day April 24th itineraries due April 6th
  ○ Departure day May 26th and return day June 3rd itineraries due May 11th
  ○ Departure day June 30th and return day July 8th itineraries due June 15th
  ○ Departure day August 4th and return day August 12th itineraries due July 20th
Non-Break Week Transportation to and from Airport, Bus, and Train Locations

- Departure day September 1st and return day September 4th itineraries due August 17th
- Departure day October 6th and return day October 14th itineraries due September 21st
- Departure day November 20th and return day November 25th itineraries due November 6th
- Departure day December 22nd and return day December 27th or Jan 2nd itineraries due December 6th

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:
  - Feliciano Transportation Company: 1 800 287-3641 http://www.felicianolimo.com/
  - Regal Limousine Service: 1 800 709-3500 http://regallimo.com/
  - Sunshine Taxi: 603 332-5100 http://www.sunshinetaxinh.com/
  - Frank’s Taxi: 603 335-7433 http://frankstaxicab.com/

- 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.

- NEW: 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
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 then $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.
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 fee of $99 per month 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 after month 12. Students who are withdrawn by parents prior to month 12 will have to pay pro-rated tuition for that final month and forfeit the pre-paid deposit.

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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 on-going monitoring of the effectiveness of the services and supports provided to students and their families. During the summer of 2011, Shortridge will launch 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 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 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’ PDPs. 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)


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)
XVI. SCHOOL CONTACT INFORMATION

MANAGEMENT TEAM CONTACTS

ADAM RAINER, FOUNDER & PRESIDENT:  
adamrainer@shortridgeacademy.com

CHRISTINA SMALLEY, COUNSELING DIRECTOR:  
csmalley@shortridgeacademy.com

ANNE DOWNEY, DIRECTOR OF STUDIES:  
adowney@shortridgeacademy.com

CINDY ZIOBROWSKI, LEARNING SPECIALIST:  
cziobrowski@shortridgeacademy.com

KAY PATCH, CLINICAL AND HEALTH SERVICES DIRECTOR:  
kpatch@shortridgeacademy.com

DIANA ALBERT, FINANCE/OPERATIONS DIRECTOR:  
dalbert@shortridgeacademy.com

KATIE RAINER, FRANK ANTHONY, ADMISSIONS:  
krainer@shortridgeacademy.com, fanthony@shortridgeacademy.com

DIANA ALBERT, FINANCE MANAGER:  
dalbert@shortridgeacademy.com

AARON LOGAN, TECHNOLOGY DIRECTOR:  
alogan@shortridgeacademy.com

MARY HEARTQUIST, NURSING SERVICES MANAGER  
mheartquist@shortridgeacademy.com
XVII. Acknowledgement of Receipt of Family/Student Handbook

Please sign and return this acknowledgment form to the school when you have had a chance to review this 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 Executive Director or Founder.

Insert Date ____________________________ Student Signature ____________________________

Please sign and return this acknowledgment form to the school when you have had a chance to review this 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 Executive Director or Founder.

__________________________ Parent Signature (or legal guardian)__________________________

Insert Date ____________________________ Parent Signature (or legal guardian) ____________________________

Insert Date ____________________________ Parent Signature (or legal guardian) ____________________________

This document may be signed in counterparts.