

Clarke Caregiver Handbook

2023-2024



**Clarke teaches children who are deaf
or hard of hearing to listen and talk.**

45 Round Hill Road, Northampton, MA 01060

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School Phone: 1-413-387-1700

clarkeschools.org

Melanie Austin, Interim Director

July 2023

Introduction

This handbook has been prepared as an informational guide regarding Clarke Schools for Hearing and Speech (Clarke) policies and procedures. It is an important reference to save and refer to throughout the school year. You are requested to review and discuss its contents with your child, especially sections dealing with child/student responsibilities and behavioral expectations. The handbook was revised in response to suggestions from caregivers and staff while still meeting regulations of The Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE) and The Commonwealth of Massachusetts Department of Early Education and Care (EEC) under which Clarke operates. Clarke is a state approved private school, which accepts students from public sources. As such, it retains autonomy over admissions. It is important that caregivers read and understand the information in this handbook.

Please sign and return the Signature Page found in the appendix to the Office Manager, indicating that you, as a member of the Clarke community, have read, understand, and agree to follow these policies and procedures. The school must have on file the completed signature page as a requirement for admission.

Title IX Notice of Nondiscrimination

Clarke does not discriminate based on sex in admission, administration of its educational programs or activities or employment. Clarke Schools is required by Title IX and its implementing regulations at 34 C.F.R. Part 106 not to discriminate based on sex in admission, administration of its educational programs or activities or employment. The Senior Human Resources Manager, 45 Round Hill Road, Northampton, MA 01060, telephone number 413-582-1155, has been designated as the employee responsible for coordinating Clarke efforts to comply with and carry out its responsibilities under Title IX. Inquiries concerning the application of Title IX and its implementing regulations at 34 C.F.R. Part 106 to Clarke Schools may be referred to Andrea Harkins or to the U.S. Department of Education, Office for Civil Rights, at 400 Maryland Avenue, SW, Washington, DC 20202-1100, telephone number 800-421-3481.

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Statement of Purpose

At Clarke, we teach children who are deaf or hard of hearing to listen and talk.

Children served by Clarke use advanced technologies, including cochlear implants and hearing aids, to maximize their access to sound. We work with children and their families from infancy through their teen years. Our teachers of the deaf, audiologists, and speech-language pathologists have the background, training, and experience to prepare children academically and socially for a world of limitless possibilities. Clarke children listen and learn in the classroom, run, and laugh with their friends on the playground, and have lives filled with music, sports, family, and community. Many children who come to Clarke are ready to attend their neighborhood schools by completion of preschool or kindergarten. In addition to our work with children, we serve families and adults through a wide range of programs and services. With our extensive staff of experts, physical locations along the Eastern Seaboard, and a robust teleservices program delivering remote services, we strive to reach people with hearing loss at all stages of life.

We believe that the home environment is the most influential factor in a young child's life. We strive to have teachers and families collaborate to ensure the safety, happiness and overall development of children enrolled at Clarke Schools for Hