Clifford Academy

Student – Guardian Handbook

SY 2025/2026

Clifford Academy at The Home in Walpole
399 Lincoln Road, Walpole MA 02081
Phone: (508) 660-7703

Clifford Academy
Every Student Matters. Every Moment Counts.

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1. Welcome

Clifford Academy would like to personally extend a warm welcome to all of our students and their parents/guardians. We have adopted a number of policies and procedures to ensure that all students and staff members understand what is expected of them.

For a student at Clifford Academy, the expectation is that they are respectful and responsible while challenging themselves to make the most of what we have to offer. Students come to school each day to expand their academic and social toolbox. Our goal at Clifford Academy is to meet the specific needs of each individual student. The teachers, clinicians, and staff at Clifford Academy want to help them. Within an environment that is structured, supportive, and predictable, we want to teach all students to be productive and independent.

Clifford Academy's mission is to develop every student's academic, social, emotional, physical and ethical potential. Clifford Academy offers a wide range of academic and therapeutic services to all students. At our school students are challenged academically to achieve their greatest potential. With our academics, we offer various vocational opportunities. These opportunities include culinary, wood shop and small machinery, horticulture, and much more. We strive to bring the world into all the classrooms students enter. We aim to prepare students for college or a career upon their graduation. We offer speech and language; occupational therapy; individual and group therapy; health Service/medication administration; individualized education programs and treatment planning; certificate of attendance; MCAS preparation; college and trade school preparation; physical education; diversity and inclusion initiatives; problem solving and social skills development; community involvement and community service; and emotional regulation and self-regulation skill building.

This handbook is designed for the students of Clifford Academy in Walpole, Massachusetts. Staff have developed this handbook to help students understand the rules and routines at our school. It outlines students' rights and responsibilities. It is important to review this booklet as it is through the shared understanding and acceptance of these policies that we promote an orderly environment that is conducive to student learning. We hope this book helps students settle in and feel comfortable getting involved in the school community.

It is each student's responsibility to know the rules and policies in this book. If students ever have any questions or concerns about these policies, they can talk with their teachers, the administration, or other staff. All teachers and staff are here to help.

We look forward to partnering with you this year!

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2. Admission Criteria and Procedures

At Clifford Academy, we strive to provide high quality services from the start. We begin this process even before a student is admitted to Clifford Academy. We ask parents/guardians and referring school districts to support students transition to Clifford Academy by providing the following:

ADMISSION REQUIREMENTS BEFORE ACCEPTANCE

- Referral packet and/or Application
- Parent/Guardian Interview
- Student Interview
- Tour of the school

ADMISSIONS REQUIREMENTS AFTER ACCEPTANCE

- Intake Paperwork
- Signed Placement Page from Active IEP
- Cost Share Agreement from referring School District
- Transcripts from prior school placement
- Recent Educational Evaluations or Testing
- Assessments (Neuropsychological, Biopsychosocial, Neurological, Occupational Therapy, Speech and Language, Cognitive, etc.)
- Copy of Health Insurance Card
- Copy of Birth Certificate
- Health History Form
- Results of the most recent physical, dental and vision (if necessary) appointment conducted not more than 12 months prior to the potential admission date
- Immunization information and TB test (Note: See the following immunization requirement)
    - 5 doses of DTaP/DPT
    - 4 doses of Polio
    - 3 doses of Hepatitis B
    - 2 doses of MMR
    - 2 doses of Varicella or record of Chicken Pox Disease with written verification by the child's physician
    - Date of a blood Lead Level Screening
- Medication and Treatment signed physician orders and at least 14-day supply of medications
- Rogers Order signed by the court for administration of Antipsychotic medication for a child in DCF Custody (Seroquel, Abilify, Zyprexa, Risperidal, Geodon, Clozaril)
- Rogers Guardian Information

REFERRING AND PLACEMENT AGENCIES

Clifford Academy has contractual agreements with all public-school districts and agencies who fund portions of the student's enrollment. These contracts are signed at the time of in-take to make it clear to all parties where the financial obligations exist. Depending on the individual student's case, responsible parties typically include, but are not limited to the fiscally responsible public school district, and in cases of a residential education or BTR 1:3 placement, DCF or DMH are the agencies typically responsible for signing the contract outlining where the financial responsibilities exist.

ADMITTANCE DECISIONS

All referrals to Clifford are immediately shared with the principal, SPED coordinator, clinical director, and referrals coordinator for review. **For each reviewer, the fundamental question driving the decision process is as follows: "Given the referral information provided, will Clifford Academy, as currently staffed and constituted, be able to successfully meet or exceed (with reasonable confidence) the mandates of the student's IEP and make measurable progress academically and social emotionally?"** If the review team consensus is the belief that the mandates are serviceable within the Clifford program, the team moves forward with acceptance. If not reasonably confident, the team issues a declination.

In the event of an emergency placement, Clifford shall make provisions for a complete examination of the student within 30 days of admission.

Prior to admission, and upon request, the Director of Clifford or designee will be available to the parents, student and the public- school representative for an interview. The interview shall include an explanation of the program's purpose and services, policies regarding student and parent rights including student records, the health program including the procedures for providing emergency health care, and the procedures for termination of a student. The interview will allow for the opportunity for the student and parents to see the facilities, meet the staff members, and to meet enrolled students.

3. Core Values

MISSION STATEMENT

Clifford Academy is a relationship centered learning community where students staff, families and community members work collaboratively to develop every student's academic, social, emotional, physical and ethical potential in a caring and safe environment.

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GUIDING PRINCIPLES

CITIZENSHIP – We act responsibly and respectfully.

- We take responsibility for our actions.
- We treat others the way we want to be treated.
- We acknowledge that the best solution for one individual may be different for another individual.
- We are willing to be flexible and vulnerable.
- We acknowledge mistakes and learn from them.
- We name our emotions and explore positive and productive ways to express our thoughts and feelings.

ACCEPTANCE – We welcome everyone into our community.

- We strive to foster a climate of inclusion of all people.
- We practice an unconditional and positive regard for ourselves and others.
- We work hard to build positive relationships between ourselves and others.
- We believe in community-building circles to create and sustain a positive culture.
- We value the diversity of racial and cultural identity and background, nationality, sexual orientation, gender identity, and religious background.
- We value the diversity of family structure, mental and physical health and ability, political perspective, and educational and class status.

GROWTH – We view all situations as an opportunity to learn and grow.

- We push ourselves and others to always grow and improve.
- We examine our actions and continually seek opportunities to recognize strengths and develop new skills.
- We are open to feedback.
- We can take space, regroup and then return to the situation.
- We believe in growth mindset, a belief that intelligence can be developed.
- We understand that extra time and effort leads to high achievement.

SAFETY – We work hard to ensure a physically and emotionally safe environment.

- We take responsibility for making our community safe for everyone.
- We work together to restore balance when safety is compromised.
- We use restorative justice circles to take ownership, to understand the impact of our actions on the community and to rebuild relationships.
- We are a bully-free zone.
- We are a team-oriented environment.
- We believe in working together to achieve our individual and collective goals.

4. Program Staff

Administrators		
Katie Brooks Campus Co-Director	kbrooks@thehome.org	617-927-0692
So Hee Ahn Campus Co-Director	sahn@thehome.org	508-734-1919
Bill Baga, Sr. Director of Education	wbaga@thehome.org	508-734-1989
Amandeep Chahar Associate Principal	achahar@thehome.org	508-734-1989
Maryellen Pambookian SPED Coordinator	mpambookian@thehome.org	508-734-1910
Erin Virzi Vocational Coordinator	evirzi@thehome.org	508-734-1868
Nelson Nunez Milieu Director for School	nnunez@thehome.org	508-734-1966
Health Services		
Peggy Andreas Director of Nursing		
Angela Newton School Nurse	anewton@thehome.org	508-734-1844
Service Providers		
Gracie Hogan BCBA	hhogan@thehome.org	
Jean Watts SLP	jwatts@thehome.org	
Meghan Clancy OT	mclancy@thehome.org	

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Teachers/Instructors		
Jules Zimmerman Teacher Leader, Science	jzimmerman@thehome.org	
Justin Nelson, History/Social Studies	jnelson@thehome.org	
Yvonne Carpenter ELA	ycarpenter@thehome.org	
Cameron Small ELA	csmall@thehome.org	
Katie Simpson Art	ksimpson@thehome.org	
TBD Mathematics		
Michael Elfakih Health & Wellness	melfakih@thehome.org	
Kim Francescon Life Skills & Wellness	kfrancescon@thehome.org	
Nate Simpson Wood Shop	nsimpson@thehome.org	
Sarah Axon Horticulture	saxon@thehome.org	
Peter Cooney Culinary	pcooney@thehome.org	
Support Staff		
Donte Bright Community Support Staff		
Mike Matos Community Support Staff		
Alexis Montiero Assistant Teacher		
Chris Nunes Assistant Teacher		
Cameron Ruggiero Assistant Teacher		
Tanina Lima Assistant Teacher		
Angelica Sota Assistant Teacher		
Seneca Williamson Assistant Teacher		
Rachel Azer Assistant Teacher		

Brendan McLaughlin School Substitute		
Clinical Services		
Nathalia Mahabir Clinical Director	namahabir@thehome.org	508-734-1853
Margaret Baker Clinician	mbaker thehome.org	
Emma Dean Clinician	edean thehome.org	
Anna Dietl Clinician	Adietl.thehome.org	
Food Services		
Margaret Arki Cafeteria Manager	marki@thehome.org	

5. Clifford Academy Calendar

Clifford Academy Calendar SY25/26

180 school days and 36 extended school year days

July 2025 School Days (19)

M	T	W	T	F
30	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Jul 7: First Day of ESY, 9AM to 1PM

August 2025 School Days (17)

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Aug 25: Last Day of ESY

September 2025 School Days (19)

M	T	W	T	F
1	2	~~3~~	4	5
8	9	~~10~~	11	12
15	16	~~17~~	18	19
22	23	~~24~~	25	26
29	30			

Sep 1: Labor Day (No School)
Sep 2: Full Staff PD, 8AM to 4PM (No School)
Sep 3: First Day of School, 8:10AM to 3PM

October 2025 School Days (21)

M	T	W	T	F
		~~1~~	2	3*
6	7	~~8~~	9	10
13	14	~~15~~	16	17
20	21	~~22~~	23	24
27	28	~~29~~	30	31

Oct *: Quarter 1 mid-point
Oct 13: Indigenous People's Day
Oct 31: Full Staff PD, 8AM to 4PM (No School)

November 2025 School Days (17)

M	T	W	T	F
3	4	~~5~~	6	7**
10	11	~~12~~	13	14
17	18	~~19~~	20	21
24	25	~~26~~	27	28

Nov 7 **: End of Quarter 1
Nov 11: Veteran's Day
Nov 27-28: Thanksgiving Holiday

December 2025 School Days (15)

M	T	W	T	F
1	2	3	4	5
8	9	~~10~~	11	12*
15	16	~~17~~	18	19
22	23	24	25	26
29	30	~~31~~		

Dec 12*: Quarter 2 mid-point
Dec 23-31: Holiday Break

January 2026 School Days (19)

M	T	W	T	F
			1	2
5	6	~~7~~	8	9
12	13	~~14~~	15	16
19	20	~~21~~	22	23
26	27	~~28~~	29	30**

Jan 1: New Year's Day
Jan 2: Full Staff PD, 8AM to 4PM (No School)
Jan 19: MLKJ Day
Jan 30:** End of Quarter 2

February 2026 School Days (15)

M	T	W	T	F
2	3	~~4~~	5	6
9	10	~~11~~	12	13
16	17	18	19	20
23	24	~~25~~	26	27

Feb 16-20: February Break

March 2026 School Days (21)

M	T	W	T	F
2	3	~~4~~	5	6*
9	10	~~11~~	12	13
16	17	~~18~~	19	20
23	24	~~25~~	26	27
30	31			

Mar 6*: Quarter 3 mid-point
Mar 27: Full Staff PD, 8AM to 4PM (No School)

April 2026 School Days (17)

M	T	W	T	F
		~~1~~	2	3^
6	7	~~8~~	9	10**
13	14	~~15~~	16	17
20	21	~~22~~	23	24
27	28	~~29~~	30	

April 3: Good Friday (**DO** have school)
Apr 10:** End of Quarter 3
Apr 20-24: April Vacation

May 2026 School Days (20)

M	T	W	T	F
				1
4	5	~~6~~	7	8
11	12	~~13~~	14	15
18	19*	~~20~~	21	22
25	26	~~27~~	28	29

May 19*: Quarter 4 mid-point
May 25: Memorial Day

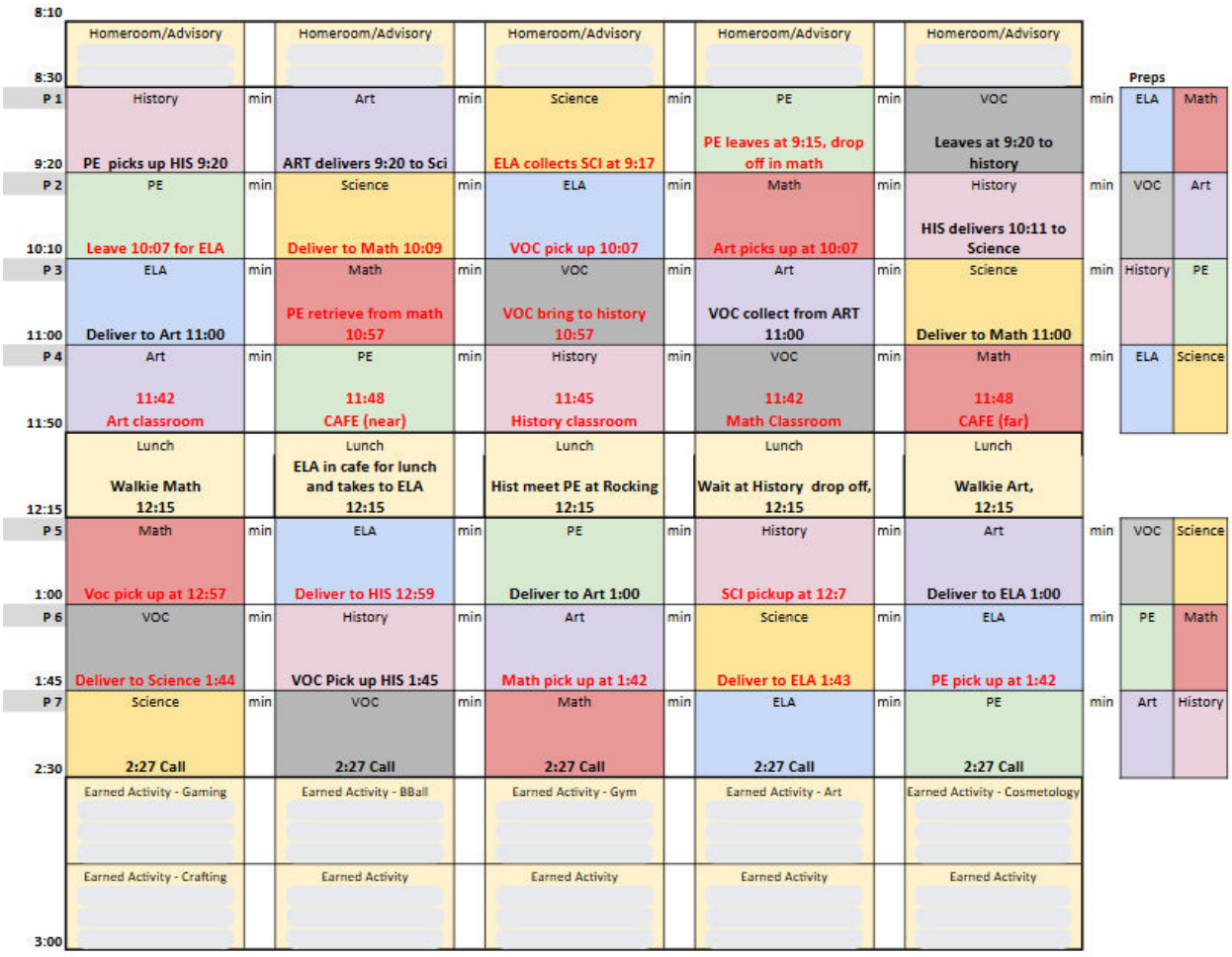
June 2026 School Days ()

M	T	W	T	F
1	2	~~3~~	4	5
8	9	~~10~~	11	12
15	16	~~17~~	18	19
22	23	24	25	26

Jun 5: Graduation Day
Jun 19: Juneteenth
Jun 23:** Last day of SY, End of Quarter 4
Jun 24-26: Potential snow day make-ups

6. Schedule (Subject to change)

Homeroom/Advisory period begins each day. Every Wednesday (except the first day), there will be an early release at 1:00. Snow days will follow decisions by Walpole Public Schools.



8:10	Homeroom/Advisory		Homeroom/Advisory		Homeroom/Advisory		Homeroom/Advisory		Homeroom/Advisory		Preps	
8:30												
P 1	History	min	Art	min	Science	min	PE	min	VOC	min	ELA	Math
9:20	PE picks up HIS 9:20		ART delivers 9:20 to Sci		ELA collects SCI at 9:17		PE leaves at 9:15, drop off in math		Leaves at 9:20 to history			
P 2	PE	min	Science	min	ELA	min	Math	min	History	min	VOC	Art
10:10	Leave 10:07 for ELA		Deliver to Math 10:09		VOC pick up 10:07		Art picks up at 10:07		HIS delivers 10:11 to Science			
P 3	ELA	min	Math	min	VOC	min	Art	min	Science	min	History	PE
11:00	Deliver to Art 11:00		PE retrieve from math 10:57		VOC bring to history 10:57		VOC collect from ART 11:00		Deliver to Math 11:00			
P 4	Art	min	PE	min	History	min	VOC	min	Math	min	ELA	Science
11:50	11:42 Art classroom		11:48 CAFE (near)		11:45 History classroom		11:42 Math Classroom		11:48 CAFE (far)			
12:15	Lunch Walkie Math 12:15		Lunch ELA in cafe for lunch and takes to ELA 12:15		Lunch Hist meet PE at Rocking 12:15		Lunch Wait at History drop off, 12:15		Lunch Walkie Art, 12:15			
P 5	Math	min	ELA	min	PE	min	History	min	Art	min	VOC	Science
1:00	Voc pick up at 12:57		Deliver to HIS 12:59		Deliver to Art 1:00		SCI pickup at 12:7		Deliver to ELA 1:00			
P 6	VOC	min	History	min	Art	min	Science	min	ELA	min	PE	Math
1:45	Deliver to Science 1:44		VOC Pick up HIS 1:45		Math pick up at 1:42		Deliver to ELA 1:43		PE pick up at 1:42			
P 7	Science	min	VOC	min	Math	min	ELA	min	PE	min	Art	History
2:30	2:27 Call		2:27 Call		2:27 Call		2:27 Call		2:27 Call			
	Earned Activity - Gaming		Earned Activity - BBall		Earned Activity - Gym		Earned Activity - Art		Earned Activity - Cosmetology			
3:00	Earned Activity - Crafting		Earned Activity		Earned Activity		Earned Activity		Earned Activity			

7. Graduation Requirements

Core Coursework	**English** – 4 units
	Mathematics – 3 units (To include the completion of Algebra II) Students are recommended to take a 4th year of math.
	Science – 3 units (To include one life science and one physical science.)
	Social Studies – 3 units (To include the completion of World History and U.S. History I and II.)

	Foreign Language – 1 unit (This requirement is waived at most Chapter 766 schools.)
	Wellness – 4 units of Health and Physical Education per year. (State law, M.G.L. c. 71,s. 3, states: "Physical education shall be taught as a required subject in all grades for all students.")
	The Arts – 1 unit
Non-Core Electives – 5 units (Students are encouraged to take at least two different elective groups each year.)	
Additional Learning Opportunities –Work-Based Learning.	
Credit Requirements: 115 Credits and Pass MCAS ***depending on sending school district requirements***	

CERTIFICATE OF ATTENDANCE

Clifford Academy issues Certificates of Attendance, but not a formal high school diploma. The Certificate of Attendance reflects a student's completion of the curriculum at Clifford Academy by achieving a passing grade of a 60/D-, or higher in all of their academic classes. In the event that the student has not passed all of their academic classes but has attended school at least 80% of all school days from the date of their enrollment, Clifford Academy will offer a Certificate of Attendance.

For those students who fulfill their obligations to Clifford Academy, while also meeting the expectations for graduation from the sending school district, Clifford Academy's Principal and Special Education Coordinator collaborate with the sending school district to ensure the student is awarded a physical High School Diploma during the Graduation Ceremony in June.

Documents that will be shared include, but are not limited,

- Report Cards
- Transcripts
- MCAS results
- Progress Reports
- Individualized Education Programs
- Attendance Reports

Once satisfied, it will be the responsibility of the sending school district to physically create the diploma. It will be the shared responsibility of Clifford Academy's Principal, Special Education Coordinator, and the sending school district's staff to ensure the diploma is complete by the time of the graduation ceremony.

Additionally, if the student cannot receive a formal High School Diploma because they have not passed the MCAS, it will be to the discretion of the sending school district if they desire to issue their own Certificate of Attendance. Passing the MCAS is defined as achieving a competency score of 220 or higher on the 10th grade MCAS for Science and Technology/Engineering, Mathematics, and English Language Arts. The final decision on whether or not a student will receive a public High School Diploma will rest with the sending school district. The final decision on whether or not a student will be allowed to walk at the sending school district's graduation ceremony will rest with the sending school district.

All Clifford Academy seniors have their annual IEP review meeting either the last quarter of their junior year or the first quarter of their senior year. This allows the meeting to happen at least one year in advance of probable graduation date and follows Administrative Advisory SPED 2002-4 Revised. If a new student arrives to Clifford Academy after the fourth quarter of their junior year, then the Team will meet at their earliest convenience to ensure that as the school year is beginning all Team members and collateral agencies are on the same page.

At this meeting, the sending school district indicates whether the student is expected to meet high school graduation standards by the time of graduation. The results are communicated to the parent(s)/guardian(s)/ESP at the meeting of the likelihood of graduation.

8. Participation in Statewide Assessment

All students attending Clifford Academy and receiving Massachusetts public funds are required to participate in Massachusetts Comprehensive Assessment System (MCAS) testing. Students with Individual Education Programs (IEPs) will participate in testing as indicated on their IEPs. Clifford Academy's Special Education Coordinator and Principal are responsible for keeping an updated list of students indicating whether they are participating in MCAS testing. The list entails which students are participating in the standard MCAS or MCAS Alternative Assessment testing, which accommodations they receive, and what staff is responsible for administering the testing sessions.

MCAS testing is a mandatory part of Clifford Academy's curriculum for students receiving public funding from the state of Massachusetts. Students are encouraged and supported to participate in MCAS testing using established accommodations required by their IEP and positive participation incentives. In the event of a student refusal, Clifford Academy's Principal will make every effort to work with the student and notify the sending school district and parents/guardians/ESP. In the event of an individual student emergency, such as an acute hospitalization, Clifford Academy's Principal will make arrangements for make-up testing in

accordance with the guidelines set out in the most updated version of the MCAS Principal's Administration Manual.

Clifford Academy's Principal will provide oversight to ensure that all enrolled students will participate in state and/or district wide assessments in accordance with information provided on the Student's IEP and the most updated version of the MCAS Principal's Administration Manual. The principal also ensures that all staff are fully trained and follow MCAS security and administration procedures outlined in the Principal's Administration Manual.

During a student's IEP meeting, Clifford Academy's Special Education Coordinator ensures that all members of the IEP Team review MCAS requirements and accommodations listed on the "State and District Wide Assessment" page of the student's IEP. At this meeting, review of current accommodations and possible new accommodations are discussed. For students who qualify to take the MCAS Alternative Assessment, consideration will be reviewed and discussed with the Team.

The designated coordinator of MCAS at Clifford Academy will maintain a record indicting participation of all students. This documentation will contain a historical record stating compliance and completion information on previous MCAS exams. Documentation will also identify the mandated plan for each student to participate in testing that year.

At the beginning of each school year, teachers are responsible for reviewing student IEPs and identifying MCAS accommodations. These accommodations are made available to students throughout the year to support their access to the curriculum. Related service providers will be available for consultation to ensure accommodations listed on the IEP appropriately meet each student's learning needs. The Special Education Coordinator will work with teachers and related service providers to identify any additional accommodations, if needed.

MCAS ALTERNATE ASSESSMENT

At the beginning of the school year (upon intake for students arriving mid-year), Clifford Academy's Special Education Coordinator and individual student's teacher(s) are responsible for reviewing IEPs to identify which students may be eligible to participate in the MCAS-Alt.

MCAS-Alt is designed to include difficult-to-assess students in assessment and accountability. This helps to ensure that standards-based skills and content are being taught at levels that are meaningful and challenging and helps to determine the knowledge and skills students have learned. The MCAS-Alt provides information to schools and parents on the achievement of students with significant disabilities.

Clifford Academy's Principal and Special Education Coordinator are responsible for identifying students who may need to take the MCAS-Alt at the next assessment period. Throughout the school year, teachers and related service providers are responsible for identifying students who may qualify for the MCAS-Alt based MCAS-Alt criteria. The Special Education Coordinator is responsible for communicating with the IEP Team regarding students who may newly qualify to

participate in the MCAS-Alt and determining the need for a meeting to amend the IEP prior to the next MCAS assessment period.

The Special Education Coordinator is responsible for keeping updated records of students who currently qualify, or may qualify, for MCAS-Alt and relaying this information to the Principal. Teachers are responsible for gathering information and conducting individual assessments needed to complete the MCAS-Alt within the assessment window.

9. Academic Intervention

Clifford Academy is committed to providing students with equal educational opportunities and a safe learning environment. The school reserves the right to enter into interventions between student, parents/guardians and school. Interventions will address specific student academic needs to assist those who are at risk of not achieving school standards in any of their academic courses. Academic intervention services are made available to all students. The parents/guardians of each student will be notified by a staff member, if necessary, to inform them of the academic intervention to be provided, the reason for such services, and the consequences of not achieving expected performance levels.

Intervention practices will be in place for students who are not meeting academic expectations. These intervention practices may be mandatory as directed by any school personnel. During any time period which a student is receiving an academic intervention they may become ineligible to participate in extracurricular activities (including athletics), so appropriate time and attention may be devoted to academic studies. Once a student's academic progress has reached a satisfactory level as determined by school personnel, that student may return to extracurricular participation, and may or may not continue with the extra instruction, as mandated by the academic intervention program.

10. Progress Reports

Clifford Academy issues progress reports quarterly as follows:

- Quarter 1: Issued November covering progress July through November.
- Quarter 2: Issued January covering progress November through January.
- Quarter 3: Issued April covering progress January through April.
- Quarter 4: Issued June covering progress April through June.

All progress reports are completed by the direct service provider as specified in the IEP unless otherwise noted by the author of the report. The report is based on the last signed IEP. The reports are mailed to the parents/guardians/ESP, public school district, and potentially other collateral agencies such as DCF or DMH based on the individual needs of the case. In some cases, a report may be mailed to two different public school districts depending on pre-determined responsibilities.

11. Report Cards and Notices

REPORT CARDS

Report cards are issued four (4) times a year; November, February, April, and June. Parents/guardians are not required to sign or return report cards. Student report cards reflect their teachers' assessments of their performance on academic work and homework. Students grades are calculated based on the following weighting scale.

30%	**Productivity** (in class content and learning tasks)
30%	**Professionalism** (classroom student skills and cooperative learning skills)
40%	**Summative Assessments** (on key standards for each grade level)

Any questions can be directed to students' advisors and/or teachers.

WARNING NOTICES

Warning notices are sent home at the mid-point of each quarter for all students maintaining an average of 70% or lower in any academic course. Notices are intended to inform the student and parents/guardians of the lack of progress and the potential for failure. It provides the student an opportunity to work with the teacher to outline a plan for improving the grade prior to the end of the marking period.

ACADEMIC HONOR ROLL

Students who earn A's, and B's during any grading term will be included in Clifford Academy's Honor Roll.

HIGH HONORS

All term grades ninety percent (90%) or above.

HONORS

All term grades eighty percent (80%) or above.

HONORABLE MENTION

All term grades eighty percent (80%) or above with only one (1) seventy percent (70%).

Students with the highest average and the second highest average will be recognized each term.

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INCOMPLETE TERM GRADES

If a student receives an incomplete, the student is expected to make up the incomplete work as soon as possible, and no later than two (2) weeks following the term closing date, except with administrative approval. If a student does not complete the incomplete work in the two (2) week period, without prior administrative approval, the term grade will be calculated including the missing grades. Students will receive no credit/failing grade for unexcused absences. It is the responsibility of the student to make up work that is missed due to absence. Students should engage teachers in the following way, "I know I was out on day "x", what is the work that I need to make up?" Teachers will make ready make up work for the day(s) missed.

GRADING SYSTEM

Each teacher submits a number grade along with a conduct comment for each class.

Rather than explicitly suppling a grade or comment for conduct, Clifford believes that social emotional skills and self-regulation are aspects of professionalism in school and, later in life, in college or the workplace. The development of professional skills is as important as improving academic skills. It takes an entire skillset to navigate life independently. As such, "Professionalism" is incorporated into each class's daily grading rubric shown below.

Daily: In every class, students are graded on a 4-point rubric in the categories of Productivity and Professionalism. Zero is equivalent to 45% and 4 is equivalent to 100%.

Productivity Grading Rubric

4	3	2	1	0
* Solid effort all class * No more the 1 exit from class of 5 minutes or less, includes breaks/restroom/water etc. * Completion of all academic task requirements of teacher	* Effort for majority of class * No more the 1 exit from class of 5 minutes or less, includes breaks/restroom/water etc. * Completion of majority of academic task requirements of teacher	* Effort for about half of class and/or * Out of class more than 5 min, less than 15 min * Partial completion of academic task requirements of teacher	* Effort for less than half of class and/or * Out of class more than 5 min, less than 15 min * Some completion of academic task requirements of teacher	* Unexcused absence * Little to no task completion

Professionalism Grading Rubric

4	3	2	1	0
* All language is classroom appropriate * All peer interactions are classroom appropriate * Most classroom expectations are met. Student responds well to any teacher redirection (1 or 2 at most)	* Most language and peer interactions are classroom appropriate. * Meets most expectations * Makes an effort to follow redirections given	* Some language and interactions are not class appropriate and/or * Teacher has to give same redirections more than once for same behaviors	* Multiple unprofessional behaviors * Behaviors disrupt the flow of classroom instruction; teacher has to repeatedly redirect	* Classroom learning is significantly impacted by unprofessional behaviors

Overall: Each course has identified core competencies that students will be assessed on. These are the key concepts for the course for the year. Guardians will be given access to the competencies to inform their student's progress.

Productivity (30%) + Professionalism (30%) + Competencies (40%) = Student Grade
90% to 100% = A- to A+
80% to 89% = B- to B+
70% to 79% = C- to C+
60% to 69% = D- to D+
45% to 59% = No credit earned

12. School Laptops

Clifford Academy provides school laptops to support student learning. Students using school laptops must read and agree to the terms listed on this form.

- Students acknowledge school laptops are property of Clifford Academy at The Home in Walpole. Laptops must remain within the school.
- Students acknowledge devices are to be used for instructional purposes only. Students that use laptops for other purposes without expressed consent from staff may lose access to laptop usage for durations of time determined by staff.
- Students acknowledge that they must make devices available for inspection upon request by any school administrator or teacher.
- Students acknowledge that messages or files sent or received from school laptops may be subject to review by Clifford Academy staff.
- Students agree not to intentionally damage or deface the devices.
- Students agree not to participate in behaviors that may result in damaging devices e.g., horseplay.

Lost, Stolen or Damaged Device:

- There will be no fee for the first accidental damage to the device. Repeated accidental damage to a device may result in fees for the cost of repairs and parts.
- There will be a fee of $200 for intentional destruction of a laptop.

13. Homework (If applicable, per teacher)

Students may receive up to two (2) homework assignments each night.

Teachers will give assignments on their assigned homework days. Students are expected to keep track of all their homework assignments. Teachers may also assign homework on a day-to-day basis or assign reports and projects for a future date.

It is students' responsibility to make sure they have their assignments with them before they leave school every day. At the end of each day all the teachers are available, and students should check to make sure they have their homework. If they have a question about the homework, they should speak with their teacher or school advisor.

Sample homework schedule:

GRADES 6-12			
Monday	**Tuesday**	**Wednesday**	**Thursday**
Science Math	English Vocational	Science Math	History Vocational

If students are not in class on a given day, it is their responsibility to make arrangements with their teachers or ask staff to help them gather their homework. Absences, excused or not, do not affect the assignment of homework.

14. Academic Dishonesty

Clifford Academy students' primary responsibilities are to learn and achieve to the best of their abilities. In order to meet the needs of each student and assess progress, teachers expect that assignments and tests represent a true picture of that student's own performance. Administrators, faculty, students, and families are all important contributors to upholding academic integrity in our school community. This policy will provide a consistent framework to guide the learning process for staff and students.

PLAGIARISM

Plagiarism is the theft of someone else's ideas, words, or other materials without clearly acknowledging the creator and using that material as one's own. Plagiarism includes an exact copying or rewording of another's work, paraphrasing, partial quotation or summarization of another's work without properly acknowledging the creator of the original work. Plagiarism includes copying any of the following without limitation: answers on tests, homework, research, speeches, presentations, programs, class assignments, lab reports, graphs, charts, essays, compositions, term papers, etc.

Clifford Academy
Every Student Matters. Every Moment Counts.

Plagiarism is a form of intellectual and academic dishonesty that can be done intentionally or unintentionally. Intentional plagiarism is the deliberate presentation of another's work or ideas as one's own. Unintentional plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgement because of poor or inadequate practices.

Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of deceit.

EXAMPLES OF PLAGIARISM INCLUDE BUT ARE NOT LIMITED TO

- Downloading information from the Internet or any other source and submitting it as one's own work.
- Submitting as one's own work which is copied or translated from another source.

CHEATING AND DISHONESTY

Cheating is the deliberate or attempted use of unauthorized materials, information, technology, study-aids as well as giving or receiving improper assistance. The student is responsible for consulting the teacher regarding whether group work is permissible on assignments, projects, tests, or other academic exercises.

Representing or attempting to represent oneself as another or attempting to have one-self represented by another's academic endeavor, constitutes cheating. Forging of signatures and/or falsifying or altering grade related documents, programs or information, is considered cheating.

CONSEQUENCES OF ACADEMIC DISHONESTY

Consequences will be cumulative for all courses. All incidents of cheating will be recorded and tracked by all staff at Clifford Academy. Penalties for academic dishonesty will include but are not limited to; disqualification from Academic Honor Roll for that term.

Range of academic consequences will be assessed through the discretion of the teacher. These penalties can, and in many cases, will include rescinding of credit for the assignment (the student will receive a zero).

PROCEDURE

1. Upon discovery of the infraction, the teacher will discuss the offense with the student to determine the severity of the infraction.
2. The teacher will also notify a parent/guardian of the incident and submit a referral to the Principal.
3. The Principal will record the incident in their student file and apply appropriate consequences.

4. The administration and organization advisors will review the student's eligibility for academic awards.
5. The student will receive no credit or will be required to complete the assignment/assessment/work, OR an alternate assessment/assignment as assigned by the classroom teacher at a time arranged by the staff.

SCHOOL STAFF RESPONSIBILITIES

1. Lead a discussion within the first week of each course identifying expectations with regard to the academic honesty policy and include this information in the course syllabus.
2. Continue to educate students and offer guidance regarding acceptable and unacceptable behavior in areas that shall include but are not limited to test taking, researching, writing, and using library and computer resources.
3. Promote circumstances in the classroom that reinforce academic honor and promote self-expression.
4. Enforce Academic Integrity Policy in a fair and consistent manner.
5. Use and continually revise forms of assessments that require active and creative thought and that promote learning opportunities for students.
6. Evaluate the effectiveness of efforts and make necessary changes to promote academic integrity.

15. Time of Entrance

The school doors open at 8:10 (8:00 during summer program). Students arriving on transportation should remain within their vehicles until doors open. Residential students should remain supervised by staff until doors open. For various reasons, students are not permitted into the building until 8:10.
Before 8:30, all students must enter via the cafeteria doors at the rear of the school building. After 8:30 students will "buzz" the front door and be escorted to the school.

SAFETY CHECK

- Students must turn in all electronics that have Wi-Fi capability, data, or camera access (cell phones, smart watches iPods, tablets, laptops, MP3 players, cameras, hand held gaming devices, etc.) to morning duty staff (teacher, Principal, direct care counselors, or support staff);
- Staff will open all compartments of any bags that will be entering the building (backpacks, purses, gym bag, etc.) and they will search each compartment;
- Students will be screened by morning duty staff with a metal detector;
- Students need to remove shoes; and

- Students must turn out all pockets of clothing (sweatshirt pockets, pants pockets, shirt pockets, etc.)

Items not turned in or concealed during safety check that are found during the day will be confiscated and will be returned to students at the discretion of the program administrators. If this becomes a continuous problem, parents/caregivers will be required to come in and pick up any confiscated items.

Students will not be permitted into classroom settings until the security protocol is completed.

16. School Programs

LIBRARY

There is a library located on each floor of the school building. The library serves the entire school community. Students utilizing the facility are expected to respect the rights of others and maintain an environment conducive to reading and research. The following activities are not allowed in the library: sleeping, eating, using social media or texting for personal matters during school hours, loud socializing with friends, playing cards, and etc.

SCIENCE LABORATORY SAFETY RULES

- Always wear safety goggles while working in the lab.
- Contact lenses should not be worn in the lab.
- Students are not allowed to work alone or unattended in the lab.
- Appropriate clothing must be worn in the lab – no open-toe shoes or sandals.
- Participation in lab activities will be at the discretion of the teacher.
- Long hair must be properly restrained.
- Only materials necessary for lab activities should be brought into the lab area.
- Read the entire experimental procedure before entering the lab.
- Read chemical labels carefully – some chemicals have similar sounding names.
- Be aware of others in the lab – stay at your lab station.
- No food, beverages, candy, gum, or cosmetics are allowed at any time.
- Water bottles may be prohibited at the teacher's discretion.
- NEVER taste chemicals or put anything in one's mouth.
- Do not draw liquids into a tube using your mouth.
- Do not touch chemicals with one's bare hands.
- Wash hands frequently.
- Wash hands at the end of each lab exercise.

- Hot glass looks like cold glass – use appropriate lab equipment to handle glass or ceramic equipment.
- Exercise caution when using electrical equipment.
- Make sure the equipment is in good working order, the work area is dry, and do not allow cords to dangle.
- Review the location of fire equipment and fire exit.
- Keep combustible materials away from open flame – never use open flames with volatile substances such as alcohols, acetone, or hydrocarbons.
- If one's clothing should catch on fire: stop, drop, and roll - DO NOT RUN!
- Review the location and use of the safety shower and eyewash station.
- If one gets chemicals in their eyes, go immediately to the eyewash station.
- Call the instructor when a chemical spill occurs – clean up the spilled chemical according to the instructor's directions.
- Report all accidents and close calls to the instructor immediately, no matter how minor.
- For all chemicals take only what you need.
- NEVER return chemicals to the stock bottles.
- Never remove any chemicals or other materials from the laboratory.
- Keep the work area clean and dry at all time – clean the lab area at the end of the activity.
- Horseplay or fooling around in the lab is dangerous and will not be allowed – such behavior will be dealt within the most severe manner appropriate – stay at your lab station.
- Dispose of all chemicals in the manner described by the teacher.
- Never put any solid or insoluble materials in the sink.
- Dispose of broken glass in designated containers only.
- Never smell a substance directly – the teacher will demonstrate the proper technique.
- Use the fume hood when using chemicals which have or can generate irritating gases.
- Do not point the opening of a test tube at another person while heating the test tubes.
- NEVER heat a closed container.
- When diluting concentrated acids, always add ACID to WATER.
- Label any tubes or bottles containing chemicals so they can be correctly identified easily.
- Observe Universal Precautions and practice aseptic techniques; (e.g. dispose of biologically active materials in the manner described by the teacher.)
- Treat dissection specimens with a proper degree of respect.

- Follow all other procedures and techniques as described by the teacher.
- Sign the Lab Safety Contract indicating one has read and has understood the guidelines – these guidelines will be explained to students in class.
- If one has any questions or does not understand any of the guidelines, ask the instructor for clarification – a student's signature confirms acceptance of the rules.
- Participation in lab will be at the discretion of the lab teacher.

Failure to comply with these rules will result in exclusion from the lab and referral to the school discipline system.

HEALTH SERVICES OFFICE

Health Services at Clifford Academy is open 8:00 to 4:00, Monday through Friday. The school nurse can help students if they are not feeling well or if they get hurt in gym, an activity, etc. Students should tell their teacher when they need to go to Health Services, and the teacher will walkie or call for the student to be seen. Students cannot go to the Health Service office without prior permission unless there is an emergency. In the case of an emergency, Health Service staff are available by walkie during school hours.

If students take any medication during the day, Health Service staff will arrange a regular time for them to come to Health Services to take their prescription. Students will not be given any type of medication from any Clifford Academy staff unless they have a doctor's order and a consent form signed by their parents/guardians. This includes both prescription medication and over-the-counter medications. All medication must be delivered to the school by parents/guardians or responsible adult. The medication must be in a pharmacy-labeled container. All medication must be delivered to the School Nurse's office by parent/guardian or designated adult. The medication must be in a pharmacy-labeled container. The medication will be counted and signed for.

For students who have prescriptions for emergency situations, including inhalers or Epi-Pen's, the medication will be kept in the Health Services during the school day or another location per individual emergency protocol plans. The nurse's office must have a copy of the Allergy Action Plan and Asthma Action Plans associated with the Epi-Pens/inhalers on file. The plans are signed by both parent/guardians and the prescribing physician. Students must alert staff immediately if they feel that they need this medication.

According to Massachusetts general laws, all students are required to have vision, hearing, body mass index (BMI) and postural screenings at certain grade levels in school. These screenings provide a unique opportunity to positively influence the health status and academic performance of our students by early identification of potential health problems. Parents/guardians who wish to opt their child out of any of the scheduled health screenings must send a written notice to their child's School Nurse. Please do not

hesitate to contact your child's School Nurse with any questions about our screening programs.

Residential students have regularly scheduled medical and dental appointments. Staff will let them know when they have an appointment coming up. If an appointment is set during school hours, they will be excused from class or other activities. Students are expected to collect and complete any class or homework assignments that they miss. Students cannot reschedule medical or dental appointments around their favorite activities or events.

ACTIVITIES OF DAILY LIFE

In promoting a healthy lifestyle for students, Clifford Academy will assist in instructing students to develop good grooming habits by providing each student with the personal grooming and hygiene articles and materials necessary to meet their individual needs when applicable. This also includes the opportunity for students to brush their teeth after meals. Clifford Academy has private showering facilities on site. To maintain proper hygiene, students can access the facilities if it is written into their individualized treatment plan. Clifford Academy can provide access to students' own products necessary for personal grooming and hygiene in helping to assist each student in learning good grooming practices. Hygiene and sanitary products are accessible in the nurses office upon student request.

CAFETERIA

The school provides breakfast and lunch every day for all students. **Our program is a nut free campus. No peanuts or tree nuts are allowed on campus at any time.** Additional restrictions may apply due to the health needs of students.

Day students can bring meals from home; however, the following guidelines must be followed:

- All food and lunch bags will be searched during the morning check-in. Staff will collect any food items that are not permitted at school.
- Lunches must be stored outside the classrooms by a school staff.
- Nothing can be stored in the school's kitchen or refrigerator.
- Food cannot be shared. Some of our students have strict dietary needs.
- Students can only bring a reasonable amount of food. This can include a sandwich, a small snack (i.e., Ziploc bag of chips or pretzels) and a piece of fruit.
- Please encourage students to make healthy choices when packing lunch.
- Students are not allowed to bring "junk food" high in sugar such as cupcakes, brownies, or cookies.
- Students are not allowed to bring drinks from home. They may bring water bottles, which can be filled with water upon entering the dining hall.
- Caffeinated products are not permitted.

- Students who bring lunch from home will not be allowed to also eat the lunch prepared by the school's chef.
- Students who bring lunch from home are expected to follow the cafeteria rules that are in place for everyone.

Students are not allowed in the kitchen area, nor are they allowed to use the refrigerator or microwave.

Staff will be present in the hallways to help students transition to and from the cafeteria.

Clifford Academy encourages all students to make healthy choices and develop good habits. There are many opportunities to exercise and have fun while staying active. Sports, hiking in the woods with staff, gardening and swimming, a weightlifting club, and Project Adventure groups are just a few of the choices. Throughout the program, we offer healthy menus and chances to learn about nutrition and fitness. All meal portions are controlled, but students are encouraged to try a variety of nutritious foods, including fruits, vegetables, and dairy products.

If a student has certain dietary needs (vegetarian, gluten free, etc.) please inform the intake coordinator.

Meals: Clifford has a full kitchen and cafeteria. Students are provided robust breakfasts and lunches. The menu provided by the cafeteria is subject to annual review for nutritional value. Due to student and campus counts, students are permitted to have one full breakfast and one full lunch daily.

Snacks: Due to the number of food allergies in the staff/student population, snacks must have a controlled process at Clifford. Snacks must be healthy and "allergy-free." Caffeinated beverages (including coffee drinks) are not permitted in school. Should students want to access snacks during the day, they must hand their snacks to staff upon arrival. The snacks will be held in the community support staff (CSS) office. Students can then access and consume these snacks on breaks and/or at lunch time. The same process stands for students requiring snacks for medical reasons. Students will not be permitted to enter classrooms with snacks and prohibited beverages in their possession.

ELEVATOR

The elevator is fully accessible for use. The elevator is NOT for general student use. If students are injured and need to use the elevator, they must receive permission from the Main Office. Only the injured student and one staff assisting them are allowed access to the elevator.

CARE OF PERSONAL ITEMS

Clifford Academy strongly discourages day students from bringing personal items to school. Clifford Academy assumes no responsibility for items that are lost, stolen, or damaged. These items will not be replaced by the school.

All students are to turn in electronic devices with Wi-Fi, data, or camera access (cell phones, iPods, tablets, iPads, laptops, MP3 players, cameras, hand held gaming devices, etc.) to school staff during morning safety checks.

Other than school supplies, residential students are not allowed to bring any personal items to school.

No off-campus trips will involve spending money unless specially planned ahead of time. Any money students bring into school is their responsibility. If it is lost or stolen, staff will not replace it. Under no circumstances may students give each other money while on school property or during transportation to and from school.

Students cannot bring magazines, electronic devices, or any other materials to school that have sexual, drug related or violent content. Anything brought in with such content will be confiscated, and the student will be subject to possible disciplinary action.

Students may not buy, sell, loan, borrow, gift, or trade possessions with other students or with staff. Gambling of any kind is forbidden, including possession of lottery tickets.

EXTRACURRICULAR ACTIVITIES

Various options will be offered throughout the school year. Guardians will be emailed and students given notice of available activities.

P/E and ATHLETICS

School athletics supplement and support the academic mission of Clifford Academy and assist students in their growth and development. Athletics assist in promoting the importance of teamwork, effort, goals, and commitment. School athletics is competitive but winning is not the primary measure of success. Sportsmanship, respect for participants, and dignity in the face of adversity are more important than the outcome of the contest. All athletes do not perform at the same level, but all can demonstrate effort, dedication and fair play.

An important mission of Clifford Academy's sports participation is to teach and reinforce values relating to sportsmanship, competition and fair play. It is expected that team personnel and spectators respect this mission by exhibiting appropriate behavior at athletic events.

All students are eligible to try-out and/or participate in extracurricular activities from their sending school district. Contact the district for more information. IF Clifford Academy offers an organized sports team, students must meet the following requirements to be eligible to participate. Participation of ineligible students shall result in individual sanctions.

1. All students must have a signed sports contract to play on the team.
2. Students must wear school sports uniform and appropriate leg and footwear.
3. Students must demonstrate good sportsmanship during the game.
4. Students must line up and shake hands with the other team at the end of the game.
5. Students need to be respectful of one another and not argue with directions given by coaches or captains.
6. Students must come together after the game for a discussion led by the coach and or captain before going to the next activity.

SCHOOL-SPONSORED ACTIVITIES AND COMMUNITY MEETINGS

Students who participate in or attend school-sponsored activities, including athletics, trips at home or away, are subject to school rules. Laws, rules, or policies that students are obliged to follow at Clifford Academy take precedence over less-strict laws at the activity destination. Student participants and student spectators are expected to practice and promote good sportsmanship at all school-sponsored activities. Please respect officials' decisions and refrain from profanity, vulgar cheers, taunting, or any disruptive behavior. In addition to or in place of penalties for breach of school rules, students may be denied attendance at future contests or activities.

FIELD TRIPS

Field trips are planned for educational purposes. Throughout the year, staff members will schedule field trips. They extend and enrich classroom instruction. Participation in a school field trip is a privilege. Students must meet certain criteria to be eligible for field trips, including, but limited to; displaying safe behavior, having appropriate behavior while in school, and maintaining composure in the community. All participation in field trips will be subject to the discretion of the Principal. Students may be denied the opportunity to attend a field trip by any faculty member if they have too many absences, are doing poorly in one (1) or more of their classes, have had significant behavioral problems, failed to make up academic work missed from previous field trip(s), or any other reason deemed appropriate by school administration. Students must see their teachers prior to the day of the field trip, including in-house field trips, to arrange for make-up work. Specific rules and information will be given to students as field trips are scheduled. Day students must have a signed permission slip (by parents/guardians) in order to attend an off-grounds trip. If students have suggestions for field trips, please bring the ideas to the attention of their teachers.

General expectations include, but are not limited to:

- Students are expected to arrive at school on time on the day of a field trip – if a student is tardy they may not be permitted to go on the field trip.
- Students will be required to use the transportation provided/designated by the school.
- All rules that apply to bus behavior are in effect.
- Students will follow all special rules which may be needed for individual field trips.
- Students will observe all rules required by the site they are visiting.

MEDICATIONS ON FIELD TRIP

All students requiring medications on school field trips will have an Individual Medication Administration Plan on record in the school Health Services and a consent by parent/guardian on file specific for medication administration

Health Services will provide the responsible designated adult with the student's medication in a pharmacy labeled container. They will review the information on the container with that adult including: student name, medication, dose, time of administration, any special instructions or cautions.

The classroom teacher or other designated responsible staff will have responsibility for the safe keeping of the medication and for administering the medication. The designated adult will have the responsibility of returning the pharmacy labeled container to Health Services at end of the field trip or school sponsored short-term special event.

17. Internet and Technology

Clifford Academy provides students with access to the Internet as an educational resource. We expect students to use the equipment and service in a way that reflects the mission and the ideals of Clifford Academy. Teachers and staff will supervise all students while they are online. Still, it is their responsibility to use the system responsibly and, in a way, that shows respect for the school, staff and for themselves. Students are not allowed to use social media or mature games.

Internet searches that include any reference to weapons, violence, inappropriate sexual content, alcohol or drugs are not allowed at any time.

Students will be asked to sign an agreement at the beginning of the school year to state their willingness to follow these rules. If they refuse to sign the agreement or intentionally break the rules for technology use, they will receive a computer restriction.

A copy of the Internet and Technology contract is located at the back of this handbook.

18. Dress Code

All students are expected to be dressed appropriately, according to the below standards. Staff will ask students to change or cover any inappropriate clothing. If students do not follow these directions from staff, even if they do not agree, they may receive consequences based on administrative discretion. If students have a question about how certain clothing works within the dress code, they are advised to speak to their teachers and staff before wearing it to school.

Clifford Academy is a trauma-informed school. It is also a school with a vocational program and emphasis on professionalism in the workplace. Both are reasons to have non-triggering and professional attire for staff and students.

The below are not appropriate for Clifford. Students that arrive to school in inappropriate attire will be given the option to wear provided clothing. Students will not be permitted into classroom settings until their attire meets Clifford's expectations.

- Clothing that is excessively revealing. The administrative team (4 members) reserves the right to determine what is excessively revealing and unprofessional for school.
- Clothing that references or promotes discrimination, drug use, violence, or is sexually/linguistically explicit. The administrative team (4 members) reserves the right to determine what messaging on clothing is harmful to the school community.

Students are required to wear seasonally appropriate attire (i.e., no heavy coats in summer and no shorts in the winter).

Students must wear sneakers with non-marking soles to participate in gym activities. It is recommended that students bring an extra shirt to change into on PE days.

In order to participate safely in pre-vocational shops, students should dress appropriately. They will be working with oil, grease, paint, wood and sawdust, so can expect to get dirty.

- No sandals, no flip-flops, open shoes, or shoes with smooth soles are allowed. You are encouraged to keep boots or old sneakers to use during shop.
- Students must wear safety glasses, gloves, and other protective gear provided by staff.
- Long hair must be tied back.
- Students are encouraged to avoid wearing their new or favorite clothes to the shop.

It is always a good idea to have a sweatshirt or sweater handy in case students are cold. Residential students are expected to come to school with everything they need for the day. Students will not be let back into their cottage for a change of clothes during the school day.

19. Code of Conduct

Clifford Academy strives to create an environment focused on learning and student growth. The code of conduct is designed to cultivate an orderly, structured and productive academic environment. Our goal is support students' success both in and out of the classroom. Clifford Academy is committed to working with students to help them make appropriate choices and responsible decisions. The primary purpose of behavior support is to help students understand the consequences of their choices and decisions and thus become self-disciplined and responsible school citizens.

Students at Clifford Academy are expected to treat all members of the school community with dignity and respect. The school community is defined as all those who work or interact with the school. Students, teachers, administrators, School Counselors, custodians, secretaries, bus drivers, substitute teachers, cafeteria workers, parent volunteers and school visitors are part of this community.

All members of the school community must understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations.

RESPECT ALL INDIVIDUALS AND THE LEARNING ENVIRONMENT.
Clifford Academy students will engage in respectful behavior toward staff, guests, and other students. Clifford Academy students will also respect the learning environment by adhering to the classroom rules and avoiding behaviors contributing to the disruption of learning.

USE INTEGRITY AND HONESTY REPRESENTING OF ACADEMIC WORK.
Clifford Academy students will submit their own work and agree to avoid participating in any activities considered as a breach of community integrity and trust such as plagiarism or cheating of any kind.

MAINTAIN APPROPRIATE BOUNDARIES.
Clifford Academy students will maintain appropriate boundaries with students and staff. Students may not engage in play fighting or other behavior resulting in safety concerns. Fighting, threatening and/or other violent behavior will not be tolerated.

BE PRESENT, ON TIME AND ENGAGED.
Clifford Academy students are required to attend all schedule classes and events during the school day. Students should not go beyond the limits of the school grounds without an approved chaperone or the permission of a staff member. Students who are not present in school may not attend school-sponsored activities after school on that day.

RESPECT SCHOOL PROPERTY.
Clifford Academy students are expected to respect the school facility and the property in the school. The theft, destruction, or defacement of school or private property constitutes violations of state law and jeopardizes the integrity of the school community. This includes writing on the desk and walls, destroying walls, and/or taking school or other students'

supplies or personal property.

EXHIBIT APPROPRIATE BEHAVIOR ON THE SCHOOL BUSES AND AT OFF CAMPUS ACTIVITIES.

Clifford Academy students are representatives of the school when transporting to and from campus and when participating in off-campus activities. Students may not engage in any disruptive and/or dangerous behavior on the bus or while waiting at stops.

ENGAGE IN A SAFE AND PRODUCTIVE SCHOOL ENVIRONMENT.

Clifford Academy students are committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, and/or disability. Clifford Academy students are committed to a bullying-free community. In addition, Clifford Academy students agree to the safety of the school by not bringing illegal substances into the school. Presence at school or school-related events while under the influence is strictly prohibited. The possession of a dangerous weapon at school or school-related events is strictly prohibited.

STUDENT RESPONSIBILITY

We are share in the responsibility for a safe, positive learning environment. Students who have knowledge about serious infractions or potential serious infractions of our code of conduct must contact a staff immediately. Failure to report may result in disciplinary action. Serious violations of the code of conduct may result in consequences include suspension, expulsion and/or police involvement.

20. Rights and Responsibilities

STUDENT RIGHTS

As a student of The Home for Little Wanderers, Clifford Academy you are entitled to the following General Student Rights:

1. To receive services with equal access to services, facilities, activities and benefits regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness.
2. To have all reasonable requests responded to promptly and adequately within the capacity of Clifford Academy.
3. Upon request, obtain the name and specialty, if any, of the physician/clinician or other persons responsible for their care or the coordination or their care.
4. To confidentiality of all records and communications to the extent provided by law and Clifford Academy policy.
5. Upon written request, to inspect their records in accordance with the Home for Little Wanderers Student Record-Keeping Policy and Procedures.
6. To refuse any service, treatment or medication unless law or court order has limited such rights. Although, The Home reserves the right to terminate services if in The

Home's clinical judgment, such refusal substantially interferes with the Student's Treatment Plan.

7. To refuse to serve as a research subject in activities when the primary purpose is educational or informational rather than therapeutic.
8. To privacy during mental health treatment or other rendering of care within the capacity of the clinic or program.
9. To informed consent to the extent provided by law.
10. To participate in the treatment planning process and be asked to sign the Treatment Plan and/or any modification to the Treatment Plan.
11. To be informed of decisions regarding the duration and intensity of service utilization being offered to them, and of their right to appeal these decisions.
12. To obtain from a designated person a copy of any rules or regulations.
13. To the preservation of and participation in their unique culture and religious beliefs to the extent feasible.
14. To translation services in order to understand the program's services in a language they can understand or assistance in accessing services not available through The Home for Little Wanderers.
15. To receive an oral explanation and copy of this General Student Rights sheet.
16. To visits, mail, and telephone conversations, unless restricted by the treatment plan and in accordance with agency policies and procedures.
17. To communicate with his/her social worker, attorney, or clergy person.
18. To have his/her own storage space for private use (e.g. drawer space) (residential Students only).
19. To express opinions on issues concerning his/her care or treatment.
20. To have, at the time of admissions and throughout the treatment, a clear statement and understanding of his/her treatment goals to facilitate termination/discharge.

PARENTS/GUARDIANS RIGHTS

We welcome the full involvement of parents/guardians. We believe that students do their best with approved adult involvement in their day-to-day experience at Clifford Academy.

1. To obtain the name of the student's clinician or other persons responsible for the child's care, and any information regarding times and telephone numbers to access that person.
2. To obtain information regarding the Clifford Academy's behavior support philosophy and policy.
3. To obtain information regarding the Clifford Academy's visiting, mail, and telephone policies and procedures.
4. To request a conference with staff or clinician.
5. To immediate notification regarding any serious critical incident, and timely notification of a minor incident (within 24 business hours).

During intake, the following consents have been signed:

- Face sheet
- Student Contract for Internet Use
- Student Confidentiality Statement
- Acknowledgement of Receipt of Privacy and Confidentiality in Mental Health Services
- Acknowledgement of the Use of Surveillance Cameras
- Policy on Personal Belongings
- Searches
- General Student Rights Page
- Consent for Searches
- Consent for the Use of Photograph
- Transportation Permission Form
- Health Curriculum Consent
- Annual Movie Video Permission
- Exchange of Information Release Form
- Waiver of Legal Liability
- Anti-Hazing Policy and Signature of Receipt
- Receipt and Explanation of Consents

Copies of these consents are available upon request.

GUARDIAN ADVISORY GROUP

Clifford Academy values parent/guardian involvement in both the educational and residential components of treatment, and the participation of families in their child's education is essential.

Clifford Academy operates from the perspective that families provide invaluable context for the education, treatment and overall care of their children and have a significant role in decision-making. Parents/caregivers are an invaluable resource to guiding staff, teachers and clinicians toward the correct interventions. Given this framework, Clifford Academy collaborates with families to develop appropriate educational and treatment goals for their students, discusses past treatments and their effectiveness, discusses and identifies strengths and natural family supports, and identifies culturally and linguistically competent services that will support the student's educational progress.

Clifford Academy provides opportunities for parents and caregivers to be involved in their child's education. A Parent Advisory Group is scheduled quarterly and is open to all families. The Group provides support, informational sessions (e.g., health initiatives in the school, understanding IEPs, restraint reduction, specialty services such as occupational therapy and speech and language therapy, aging-out issues, trauma's effect on learning, behavioral health information and interventions) and opportunities to serve as an advisory group to program leadership. Families are also encouraged to provide written anonymous feedback to program managers through surveys. In addition to the Parent Advisory Group schedule on the school's calendar, clinicians and teachers directly call and/or e-mail families to inform

them of the date and purpose of the Group and flyers announcing the date and time of the Group are around the school and mailed home. Clifford Academy recognizes that a portion of our students travel a considerable distance to attend school and for those parents and families who are unable to attend in person, there is a call-in option for the Parent Advisory Group.

SY25/26 Guardian Advisory Group Dates:

**If you plan to attend an Advisory group meeting, it is helpful to email the principal ahead of time. Attendance is welcomed, but not required, and one can attend any or all meetings.

Wed. 10/15/25, 6:00PM, Chat link to be sent out prior.
Wed. 12/10/25 6:00PM, Chat link to be sent out prior.
Wed. 03/4/26 6:00PM, Chat link to be sent out prior.
Wed. 05/13/25 6:00PM, Chat link to be sent out prior.

AGENDA (Generalized):

6:00pm (10 min) Opening Remarks; Introductions
6:10pm (10 min) Highlights / Accomplishments of Clifford Academy students
6:20pm (15 min) Informational Session
6:35pm (10 min) Updates to policies and procedures from Program Leadership
6:45pm (10 min) Questions / Concerns / Feedback
6:55pm (5 min) Closing Remarks; Upcoming Events

INFORMATIONAL SESSION TOPICS (INCLUDING BUT NOT LIMITED TO):

- Health initiatives in the school
- Healthy eating at school and at home
- Understanding IEPs
- Restraint reduction and updates of behavioral support techniques
- Specialty services such as occupational therapy and speech and language therapy
- Aging-out issues including post-graduation information
- Trauma's effect on learning
- Medication and the impact on learning
- Behavioral health information and interventions

STUDENT RECORDS

Federal and state laws provide parents/guardians and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records with 24 hours' notice.

ACCESS AND AMENDMENT

A parent/guardian or eligible student has a right to access student records and to seek their amendment if the guardian or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek an amendment to student records, please contact the Principal.

CONFIDENTIALITY

Release of student records generally requires consent of the parents/guardians or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the district have access to records as needed to perform their duties.

1. The Home for Little Wanderers (HFLW) respects the privacy rights of the students we work with as required by law.
2. Sharing of information with HFLW:
    a. For the purpose of thorough case planning, information about particular students and families is at times discussed in various formats such as staff meetings, Team meetings, case conferences, supervision meetings, utilization reviews, consultation with outside experts, and reporting to placement and/or funding sources. All professionals involved in these discussions are responsible to safeguard the confidentiality of the privileged information.
    b. Disclosure of a student's HIV related information is protected under a separate law and therefore, not released without specific authorization.
3. Sharing of information with sources outside the HFLW:
    a. Information will be given to outside sources when the "Student/Student Authorization for Release or Request of Information" form is signed by the student or legal guardian.
    b. Information without written consent is shared only under exceptional circumstances as outlined in the attached "Privacy and Confidentiality in Mental Health Services" handout.
4. Disclosure of records to outside sources:
    a. Written information will be given to outside sources only when the "Student/Student Authorization for Release or Request of Information" form is signed by the student or legal guardian or pursuant to court order.
    b. When material is being sent to outside sources, only that material which is noted and has been specifically requested will be released. Material that the Agency/Program has not directly produced on the student (i.e., hospital evaluation, health records, etc.) is third party material, and therefore, cannot be replicated).
    c. Student records will not be made available to third parties voluntarily except for reaccreditation, licensing and monitoring purposes (i.e.: MHMA, COA, OFC, DMH, DPQ, DOE, DSS), and as allowed by the law.

d. When third party purchasers of service request personal data on students from whom they are paying in order to ascertain student eligibility, service appropriateness, and/or costs related to objectives and outcomes, the Agency must furnish such information.
e. Upon written request, reports on non-identifying and/or aggregated extracts of case records may be shared with other professional service organizations or individuals. Information will be limited to that which is requested.

PRIVACY AND CONFIDENTIALITY IN MENTAL HEALTH SERVICES

We are dedicated to preserving the confidentiality and privacy of all our Students. Some state laws, however, specify certain circumstances when mental health professionals may be required to breach confidentiality. We are required by Massachusetts law to inform our Students of these limits on confidentiality:

1. If the Student presents a clear and present danger to himself and refuses to accept appropriate treatment; the clinician may release relevant information to protect the Student;
2. If the Student communicates to the clinician an actual threat of physical violence against a clearly identified or reasonably identifiable victim(s), relevant information may be released to protect the potential victim(s);
3. If a Student has a history of physical violence which is known to the clinician, and the clinician has a reasonable basis to believe that there is a clear and present danger of physical violence against a clearly identified or reasonably identifiable victim(s); relevant information may be released to protect the potential victim(s);
4. If there is a threat of imminently dangerous activity by the Student against himself or another person(s), the clinician may disclose Student communications for the purpose of placing or retaining the Student in a psychiatric hospital;
5. If the Student introduces his mental condition as an element of claim or defense in a legal proceeding (except one involving child custody or adoption), the judge may order the clinician to disclose confidential Student communications;
6. If, after the death of a Student, any party acting on behalf of the decedent introduces evidence of the Student's mental conditions as an element of claim or defense, the judge may order the clinician to disclose confidential Student communications;
7. In any case of child custody or adoption, the judge may order the clinician to disclose confidential Student communications if the judge determines that the clinician has evidence bearing significantly on the Student's ability to provide suitable care or custody and it is more important to the welfare of the child that the communication be disclosed than that the relationship between Student and clinician be protected (in cases of adoption, or dispensing with consent to adoption, judge must determine that the Student has been informed that communications to the clinician would be privileged);

8. If the Student initiates legal action (e.g., malpractice, criminal or license revocation) against the clinician may disclose confidential Student communications if disclosure maybe necessary or relevant to the clinician's defense;
9. The clinician may provide diagnostic or treatment information to an insurance company or review board, non-profit hospital or medical service corporations, or health maintenance organization for the purpose of administration or provision benefits and expenses;
10. If the clinician, in his/her professional capacity, has reasonable cause to believe that a child under the age of eighteen years is suffering serious physical or emotional injury resulting from abuse inflicted upon the child (including sexual abuse), or from neglect (including malnutrition), or who is determined to be dependent upon an addictive drug at birth, the clinician must report such information to the Department of Children and Families (DCF);
11. If the clinician has reasonable cause to believe that an elderly person (over age 60) or a handicapped or disabled person over the age of 18 has died or is suffering abuse, the clinician may be obligated to report this information to the proper state agency;
12. If a judge compels the clinician to reveal confidential Student information.

Apart from the above-listed exceptions, Student information may only be shared upon the express written consent of the Student or parent/legal guardian.

If you have any questions about confidentiality or this statement, please feel free to ask your clinician.

STUDENT AND PARENTS/GUARDIANS RESPONSIBILITIES

Clifford Academy asks for your cooperation and assistance so that we can provide the best possible education and treatment for all students. We respectfully list the following expectations:

- Have students attend school every day, unless ill. Regular attendance is very important to academic and therapeutic progress. Report absences to the bus company and the school as early as possible.
- If students need to be dismissed from school early for a scheduled appointment, please let their advisor /teacher know as early as possible.
- If a student is having difficulty at home, let us know so that we can assist.
- Parents'/guardians' participation in meetings (IEP, progress, re-entry, etc.) about their child is important. All comments are very valuable to the Team.
- Please support our work with students. If a complaint and concern about what we do arises, contact us immediately.
- Keep us informed about students: medication, allergies, health insurance information and family loss – anything that may affect their functioning at school.

- Keep us informed about students' contact information. Be sure Clifford Academy has current information: Parents'/Guardians' phone numbers and e-mails, current address, and emergency contact person with current phone number and address.
- Please inform Clifford Academy about any changes in a student's legal status and the results of any judicial and administrative proceedings, including restraining orders, court restrictions and guardianship. We will handle this information in a sensitive manner.

VISITING HOURS (RESIDENTAL STUDENTS)

Visitors at Clifford Academy are welcomed during the hours of 8:30-3:00. We expect that visitors sign in at the front office, show personal identification, and be on the approved visitor list. Students must remain on grounds with approved visitors unless otherwise specified by parents/guardians and documents.

Families and parents/guardians are encouraged to visit students at any time. To ensure that a student is on site for a visit, please contact the student's clinician or clinical supervisor. Each student can have private visits and phone calls unless there is clear, documented clinical justification for a higher level of observation. Telephone communications may not be monitored or unreasonably restricted unless there are specific therapeutic reasons justifying the limitations. Any restriction must have approval in advance by the Program Director, the restriction documented in the case record and the restriction must be reauthorized regularly by the Program Director or designee.

21. Behavioral Support Systems

Clifford Academy utilizes a strength-based, relational model of behavioral support that is evidence-based, trauma-informed, and individualized. Clifford Academy's model is designed to foster student self-control and determination and to engage students and families as active participants in the process. Also, school staff always attempt to position themselves as allies for students and families rather than agents of external control. Staff strive to be engaging and responsive to students in order to allow them to feel accepted, supported, and valued.

Clifford Academy aims to create positive environments that are nurturing, consistent, and predictable. Staff pay careful attention to creating atmospheres that promote the social, emotional, physical, and academic development of each student. For example, milieu staff support pro-social behaviors, assist in daily living activities, and teach healthy relationship skills through modeling and use of the program's behavior support system. On- and off-site activities provide students with opportunities to practice social interactions with adult support.

The behavior support system involves, but is not limited to: clearly stated expectations; policies and procedures that ensure prevention of re-traumatization; identification of triggers and warning signs; clearly defining behaviors; highlighting pro-social behaviors; documentation and utilization of an array of appropriate staff and family responses to negative behaviors; consistent responses that are rehearsed and based on clear understandings of the rules and expectations; natural consequences; development of effective coping skills and approaches to de-escalation; tracking and documenting behaviors; and incorporation of data into treatment reviews and planning. Clifford Academy works toward understanding how a behavior is related to the context in which it occurs. We believe that behavior serves a purpose. If this purpose is understood, responses can be modified, and students can develop new ways of getting their needs met.

THERAPEUTIC CRISIS INTERVENTION (TCI)

Staff members will intervene in students' inappropriate behaviors by using Therapeutic Crisis Intervention (TCI). TCI is a trauma-sensitive crisis management protocol developed by Cornell University, which deemphasizes the use of external control and is aimed at preventing crises from occurring, de-escalating potential crises, effectively managing acute crisis phases, reducing potential and actual injury to Student and staff, and learning constructive ways to handle stressful situations. TCI informs the development of an individualized crisis management plan that details Student-specific interventions that staff and other caregivers can utilize to effectively manage student behavior in family, community, and out-of-home settings.

PHYSICAL INTERVENTION

Physical invention is only used in emergency situations when the student is in imminent harm to oneself or others. Physical restraints are used only when other lawful and less intrusive alternatives have failed or deemed inappropriate.

RESTORATIVE JUSTICE

Clifford Academy empowers students to resolve conflicts on their own and in small groups using Restorative Justice practices. With Restorative Justice practices, Clifford Academy brings students together in peer-mediated small groups to talk, ask questions, and air their grievances. Using restorative justice practices helps to build community within the school, prevent bullying, and reduce student conflicts.

COLLABORATIVE AND PROACTIVE SOLUTIONS (CPS)

In addition to Restorative Justice practices, Clifford Academy implements Collaborative and Proactive Solutions (CPS). Clifford Academy uses a non-punitive, non-adversarial trauma informed model of care. This model is based on the premise that challenging behavior occurs when the expectations being placed on a student exceed the student's capacity to respond adaptively and that some students are lacking the skills to handle certain demands

and expectations. This model focuses on identifying the skills the student is lacking and the expectations they are having difficulty meeting. The goal is to help the students and staff solve those problems rather than modify the student's behavior through application of rewards and punishments. The practice of CPS is comprised of three basic steps. The first step is empathy. Empathy involved gathering information from the student to achieve the clearest understanding of his or her concern or perspective on a given unsolved problem. The second step is defining adult concerns. This step involves entering consideration the adult concern or perspective on the same unsolved problem. The third and final step is the invitation step. This involves having the staff and student brainstorm solutions to arrive on a plan of action that is both realistic and satisfactory. The solution should address the concerns of both the student, staff and people involved.

22. Suspensions, Terminations and Discharge

Clifford Academy is committed to providing optimal educational and therapeutic services for all students and is aware of considerations that need to be made due to individual differences. The basis of the behavior support program at the facility is consistent in its standards for behavior, but in response to inappropriate behaviors takes into consideration the whole student and their progress in treatment.

Clifford Academy will always consider alternatives to suspension including (but not limited to) the following:

- Peer mediation, restorative mediation, community (school) service, partial-day "in-school suspension," etc.

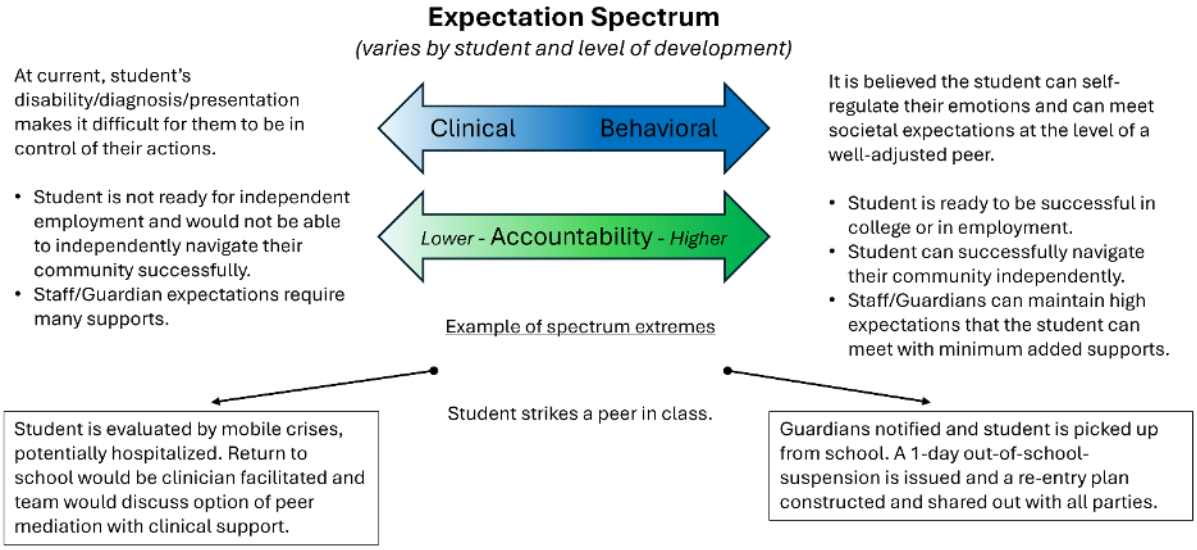
Certain behaviors, however, are considered severe enough to merit suspension from school. The purpose of these suspensions is to assure accountability on the part of the student, give the student time to reflect on that behavior, give the school community (staff/students) time to process and give insight into the negative behaviors, and give school staff time to prepare a plan for a safe and therapeutic re-entry into the school community.

In short, a student may be suspended if his/her behavior poses a threat to their own safety, the safety of other students, and/ or the safety of staff. Massachusetts state law on suspension states that involvement in any of the following activities, on campus or at a school-sponsored event, may be subject to suspension (in-school or out-of-school):

- Possession or use of a dangerous weapon
- Smoking or being under the influence of alcohol or drugs and/or possession of illegal paraphernalia, including alcohol and/or controlled substances
- Assault

- Inappropriate or unsafe behavior in a transportation vehicle
- Major property damage or destruction
- Larceny
- Leaving the campus without permission
- Dangerous threats to the community, verbal or physical
- Other inappropriate behavior, as determined by an administrator

The "Expectation Spectrum" below details Clifford's philosophy on accountability and consequences.



The Clifford Admin. team, in consultation with the clinical team, will use its professional discretion using collective information to hold students accountable at the expectation level appropriate for the student. We appreciate guardian support in trusting that we want the best for the student and the Clifford learning community. The lens we use is "If they were my child, what level of accountability would I want in relation to this incident?"

Behaviors/Incidents eligible for suspension on first instance*

- Weapons brought to school; item used like weapon in school
- Drugs, alcohol, smoking devices brought to school
- Assault on staff or student

Behaviors/Incidents where suspension will be considered*

- Physical altercation/fight with peer
- Significant verbal threats
- Significant unsafe behavior (that could follow into next school day)
- Significant property damage

- Consistent and repeated minor infractions and/or refusal to process the minor infractions with staff (after repeated guardian notification)
- Consistent and repeated impact on the safe function of the school (and refusal to follow planned interventions for the unsafe behavior(s).

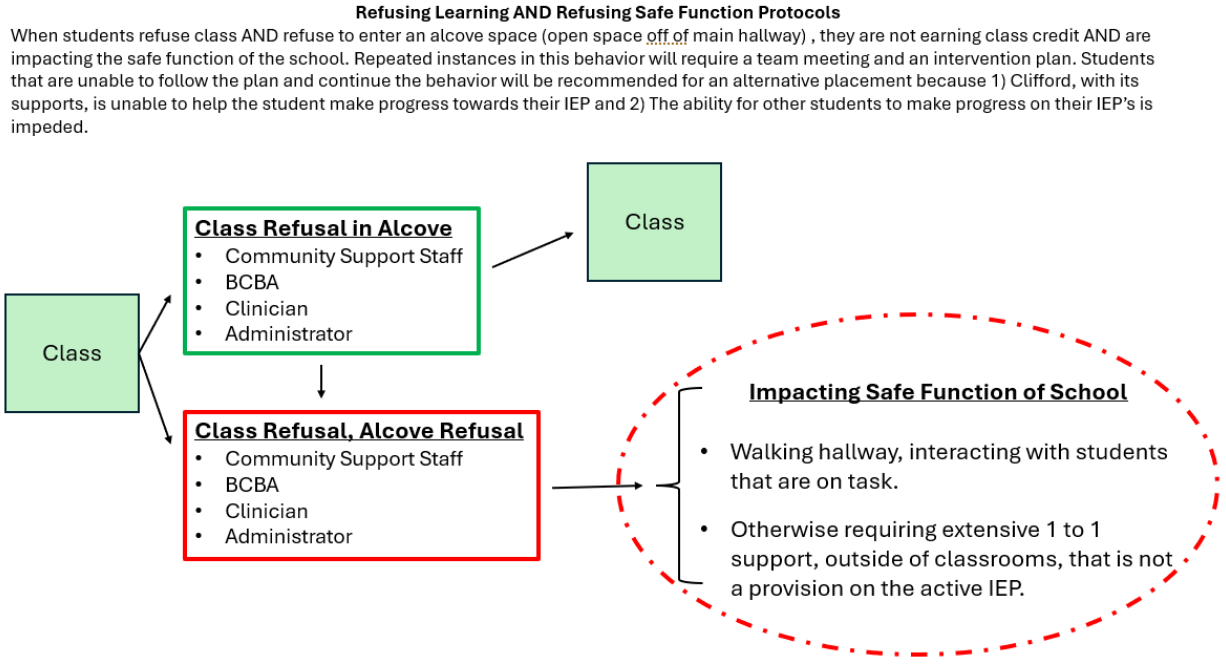
** In-school suspensions, self-paced workshops, mediations, restorative actions, community service, among others, will be considered as accountability options. Repeated offenses will result in progressively higher levels of accountability.*

Refusal to attend classes and/or refusal of safe function protocols.

CLASS REFUSAL AND REFUSAL OF SAFE FUNCTION PROTOCOLS

When students refuse class AND refuse to enter an alcove space (open, quiet space off of the main school hallway), they are not earning class credit AND are impacting the safe function of the school. Students are given access to community support staff, clinicians, the BCBA, and/or administrators to discuss refusals. Students that do not utilize the staff supports and continue to interact with peers in the milieu, often in a dysregulated manner, impact the safe function of the school. Repeated and continuing instances of this behavior will require a team meeting and an intervention plan. Students that are unable to follow the plan and continue the behavior will be recommended for an alternative placement for the following reasons:

1) Clifford, with its provided supports, is unable to help the student make progress towards their IEP.
2) The ability for other students to make progress on their IEP's is impeded.



Behaviors/Incidents that are considered minor and addressed via staff-student processing discussions

Minor behaviors are tracked in every classroom on the below chart that is clearly visible to students. Staff are instructed to provide two explicit redirection warnings to students. On the 3rd incident, students are called out of the classroom to converse with Community Support Staff. Exceptions are "Targeted Language," "Sexual Language," and excessive "Horseplay." For those three behaviors, students will be called out of class on the first instance. NME stands for "Not meeting expectations." "Celebrated Decisions are awards that are posted on the hallway wall and earn students incentives.

Clifford Data Tracker	Date:		
Language	Targeted*	Sexual*	Unprofessional
Inappropriate Contact (physical)	Horseplay**	Boundaries	
NME Location			
NME Tools/Items			
NME On-task/On-topic			
Celebrated Decisions! (CDs)			

3-5 DAY SUSPENSION PROCEDURES

SUSPENSION

Whenever a student is suspended, Clifford Academy will immediately notify the parent/guardian and the public school or human services agency responsible for the placement.

Within twenty-four (24) hours, Clifford Academy will send a written statement explaining the reasons for suspension to the parent/guardian and the school district.

IMPORTANT REMINDERS

No student may be suspended and sent home unless a responsible adult is available to receive the student.

Once a student is suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, Clifford Academy, parents, and public school district, consistent with federal requirements, will explore together all possible program modifications within the school in an attempt to prevent a lengthier suspension of the student from the program.

Clifford Academy has procedures in place to record and track the number and duration of suspensions, including suspension from any part of the student's IEP program.

10+ DAY SUSPENSION PROCEDURES

Clifford Academy implements the following procedures when a student's suspension exceeds ten (10) consecutive school days or a student has a pattern of suspensions exceeding ten (10) cumulative days:

- Prior to a suspension that constitutes a change in placement for a student with disabilities; a request is made of the student's responsible school district to convene an emergency IEP Team Meeting that includes representation from Clifford Academy. Following are the goals of this meeting:
    - To develop or review a functional behavioral assessment of the student's behavior and to develop or modify a behavior intervention plan
    - To identify appropriate alternative educational settings(s)
    - To conduct a manifestation determination (i.e., to determine the relationship between disability and the behavior. To do this the Team asks questions including: Is the IEP appropriate? Is the placement appropriate? If there was a behavior plan, was it implemented? What adjustments can be made to make a behavioral plan successful? Does the student understand the impact and consequences of his/her behavior? Can the student control his/her behavior?)
    - If the Team determines that the behavior is NOT a manifestation of the disability, the school may suspend or terminate the student consistent with policies applied to any other student in the program. The responsible school district must, however, offer an appropriate education program to the student with disabilities that may be in another setting.
    - If the Team determines that the behavior is a manifestation of the disability, the placing district, in coordination with the private school, takes steps (with the consent of the parent) to modify the IEP, the behavior interaction plan, and/or the placement.

Upon admission, a written policy regarding the use of suspension will be provided to parents/guardians and the sending school district or human service agency that placed the student.

NOTE

Sending a student home “early” or an in-school suspension of a student who is not receiving instruction from either a licensed teacher or paraprofessional who is being supervised by a teacher is considered a suspension if the student’s IEP does not allow for the modification of learning time requirements of the Board of Elementary and Secondary Education

DISCHARGES ANDS TERMINATIONS

It is the policy of Clifford Academy to approach a student's termination in a consistent and deliberate fashion. Given the overall needs of the population served by Clifford Academy, planning and predictability are essential in order to maximize a student's potential for success.

Clifford Academy will not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, Clifford Academy will delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the program and the public school district, termination of enrollment may be delayed for longer than two calendar weeks. Clifford Academy will also abide by "stay-put" legislation that may be invoked by districts.

In Clifford Academy's student record reviews, to be included is evidence of notice to school districts prior to termination; evidence of notification to parents and the Department regarding any emergency termination; and meeting minutes or documentation from the Team meeting regarding termination.

PLANNED TERMINATION

- For a planned termination, Clifford Academy will notify the public school district of the need for an IEP review meeting and provide notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.
- Except in cases of emergency, a termination plan will be developed by members of the Treatment Team in cooperation with those individuals involved with the development of the educational plan.
- The termination plan will be written and reviewed with the student, parents/guardians and referring school district, no less than 30 days prior to termination.
- The plan for termination will include recommendations and provision for appropriate services in the student's new environment. The person responsible for providing these services will be identified.

EMERGENCY TERMINATION

If Clifford Academy determines that emergency circumstances exist that warrant an unplanned termination of the student, the school will take the following steps to ensure that the termination process is consistent with the procedures under 603

CMR 28.09(12)(b) and immediately notify the Department of Elementary and Secondary Education.. “Emergency circumstances” is defined as circumstances in which the student presents a clear and present threat to the health and safety of himself/herself or others. In the case of an unplanned termination, Clifford Academy will:

- Immediately notify the parent/guardian, Department of Elementary and Secondary Education, the local Administrator of Special Education and officials of all appropriate human service agencies responsible for the placement of the emergency circumstances, which the agency believes warrant an unplanned termination of the student.
- Complete Incident Report and attach a written termination summary for distribution to parents, Department of Elementary and Secondary Education, special education administrator from the sending school district, and other involved agencies. All emergency terminations will be reported electronically to DESE through the Incident Report process.
- With the public school system, arrange for a Team meeting to be conducted in accordance with Chapter 766 Regulations.
- Provide information and assistance necessary for public school officials to implement their responsibilities under Chapter 766 Regulations in terminating the student’s placement at Clifford Academy.
- Participate in meetings and provide information, as appropriate, relative to the student’s needs and recommendations for future placement.
- Unless the student presents an imminent threat of harm to self or others, Clifford Academy may, at the request of the school district, delay termination of the student for up to two (2) calendar work weeks to allow the public school district to convene an emergency Team meeting or other appropriate planning discussions. With the mutual agreement of the program and the public-school district, termination of enrollment may be delayed for longer than two calendar weeks.

23. Contracts

In order to help students continue with positive behavior, they can apply to have a contract with a staff member. The contract is used to help students focus on an area of need (i.e. using appropriate language) and provide students with a visual reminder of tasks that need to be completed to fulfill the contract. Students must complete an application for a contract, have it signed by their advisor, and then return the application to the teacher assigned to contracts. The teacher will then have the contract approved by an educational administrator and any necessary changes will be made. Students may have only one (1) contract at a time. It is the student’s responsibility to have his advisor sign the contract at the end of each school day.

24. School-Related Problems and Concerns

If a student and/or parent have a concern/complaint with an issue related to a specific class, program or staff member, they should schedule a time to meet with those individuals in order to communicate respectfully and professionally the specific concerns. If after that meeting the student and/or parent are not satisfied with the action taken or answers provided, they should schedule a time to meet with the administrator who is responsible for the immediate supervision of that class, program or staff member. Again, concerns/complaints should be communicated both respectfully and professionally. If after meeting with the administrator, the concerns/complaints have not been resolved the student and/or parent may address the question to the program director.

If after meeting with the program director, and if the student and/or parent are still dissatisfied with the decision, they may request that the VP of Performance Outcomes & Risk Management consider the issue by submitting a written request detailing the specific concern and requested action. The VP of Performance Outcomes & Risk Management will address the matter in an appropriate and timely manner.

GRIEVANCES

1. The Human/Student Rights Officer or Program Director shall give, and when appropriate, review the grievance procedure with each student and his/her parent/legal guardian at enrollment or during the initial orientation period. The Registering Complaints and Grievances Policy shall be signed by the student and/or his/her parent/legal guardian and a copy placed in the Student's record.
2. Staff members shall be informed that they are to assist students and families in filing grievances, when needed. Staff members shall direct the grievance to the program Human/Student Rights Officer or Program Director as appropriate.
3. When a student or parent/legal guardian expresses a verbal grievance, the staff member shall listen carefully to the grievance and provide an open and safe environment to discuss the issues(s) with the student or parent/legal guardian.
4. If there is no resolution of the verbal grievance, a copy of the Registering Complaints and Grievances Policy, Student Grievance Form, and Student Grievance Appeal Form shall be given to the student and his/her parent/legal guardian to facilitate the filing of a written grievance. The student or parent/legal guardian has the right to file a grievance without interference or retaliation.
5. A copy of each written grievance shall be given to the Human/Student Rights Officer/Program Director and forwarded to the Program Director, Senior Director, and the Vice President of Risk Management, Evaluation, and Outcomes or designee.
6. Upon receipt of a written grievance from a student, the Program Director or designee shall notify the parents/legal guardian.

7. In cases where a Program Director is named in a grievance, the Vice President of Risk Management, Evaluation, and Outcomes or designee shall follow the grievance process in accordance to the policy and procedure.
8. The Vice President of Risk Management, Evaluation, and Outcomes or designee will review the grievance, conduct an internal investigation, convene a review team, and put forward recommendations in a final report.
9. At the completion of the grievance process, the designated review team shall decide whether to substantiate the grievance or in part; or render a finding as unfounded.
10. The Program Director shall take appropriate actions with respect to the decision at the conclusion of the grievance process. The grievance process shall take no longer than 15 business days to complete, except in cases where there are exceptional circumstances (e.g.. extensive employee absence, holidays, hazardous weather conditions, etc.)
11. The assigned investigator shall document the findings, decisions, and actions to the grievance in a letter to all parties involved, the Senior Director, and the Vice President of Risk Management, Evaluation, and Outcomes. The decision letter should address the following areas:
    - How the grievance came to the Program Director's attention
    - A brief summary of the grievance
    - A summary of the results of fact-finding, including any conflicting versions of events
    - The review team's conclusions regarding substantiation of the grievance
    - Responsive actions to be taken, if any
    - Notice of their right to appeal the decision of their grievance to the President/CEO of The Home, and if relevant, of rights to file a grievance at the Department of Social Services or the Department of Mental Health
12. The Human/Student Rights Officer or the Program Director shall record in the Student's file all decisions resulting from grievance investigations.
13. If the student/ legal guardian is dissatisfied with the Program Director's decision, he or she may appeal to the President/CEO of The Home using the following procedure:
    - Complete and submit the "Student Grievance Appeal Form" within ten (10) business days of receipt of The Home's decision letter. The request must include the reason for the appeal.
    - Within ten (10) business days from receipt of the written appeal, the President/CEO or designee shall review the original grievance, the review team's decision, the reason for appeal there from, and all prior attempts at resolution.
14. The decision of the President/CEO, or designee, shall be final. If the Student/Legal Guardian remains dissatisfied, he/she shall be informed of all other avenues for complaint external to The Home. At the conclusion of the grievance process, all

related materials will be forwarded to the Department of Risk Management, Evaluation, and Outcomes for record keeping.

25. Home and School Communications

Clifford uses multiple means to communicate with guardians. Should students have parents or guardians with limited English language skills, Clifford ensures that important program information is sent to them in a timely manner and provided to them in a language that they understand, either through written translations of documents or through oral interpreters. E-mail can be an effective tool to increase communication, cooperation, and teamwork toward improving learning. It should be considered a complement to, rather than a replacement for, direct conferencing. Any circumstance in which e-mail might erode the cooperative spirit between teacher and parent/guardian, however, must be avoided.

E-MAIL GUIDELINES

E-MAIL CAN BE EFFECTIVE TOOL FOR

- Communicating some positive achievement about a student's progress in the classroom.
- Arranging appointments for more personal communication.

PRECAUTIONS

- E-mail is not private and can be read by others.
    - Supervisor of Public Records Bulletin No 1-99, May 2003: All e-mail created or received by an employee of a government unit is a public record. In Massachusetts, all e-mail messages are subject to public access and disclosure through the provisions of the Public Records Law.
- Deleted e-mail can still be retrieved from a computer's hard drive.
- Rules of confidentiality that apply to other written or spoken communication must always be heeded.
- Information that would be detrimental in any way to a student's well-being should always be communicated personally and not by e-mail.
- Opinions or subjective matter would be best communicated in other ways.

BOTH STAFF AND GUARDIANS NEED TO REMEMBER

- E-mail sent is not necessarily e-mail received.
- Do not assume that e-mails will be opened and responded to in the course of a work day.

Guardian and School Disagreement

Please know that Clifford utilizes its multidisciplinary team of professionals to consistently assess what is best for individual students and for the student population. Balancing academic instruction, clinical care, and accountability in a learning community requires countless decisions daily that are informed by many years of experience in the field of education. There may be situations where guardians disagree with Clifford about its policies or disagree with the professional judgements of Clifford's staff. In these situations, it is expected that all parties make reasonable efforts to repair the lines of communication and assume good intentions before becoming accusatory and/or alleging wrongdoing. Though exceptionally rare, if disagreements result in a dynamic that impacts the safe function of the Clifford program, the ability of the program to follow the policies and procedures contained within this handbook, or, in any capacity, harms the emotional health of Clifford staff, the student, and/or the guardian(s), Clifford will request a team meeting. At the meeting, Clifford expects that it will work with the LEA and guardian team(s) to determine a more suitable program placement, one that does not involve harm to

26. Student Attendance

ABSENCES

All students are expected to be in school every day unless they have an excused absence. To have an absence classified as excused, a note from a parent/guardian, medical professional or other authority figure (i.e. court, DCF worker) is required. If a student is absent from school, even for an excused absence, they are expected to make up all missed assignments.

The staff at Clifford Academy, feel strongly that a student's academic success is dependent on consistent school attendance. The length of the traditional academic year is generally limited to 180 days for students with an additional 39 days allotted for the extended school year that takes place in July and August. The curriculum is designed to achieve a maximum educational effect within the limited number of school days. Therefore, any absence from school jeopardizes the ability of a student to complete the course of study satisfactorily.

Maximum attendance is an approved condition upon which all courses of study are based. Absence from school jeopardizes the ability of a pupil to satisfactorily complete the prescribed course of study and it typically results in a lowering of grades and decreased focus and attention. Students are not allowed to have more than five (5) unexcused absences in a quarter. If a student has more than ten (10) unexcused absences in a year, they will be at risk for not promoting to the next grade and not earning credit for any individual quarter, semester, or school year.

The following reasons may be considered an "excused absence" upon verification of documentation. A phone call, note, or e-mail from the guardian to the Principal or Special Education Coordinator can serve as documentation.

- Illness (for more than two consecutive days, requires an original note from a physician with date and diagnosis);
- Doctor's appointment that cannot be arranged outside of normal school hours;
- Funeral/Death in family;
- Religious Observances;
- Take Child to Work Day;
- Post-Secondary Education/Alternative Programming visits (requires a note from the Post-Secondary institution with date);
- Court (requires a note from a member of the court with date);
- Out-of-School Suspension or any other form of short-term or long-term suspension;
- Other situations that are pre-arranged with the parents/guardians and the Educational Leader.

Students who miss school for any reason are required to obtain and complete all missing assignments in a timely fashion, which is normally one week from the date of absence. These assignments will be provided by the teachers only per the request of the student. For students who miss a larger number of consecutive days, a grade of "I" for incomplete may be given and, when appropriate and possible, alternative arrangements can be made for the student to complete the missing work. If a student does not complete incomplete work in the designated time frame, the "I" grade will translate to an "F" for the marking period, potentially meaning they need to repeat the entire course or grade level.

TARDINESS

Students who arrive late to school in the morning after homeroom must have a tardy pass in order to enter class. Students who are late to class should be admitted and will be considered excused if they have a pass from the previous teacher.

ATTENDANCE IMPROVEMENT PLAN

When students are absent for more than five (5) classes in a quarter, they miss more than ¼ of their time in that class. This represents the potential for a significant gap in their learning, and in their potential for success. Each missed class means more time that the student will need in order to acquire the learning needed to complete the assignments. These action steps are put in place in order to improve attendance.

Clifford Academy
Every Student Matters. Every Moment Counts.

ABSENCE POLICY

SCHOOL

- If a student has been marked absent at the beginning of the school day a call will go out.
- Absence notes must be submitted to the student's advisor on the day following the absence(s).
- Any note that you wish to have accepted by the school must specifically state the exact cause of absence, be dated, have the date(s) the student was absent, and be signed by the legal guardian.
- The administration reserves the right, for good cause, to not accept absence, tardy, and/or dismissal notes.

ABSENCE DUE TO FAMILY VACATION

- Absence from school due to a family vacation negatively affects the educational process. If it does occur, it is the student's responsibility to make arrangements for school work with all teachers.
- All make-up quizzes, tests, and homework must be made up in accordance with the school make-up policy.
- Any test, quiz, or exam given after the first day a student returns shall be taken at the originally assigned time. If a student does not fulfill all responsibilities for such an absence, they will not receive credit for the work missed.

ABSENCE MAKE-UP POLICY

The general guideline is two (2) school days to makeup work for each day absent. When a student is absent, they should make every effort to obtain work missed from a classmate. For extended absences they should, notify their advisor and contact teachers directly for makeup work. Upon returning to school, the student must see each teacher even if the class does not meet on the day the student returns. The teacher will inform the student of any homework due or of any quiz or test to be taken. A student's failure to see a teacher, as required by this policy, does not excuse them from taking a quiz, test, or completing an assignment. The final decision concerning when a student takes a quiz or test rests with the teacher.

RELIGIOUS PRACTICES

In accordance with the Student's Rights Policy, Students have the right to the preservation and participation of their unique cultural and religious beliefs. At Clifford Academy, if there is a religious belief practiced or acknowledged, then there is an attempt to practice and acknowledge all religious beliefs and is incorporated into the educational process (i.e. Christmas, Chanukah, and Kwanzaa).

CLASS ATTENDANCE

Teachers must complete student attendance for each class period. All students who are not physically present in class should be marked absent. Students who arrive tardy (after attendance has been taken) should be changed from "absent from class" to "tardy to class".

DISMISSALS

- If students are going to be out of school for the day, their parents/guardians need to call the Principal or Special Education Coordinator between 8:30 AM and 9:00 AM. If parents/guardians do not call to inform the school of an absence, the absence is not excused. The Principal or Special Education Coordinator will verify the absence.
- All requests for school dismissals must be in writing (include a phone number to confirm dismissal) from the guardian and taken to the student's advisor upon arrival in the morning.
- All dismissals for illness will be processed through Health Services.
- A legal guardian phone call dismissal will be allowed in the case of an emergency and would require administrative approval.
- A legal guardian who comes to the school building to dismiss a student must report to the Main Office.
- Any student, who is dismissed and misses a previously announced test or quiz, or other assignments, must see their teachers on the day of return to arrange for make-up.
- Students' parents/guardians will need to cancel their transportation as a result of the absence from school. In addition, their parents/guardians will need to cancel transportation if they will be driving them to or from school.

END OF DAY DISMISSAL

Students are expected to leave the building at the conclusion of the school day. At time of dismissal students will retrieve their electronics back. All students must be supervised to their transportation or residence.

TRANSPORTATION

Students are expected to be ready and waiting for their bus at home in the mornings so that they can be on time for school. If they are not ready, their bus may not wait for them, and they will miss a day of school. If students have problems with their bus picking them up at different times, they should inform the Principal or Special Education Coordinator, so that the problem can be solved quickly, and they won't miss any school. Students are expected to behave appropriately on their transportation to and from school every day. This means that they must follow all the rules of the driver and not disrupt the trip at any time.

27. School Policies and Procedures

The rules at Clifford Academy are developed to help students progress academically and to assist them in making good, safe choices. Our main goal in this school is **EDUCATION/LEARNING** for all students. If a student or parent/guardian would like to see any of Clifford Academy's Policies and Procedures, they should contact the Principal or Special Education Coordinator.

As a student at Clifford Academy, they have several responsibilities:

1. Be respectful of others, including staff and other students. Respect and appreciate the feelings, differences, ideas, beliefs, and values that every member of the school community contributes to the program every day.
2. Be on time for school and classes.
3. Be cooperative. Work with staff and students actively and agree to reasonable requests made by others.
4. Make the right choices. Stay in class and try to avoid getting into others' business.
5. Accept responsibility for their own choices and actions.

All rules are subject to change based upon the needs and requirements of Clifford Academy's school program.

PASSING BETWEEN CLASSES

Students should leave class in a quiet and orderly manner. When in the corridor; running, shouting, loitering, disruption, or disturbances of any sort are prohibited.

EYE-SHOT

Students are <u>always required to be in sight of staff</u> during the school day unless they have an individualized plan stating otherwise. Students should never enter a classroom or any area of the school until a teacher or staff member is present. This will result in disciplinary action.

Certain areas that are off-limits to students without permission from staff are:

- Teachers' desks
- Staff offices
- Cabinets and closets
- Copy and fax machines
- Windows
- Any classroom that does not have an adult present
- Kitchen
- Telephones

GAMBLING/CARD PLAYING

Gambling in any form and/or card playing, etc. is prohibited at all times and anywhere on school grounds.

Breaks

If students are unable to settle in the classroom during personal time and feel like they need to take some space, they may request tobreak. Students will be able to use the sensory area located in the classroom. If they feel the need for more space, then they may use an alcove located outside of the classroom.

The goal of a break is to allow a student to gather themselves before reentering the community and to teach them to use personal coping skills as opposed to relying on staff support.

Unless otherwise noted in a clinical plan, breaks are five (5) minutes in length. Students must wait in the classroom to be picked up by a direct care counselor before going to designated break space, which is normally an alcove just outside of the classroom. Additional time will be given if staff feels the student needs more time to settle and/or process.

Student time out of class that exceeds 15 minutes will be documented and will be made-up during earned activity period at the end of the school day.

FIRE DRILLS

Regular fire drills are scheduled for students and staff. The school will conduct four (4) fire drills each school year. Students are taught proper fire safety, proper behavior in an emergency, and location of regular and alternate exits. They are also expected to take these drills very seriously because there is always the possibility of a fire emergency. Silence is to be observed so that information/directions can be given, as needed. No one is to remain in the building; no one is to delay in order to go to their locker, etc.

When students hear the fire alarm, they should walk calmly and quietly out of building with their class. Emergency evacuation routes are posted near the door of each room in the building. The last person to leave a room should shut the door. Once outside, students should stay with their class and teachers. They must wait for instructions before returning inside.

CRISIS RESPONSE PROCEDURES

Regular crisis response drills are scheduled for students and staff. Students are taught the proper procedures and behaviors in such an emergency. They are expected to take these drills very seriously because there is always the possibility of a real emergency.

If “lockdown” is heard over the walkie or an administrator announces the lockdown in person, everyone is to stay where they are. Classroom teachers are to quickly glance outside

the room to direct any students or staff members in the hall into their room immediately, lock the door, lower or close the blinds, place students against the wall, so that the intruder cannot see them looking in the door, look for the "Safe Corner", turn out the lights and computer monitors, and keep students quiet. All staff members should locate their class list prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary. Physical education teachers should move students into a locker room, lock all doors and find a safe area. Students in the cafeteria should move to the locker rooms in the gymnasium. If students and teachers are outside the school building, they should stop, drop and remain still. They will be relocated depending on the situation. If teachers and students are in the bathrooms, they should lock the door. Anyone in the hallway should move to the closest classroom immediately. Health Services staff/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights. Students and staff in the library should remain in the library. Teachers lock the doors, turn out the lights and locate a safe area.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the walkie.

An administrator will signal all personnel if the lockdown has been lifted. If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take attendance to account for all students present in class. Administrators will divide and keep in communication with walkies.

DANGEROUS ARTICLES AND CONTROLLED SUBSTANCES

No student shall have in their possession, on school grounds or at any school-sponsored function, any firearm, pellet gun, explosive device, knife, or any other article deemed dangerous.

Any student found in possession of a dangerous article, controlled substance, mind-altering substance, or drug paraphernalia will have it confiscated. The dangerous article, controlled substance, or drug paraphernalia will be turned over to the Walpole Police Department for possible legal action.

In accordance with M.G. L., Ch. 94c, S.32J, a conviction for selling drugs within one thousand (1000) feet of a school property in Massachusetts will result in a minimum mandatory two (2) year jail sentence plus a fine of up to ten thousand dollars ($10,000).

TOBACCO AND NICOTINE

In accordance with the Massachusetts State Law (Chapter 71, Section 2A), use of any tobacco products within the school buildings, the school facilities or on school grounds or school buses by any student is prohibited. The law prohibiting smoking on school grounds applies at all times.

- Please note that the Town of Walpole has a city ordinance prohibiting minors from smoking within five hundred (500) feet of the perimeter of the school property.
- Violations of the city ordinance will result in fines and court appearances.
- All tobacco products, lighters, and matches will be confiscated and will not be returned. Repeat offenders will receive suspension. Possession and/or use of chewing tobacco, snuff, or any other tobacco product is strictly prohibited in school and on school grounds or at school-sponsored activities/events.

Offenders will receive consequences in accordance with the Code of Conduct. Students who spit chewing tobacco are in violation of health practices and are subject to suspension.

VAPORIZERS AND LIKE ITEMS

Possession, or use, of any recreational tobacco or nicotine products is forbidden at all times on Clifford Academy's campus, or at school-related activities held off-campus. All vaporizers or like items will be treated as drug paraphernalia and are therefore prohibited under this policy.

Vaporizers that are found in the school building will be confiscated by the Clifford Academy Administration and destroyed.

Students found to be in violation of this policy, will be subject to disciplinary action under the discretion of the administrator, and by other school policies and procedures.

ALCOHOL AND OTHER DRUGS

In general, drug abuse is defined as the illegal possession, transfer, sale, or use of illicit drugs and narcotics on school property by students or others. For purposes of these guidelines, the word "drug" shall include alcohol and other controlled substances without a prescription.

GENERAL PROCEDURES

Whenever a staff member has reasonable grounds to believe that a student is involved in the possession, distribution, sale, or use of illicit drugs in school, that member shall immediately report the fact and circumstances to the Principal.

SUSPECTED USE OF DRUGS IN SCHOOL

In general, problems and suspected problems of the use of illicit drugs in school by students will be handled according to the policy for accidents and illness already in effect in Walpole.

- The student will immediately be referred to the Principal and to Health Services;
- The student may be searched in accordance with Massachusetts law;
- After speaking with the student, evaluating the symptoms, and consulting with the Health Services, the parents/guardians of a minor student will be notified by the Principal and requested to come to school;
- In extreme instances of physical distress, the Principal may take immediate steps to secure medical aid, including hospitalization; and
- If it is determined that the student is under the influence of illicit drugs, the student shall be immediately suspended from school.

28. Health Services

HEALTH SERVICES

Clifford Academy encourages the best possible health outcome for each student and teaches concepts that help students make responsible decision regarding their own health in the future.

Members of the Health Services office collaborate with parent/guardians, physician/ healthcare professionals and staff to provide services supportive of health, well-being and safety in school. Health Services provides screening procedures, emergency care, protocols to prevent the spread of communicable disease as well medication administration and monitoring.

MEDICATION ADMINISTRATION IN SCHOOL

MEDICATION ADMINISTRATION

Clifford Academy encourages medications to be given outside of school hours whenever possible. If, however, students need to take medication (including over-the-counter medications) during the school day, the following information must be on file in their school health clinic before any medication will be given:

1. A signed Consent for Medication Administration form
2. A signed Physician Medication Order form that includes:
    - medication name, dose, frequency, route and time of administration
    - specific instructions, special side effects, or possible adverse reactions

The consent for Medication Administration form is renewed annually at the beginning of each school year, while the signed Physician Medication order form is valid for 1 year and is renewed before expiration.

PACKAGING AND TRANSPORT

Medication must be in its original pharmacy or manufacturer's container and be delivered directly to School Health Office parents/guardians or a responsible person chosen by parents/guardians. No more than a 30-day supply of the medication should be delivered. Medication may be retrieved from the school at any time; however, the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

INHALERS/EPI-PENS

If the student has severe asthma or life-threatening allergies, parents/guardian are required to provide inhaler/Epi-pen to be stored in the nurse's office in the event of an emergency. Students who need to carry their own inhalers or epi-pens must have written self-administration permission from the licensed prescriber, parents/guardians, and the final approval by the school nurse.

SHORT-TERM PRESCRIPTION MEDICATIONS

Particularly, with short-term medications that need to be transported back and forth between home and school, it is encouraged that medications be administered outside of school hours. However, if necessary, to administer in school, the pharmacy label for short-term prescription medications (such as antibiotics) can be used temporarily in place of the prescriber's written order. The parents/guardian's consent is still needed.

OVER-THE-COUNTER (OTC) MEDICATION

Over-the-counter medications approved for administration by Health Services, as well as the protocols, are available in Clifford Academy's health office. The list of medications and protocols is as follows:

- Acetaminophen (Tylenol) Protocol
- Ibuprofen (Advil or Motrin) Protocol
- Cough Suppressants /Expectorant Protocol/Cough Drops
- Antibiotic Ointment Protocol
- 1% Hydrocortisone Ointment Protocol
- Calamine Lotion Protocol
- Narcan
- Sun Block/Bug spray (Only for those with no skin sensitivities and allergies)

The school physician reviews and approves the OTC medication administration dose parameters each year. Any other over-the-counter medications and proposed administration outside of these protocols, require a doctor's order and a signed parents/guardian's medication consent. If parents/guardians do not want their child

to receive any one of the medications listed above, they must "opt-out" by marking "NO" on the form.

Clifford Academy will not assume any responsibility for students not in compliance with these policies. Consent forms, medication protocols, and other pertinent information are available in the Health Service office. Any questions regarding medication in school should be referred directly to Health Services.

ACTIVITY RESTRICTION

Health Services should be made aware of any change in condition, any new allergies and activity restriction. A physician's note is required for any activity restriction where a student will miss more than one week of physical education. A screening by Health Services must be conducted in order for a student to return with a cast, sling, ace wrap, or crutches. A physician's note, detailing restriction, end date and/or physician follow-up date, is required for any prolonged activity restriction. Physician's notes clearing students to return to "restricted activity" is required in cases of concussions, other acute conditions/injuries, continued medical follow-up with no activity restriction end date specified.

RESTRICTION OF NUTS

Clifford Academy is a peanut and tree nut free campus. Due to the rise in peanut and nut allergies, Clifford Academy has decided foods containing peanuts and tree nuts will no longer be served at the school and residential programs. Food known to contain peanut and tree nuts will not be purchased from vendors and the order guide will not include any of these items. Menus will be prepared that are peanut and tree nut free. Alternative butters (e.g. sun butter made from sunflower seeds) will be used for sandwiches.

No child with a food allergy will be singled out because of their allergy. For example, if students cannot bring certain food items into a classroom due to one student's allergy, the teacher should not use the students' name when outlining the classroom policy.
Students are restricted from bringing peanut and tree nut items to campus.

EMERGENCY HEALTH AND HOSPITALIZATION

Clifford Academy requires a signed consent by guardian to provide the following emergency action plans, if a student is without an individualized specific emergency action plan.

Emergency treatment may include hospitalization, administration of an anesthetic and/or emergency surgery. I understand Clifford Academy will attempt to contact the parents/guardians before making any medical decisions, but if emergency circumstances warrant making immediate medical interventions, and the guardian cannot be reached, Clifford Academy is hereby authorized to consent to emergency care with a signed consent.

This consent may be revoked at any time, except to the extent that emergency care has already been provided.

EMERGENCY ACTION PLANS:

Allergic Reaction: Symptoms include but not limited to difficulty breathing, shortness of breath, wheezing, difficulty swallowing, hives, itching, swelling of any body part.

> ***ACTION PLAN:*** Call 911 and assist student in using Epi-Pen if prescribed and available.

Asthma: Symptoms include difficulty breathing, wheezing, shortness of breath.

> ***ACTION PLAN:*** If the student has an inhaler, allow them to use it. If no relief of symptoms in five minutes, call 911. If no inhaler available, call 911 immediately.

Diabetes: Symptoms of low blood sugar reaction include hunger, sweaty, pallor, feels shaky, headache.

> ***ACTION PLAN:*** Allow student to drink a juice box or regular soda or eat glucose tablets or a snack from their emergency pack. Have student test their blood glucose level and record number. If no change in symptoms in five minutes, call 911 and have the student repeat all the above.

Seizure: Symptoms include altered consciousness, involuntary muscle stiffness or jerking movements, drooling/foaming at the mouth, temporary halt in breathing, loss of bladder control.

> ***ACTION PLAN:*** Guide student to floor to protect from falling, call 911. Never put anything into student's mouth.

ILLNESS GUIDELINES FOR SCHOOL ATTENDENCE

In the interest of promoting the health and well-being of all children, there may be some cases when a student's illness or symptoms prevent them from attending school or work.

Student may not attend school and after-school programs during the communicable stage of the illness.

Following a diagnosis of strep throat, conjunctivitis, or other contagious illness requiring antibiotic treatment, the Student must be on the antibiotic for a minimum of 24 hours before returning to school, after-school programs, and close interaction with others.

Vomiting, fever, diarrhea: May return to school when diarrhea and fever are absent for at least 24 hours, and the Student is able to tolerate eating and drinking.

A temperature of 100.4°F (38°C) or higher. Measure temperature when no fever suppressing medications have been given. May return when afebrile (fever free) for 24 hours, without medication.

A Comprehensive Health Service manual is available for reference in the administrative and Health Service offices.

DISMISSAL FROM SCHOOL PROTOCOL POLICY

The Health Service staff may exclude a student from school for health reasons if the student:

- Has a temperature of 100.5 degrees or greater. Temperature must be 98.6 for a full 24 hours prior to returning to school.
- Has an infectious disease (Strep Throat/Pneumonia, etc.) and has not been on antibiotic therapy for 24 hours or as designated by MD.
- Eye drainage yellow/green in color with pink or red eyes, eyelids, etc.
- Any undiagnosed rash.
- Has a culture(s) pending (exceptions can be made at the discretion of the nurse).
- Has Chicken Pox/Shingles, with active, draining rash (rash must be dry, non-weeping, and shingles must be covered). Students may attend school with poison ivy as it is not contagious. It should be washed thoroughly and covered.
- Has had persistent vomiting and diarrhea; must be symptom free for 24 hours before returning to school.
- Has a condition requiring immediate medical intervention, i.e., emergency dental care, sutures, bone setting, or pending a medical diagnosis for any condition.
- Has a condition that requires on-going supervision, which cannot be supervised in the school setting.
- Is very sleepy or is experiencing excessive bleeding after a dental visit.
- Has untreated Pediculosis, Scabies or body lice.
- Poses a significant health risk to others in the normal course of school activities.
- Significant health risk is defined by:
    - Any student who is in the infectious stage of a serious airborne transmitted disease (T.B., Viral Pneumonia, Influenza, etc.).
    - Students who are unable to hygienically manage their bowel and bladder functions and/or are in the infectious stage of an oral/fecal transmitted disease. Such diseases are, but are not limited to, Hepatitis A, Clostridium Difficile (c-diff), gastro-intestinal viruses (Salmonella, Shigella, Rotovirus) and parasites (Pinworms, Girdiasis.) and has not completed treatment.
    - Students who have a disease which may be transmitted by body fluids and have open lesions and whose developmental level makes it difficult for them to refrain from touching lesions and others, therefore, spreading the underlying infection to others. Such diseases are, but not limited to, Herpes,

Impetigo, Hepatitis B virus, Staph Aureus, Beta Hemolytic Strep, and Conjunctivitis.

29. Clinical Approach

Clifford Academy's clinical department works in collaboration with the school to assist every student's emotional well-being, so they can focus on learning. As most of Clifford Academy's students have a history of trauma, the clinical approach is one that recognizes that learning is difficult when students are not doing well emotionally. Clinicians will use different strategies for addressing some of the difficulties included but are not limited to: Individual Therapy, Family Therapy, Group Therapy, Psychoeducation, Behavioral Plans, and a relational approach that focuses on making Clifford Academy a place for trauma recovery.

Every student is assigned a clinician at Clifford Academy at the time of admission. Clifford Academy has on-site licensed and master's level mental health clinicians and social workers, all trained in a variety of ways to assist every student in their emotional well-being. Clinicians meet with students once a week (or more) depending on the individualized treatment plan established at the time of admission and every three months thereafter.

Clinicians work very closely with the Team and while sessions are confidential, there is a limit to the confidentiality. The Team of people working with a student on a day-to-day basis meet routinely to discuss how to assist each student meet and exceed their potential. For more information on the limits of confidentiality, please see the privacy practices and limitations in this handbook.

EQUITABLE ACCESS TO SUPPORT SERVICES

All students at Clifford are progressing through challenges that require supports outside of the classroom in the form of clinicians, behavioral specialists, community support staff, and other service providers. Service provision is delineated in student IEPs. For example, a student may receive 30 minutes of clinical services per week. On any given day or week, a student may be experiencing high distress and require support beyond what is allocated in their IEP. Clifford can extend to support heightened needs over short-term periods of time. If, however, the support required to return a student to a safe and stable presentation for classroom learning trends toward significantly exceeding IEP requirements and/or are needed on a consistent or long-term basis, Clifford will call for a team meeting to evaluate the program's ability to meet the student's needs. At this meeting, Clifford will provide data of the clinical and behavioral support time dedicated to the student. The data will inform whether Clifford's program is suitable for the student to make measurable progress towards their IEP goals. Also, the data will evidence whether support provided to the student creates an inequitable service provision dynamic for Clifford's student population. One possible

outcome of the meeting is the determination that the student requires levels of support beyond Clifford's program. In this instance, Clifford expects that the LEA and guardian team(s) will collaborate with Clifford in identifying a program more suited to the needs of the student. A second possible outcome is the determination that the heightened support needed was temporary and the student can make progress at Clifford without this level of support going forward.

30. English Learner (EL)

Within the Individualized Education Program under the section of student information, the student's primary language and language of instruction must be specified. For students identified in their IEP as an English Learners (EL), Clifford Academy will collaborate with the referring school district on the design of program and service modifications that address the unique learning challenges. The program and service modifications include:

SHELTER ENGLISH IMMERSION

The student will be educated within a Sheltered English Immersion Program. This program will include both sheltered subject matter instruction in English as well as English Language Instruction. Communication with previous placement will be essential to help determine the student's current level of proficiency as well as successful techniques. The teachers will integrate English into subject-matter instruction. Teachers will utilize cooperative learning activities and peer partnerships. Content of classes will focus on acquired language skills and cultural knowledge of the EL student. Some instructional materials will offer both the primary language as well as English. Bilingual dictionaries will be made available as well as books on tape. Ongoing assessment, both formal and informal will be essential to ensure success.

ADDITIONAL INSTRUCTION IN ENGLISH AS A SECOND LANGUAGE

Clifford Academy will, in consultation with the referring public school, arrange for additional English instruction in an environment qualified to address the issues inherent in the learning of English as a second language.

OPPORTUNITY

All EL students will be afforded the same opportunity as other Clifford Academy students to access and participate in all of Clifford Academy's services, activities and to receive all other benefits.

31. ANTI-HAZING POLICY

COMMONWEALTH OF MASSACHUSETTS: ANTI-HAZING LAW
CHAPTER 269: Section 17.

Hazing; Organizing or Participating; Hazing Defined:

Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars ($3,000) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

CHAPTER 269: Section 18.
Failure to Report Hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to themselves or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars ($1,000).

CHAPTER 269: Section 19. Copy of Sections 17 to 19;
Issuance to Students and Student Groups, Teams and Organizations

Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment,
deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the Attorney General any such institution which fails to make such report.

CLIFFORD'S DISCIPLINARY PROCEDURE FOR HAZING

CLIFFORD'S DISCIPLINARY PROCEDURE FOR HAZING
Should an instance of hazing arise within Clifford, the Principal will meet with the student(s) involved to determine the specific information regarding the incident.

- Any student who has been found to have practiced hazing will receive a minimum of 1-day out -of- school suspension for the act. The maximum will vary by severity of the incident and is up to the principal 's discretion.
- A student who has been suspended for hazing will need to participate in a re- entry meeting the morning the student returns from suspension. This meeting should include the student's parents/guardians if the student is below the age of 18.
- A student must be able to verbally process their misconduct with administrators and sign a safety contract in order to return to the classroom.
- In all instances where the victim of the hazing feels ready to process with the student

who committed an act of hazing towards him or her, the verbal processing will take place with the facilitation of a school clinician and/or administrator.
- Further acts of hazing on any student's part may result in a longer period of suspension and additional processing, both verbally and in writing.

The principal will promptly notify the guardians of each student affected by instances of hazing, as well as the LEA(s) of each student, both victim(s) and perpetrator(s) and all relevant state agencies involved with the affected students. The principal will notify local police in instances where they deem local law enforcement is required. The principal will promptly notify local police if they believe the perpetrator's conduct may be criminal.
Upon intake and at the beginning of each school year, this policy is reviewed with all students. Acknowledgement of their receipt of this policy is documented by the principal.

32. Bullying Prevention and Intervention Policy

Clifford Academy is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. We understand that members of certain student groups, such as students with disabilities, students in the LGBTQIA+ community, and student of racial/ethnic subgroups have historically been victims of bullying at disproportional rates. Clifford Academy will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parents/guardians' involvement.
The Clifford Academy Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and the agency is committed to working with students, staff, families, caregivers, guardians, law enforcement agencies, community resources, and the greater community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal is responsible for the implementation and oversight of the Plan within our school.
The approved Massachusetts Department of Elementary and Secondary Education Bullying Prevention and Intervention Plan is available on-site at Clifford Academy . Copies of the plan

and reporting options are located in the Main Office, Principal Office, and Program Director's Office. Reporting forms are available in all classrooms and Clinical offices. Anyone can fill out a report. Additionally, the administration of the school, teachers, and clinical staff go over the Bullying Prevention and Intervention Plan with all students during "Bullying Awareness Day" at Clifford. Students are asked to sign an acknowledgement receipt stating that Clifford Academy staff members have explained the legislation and Clifford Academy's approved plan with them.

Clifford Academy refers to and adheres to the "Model Bullying Prevention and Intervention Plan" made available by the Massachusetts Department of Elementary and Secondary Education at https://www.doe.mass.edu/sfs/bullying/.

LAWS

The following statement is incorporated directly from M.G.L.c.71, § 370(b), and describes the law's requirements for the prohibition of bullying. Acts of bullying, which include cyberbullying, are prohibited:

I. On school/program grounds and property immediately adjacent to school/program grounds, at a school/program-sponsored or school/program-related activity, function, or program whether on or off school/program grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

II. At a location, activity, function, or program that is not school/program-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

DEFINTIONS

AGGRESSOR

A student who engages in bullying, cyberbullying, or retaliation.

BULLYING

As defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a

written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
I. Causes physical or emotional harm to the target or damage to the target's property;
II. Places the target in reasonable fear of harm to themselves or of damage to their property;
III. Creates a hostile environment at school for the target;
IV. Infringes on the rights of the target at school; or
V. Materially and substantially disrupts the education process or the orderly operation of the school.

CYBERBULLYING

Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by: wire, radio, electromagnetic, photo-electronic or photo-optical system, including but not limited to email, instant messages, text messages, Internet postings, and facsimile communications. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

HOSTILE ENVIRONMENT

As defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

RETALIATION

Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

STAFF

Includes, but is not limited to, educators, administrators, clinicians, counselors, Health Service staff, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

TARGET

A student against whom bullying, cyberbullying, or retaliation has been perpetrated.
Upon intake and at the beginning of each school year, this policy is reviewed with all students. Acknowledgement of their receipt of this policy is documented by the Principal.

CLIFFORD'S DISCIPLINARY PROCEDURE FOR BULLYING

Clifford's disciplinary procedure for bullying matches the procedure for Hazing in Section 31 above.

33. Discrimination Protocol

The families, students and staff of Clifford Academy represent the diversity of our community. Clifford Academy respects the unique differences we all encompass and we, along with The Home for Little Wanderers, are committed to ensuring that all individuals associated with our program are valued, respected, empowered and encouraged to reach their full potential.

Staff's role is to model respectable behavior for the students. Therefore, it is important Clifford Academy staff members to not only model effective diversity practices, but to also teach our students what discrimination is and why it is wrong.

All students who make discriminatory remarks will have an automatic time-out. The scope of discrimination includes, but is not necessarily limited to: race, ethnicity, gender, sexual orientation, age, religion, size, physical appearance and/or disability. Students who receive a time-out for discriminating against another person will need to process the incident with staff, complete a "Discrimination Process Sheet" and write a letter of apology to the person towards whom the inappropriate comment was targeted.

The goal of this type of processing is intended to be used as an opportunity to really teach the students of Clifford Academy about the seriousness of such comments, gestures and/or acts.

DISCRIMINATORY ACTIONS

It is the policy of Clifford Academy to maintain a work and education environment that is free of sexual harassment and of discriminatory actions based on the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. or any other status protected by law. Unlawful employment discrimination and sexual harassment by employees or students will not be tolerated. Any concern related to the implementation of this policy (or a request for a copy of the full policy) may be addressed directly to the Principal. The Boston Office of the Massachusetts Commission against Discrimination is located at One Ashburton Place, Sixth Floor Room 601, Boston, MA 02108.

DEFINITIONS

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964.

Title VI prohibits discrimination based on race, color, and national origin.

TITLE VII OF THE CIVIL RIGHTS ACT OF 1964.

Title VII prohibits employment discrimination based on race, color, religion, sex, and national origin.

TITLE IX.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance.

CHAPTER 622.

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation.

THE AMERICAN WITH DISABILITIES ACT OF 1990.

The ADA prohibits discrimination by any public entity against persons with disabilities. http://www.doe.mass.edu/acls

SECTION 504 OF THE REHABILITATION ACT OF 1973.

Section 504 prohibits discrimination on the basis of disability.
http://www.doe.mass.edu/sped/links/sec504.html

THE AGE DISCRIMINATION ACT OF 1975.

The Age Act prohibits discrimination on the basis of age.

MCKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT.

McKinney-Vento ensures that each homeless child or Student has equal access to the same free, appropriate public education, including a public preschool education as provided to other children and Students.
http://www.doe.mass.edu/sped/links/sec504.html

CONFIDENTIALITY OF STUDENT RECORDS

It is the responsibility of all members of Clifford Academy to ensure the confidentiality of student records and information. Employees are reminded that all conversations regarding students shall not violate the student's privacy or confidentiality of student information.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when they reach the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents/Guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
- Parents/Guardians or eligible students have the right to request that the school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, schools must have written permission from the parents/guardians or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Appropriate parties in connection with financial aid to a student.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

RESPONSIBILITIES UNDER LAW

1. The Principal shall be responsible for the privacy and security of all student records maintained in the school.
2. The designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.

3. The Principal shall insure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34E.
For additional information, you may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Or you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

34. Privacy Rule

The Federal Health Insurance Portability and Accountability Act (HIPAA), requires covered entities to make reasonable efforts to limit the use or disclosure of, and requests for, protected health information to the minimum necessary to accomplish the intended purpose. Protected health information includes individually identifiable health information in any form, including information transmitted orally, or in written or electronic form. The minimum necessary standard is intended to limit unnecessary or inappropriate access to, and disclosures of, protected health information.

The Privacy Rule contains some exceptions to the minimum necessary standard. The minimum necessary requirements do not apply to uses or disclosures that are required by law, disclosures made to the individual or pursuant to an authorized incident by the individual, disclosures to or requests by a healthcare provider for treatment purposes, uses or disclosures that are required for compliance with the regulations implementing the other administrative simplification provisions of HIPAA.

With regard to disclosures, the Privacy Rule permits a covered entity to rely on the judgment of certain parties requesting the disclosure and to the minimum amount of information that is needed. For example, a covered entity is permitted reasonably to rely on representations from a public official that the information requested is the minimum necessary for the intended purpose. Similarly, a covered entity is permitted reasonably to rely on the judgment of another covered entity that the information requested is the minimum amount of information reasonably necessary to fulfill the purpose for which the request has been made.

35. Equal Opportunity Regulations

MASSACHUSETTS'S LAW

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness. If you have any questions or concerns regarding this law and how it affects your children, please contact the Principal or the Department of Education. Copies of the law and the regulations can be obtained from the Massachusetts Department of Education, 75 Pleasant Street, Malden MA 02148-4906, 781-338-3000 and are also available on the Internet at www.doe.mass.edu.

36. Americans with Disabilities Act

Program applicants, participants, members of the general public, employees, job applicants and others are entitled to participate in and benefit from all Clifford Academy's programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in large print formats (large print, audio tape, Braille, computer disk, etc.).

37. Section 504

THE REHABILITATION ACT OF 1973

Clifford Academy complies with Section 504 of the Rehabilitation Act of 1973, which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations, and procedural safeguards. Grievance procedures are available upon request.

STATE AND FEDERAL STATUTES AND SCHOOL COMMITTEE POLICY

- Chapter 622 of Massachusetts General Laws and Title IX of the Federal Education Amendments of 1972.
- Regulations governing the application of Chapter 622 of the Massachusetts General Laws, Acts of 1971, were issued in June 1975. Chapter 622 specifies that "No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges, and

courses of study in such public school on account of race, color, sex, religion, national origin, or sexual orientation." These regulations focus on services, programs, and opportunities offered to students.

- The Chapter 622 Regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content, and extracurricular and athletic activities.
- Title IX of the Educational Amendments of 1972 became effective in July of 1975 and is concerned with discrimination on account of sex, while extending protection against sex discrimination to the employment practices of a school or school district. Title IX states that, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance." Title IX rules and regulations require educational institutions receiving federal assistance to adopt a notification policy concerning Title IX.

38. Internet and Technology Policy

Only students who sign a technology agreement will be allowed to use computers at Clifford Academy.

1. Students are prohibited from carrying electronic devices on their person during the school day.
2. Students may not eat while using computers.
3. Students must always have teacher or staff supervision prior to and while working online. Students may only use staff-approved internet sites.
4. Internet searches that include any reference to weapons, violence, inappropriate sexual content, alcohol or drugs are never allowed.
5. Students who use internet resources for schoolwork may not plagiarize. You must give proper credit to the sources you use. Ask teachers if you need assistance.
6. Students should not share personal information about themselves or others on any internet site. This includes providing your full name, telephone, address or any information that could be used to identify you or others.
7. Students are not allowed to participate in chat rooms or to play online games at any time. You may not use e-mail or instant messenger. You may not play games that require you to chat online with other players. You may not download music, games or other content using Clifford Academy computers or Internet connections.
8. Students should report to staff if any sites or pop-up ads contain inappropriate or offensive content so that staff can adjust school filters.
9. With staff permission, students may use personal CDs on school computers. All CDs must contain appropriate music; no explicit lyrics allowed. If asked to do so, students must use headphones when listening to music.

10. Students may not install software on Clifford Academy computers or download material from the Internet without permission. All downloads and school-use disks must be checked for viruses before use. All disks must be put away neatly after use.
11. Students may never attempt to change computer passwords.
12. Program staff will check computers regularly to ensure students are using the equipment properly. If a student uses the computer for any activities that violates Clifford Academy rules and policies, including any activity that causes damage to the program, its resources, or any person, will receive a computer restriction and other consequences (including legal action) as determined by the Principal or Program Director.

39. Anti-Hazing Disciplinary Policy Receipt

Name of School: Clifford Academy
School District (if applicable): Walpole-Out-District

I, _____, have received a copy of Clifford Academy's Anti-Hazing Disciplinary Policy (in handbook). I have read and understand the attached Commonwealth of Massachusetts Anti-Hazing Law, M.G.L. c. 269, §§ 17 through 19.

(To be filled out during intake meeting)

40. Bullying Policy

Name of School: Clifford Academy
School District (if applicable): Walpole-Out-District

I, _____, have received a copy of Clifford Academy's Bullying Disciplinary Policy (in handbook). I have read and understand the attached Commonwealth of Massachusetts Anti-Hazing Law, M.G.L. c. 269, §§ 17 through 19.

(To be filled out during intake meeting)

41. Marijuana, Alcohol and Tobacco Use

Name of School: Clifford Academy
School District (if applicable): Walpole-Out-District

In accordance with state and federal laws, use of any tobacco, marijuana, alcohol or imitation substance is prohibited at Clifford Academy, both in building and on campus grounds. This includes smoking, smokeless products, electronic "vape" devices,

chewing/edible products, topical patches, and any other products that contains prohibited substances.

Residents and day students at Clifford Academy are prohibited from having any alcohol, tobacco, or marijuana products or substances on their person at any time, regardless of a student's age. If students bring these substances to school, they will be expected to turn it over to staff at the beginning of the day. Failure to do so can result in school suspension and possible legal action. The school may or may not return any surrendered or confiscated contraband at the end of the day, at the discretion of administration after consulting with a student's parents/guardians.

Any student who brings tobacco, alcohol, marijuana, or other prohibited substances to Clifford Academy and shares these products with other students will be subject to suspension and possible legal action. Clifford Academy takes the privacy and safety of its students very seriously and will contact the appropriate authorities if one student's behaviors infringe on the privacy or safety of another's. Regardless of whether a student has a prohibited substance on their person, if a student smells strongly of a prohibited substance they may be asked to change clothes and will be seen by Health Services for medical clearance. They may be sent home by the school, and/or may be subject to school suspension.

Behaviors considered a breach of this policy could result in criminal actions pursued by other families or school districts. All parents/guardians of children involved in a breach of the tobacco, alcohol, and marijuana policy will be notified by the school if such an incident occurs. The school is not responsible if civil or legal actions follow.

42. Handbook Acknowledgement Policy Receipt

Name of School: Clifford Academy
School District (if applicable): Walpole-Out-District

I, _____, acknowledge that I have received and understand Clifford Academy's policies and procedures as described in the Student Handbook for the 2025-2026 academic year.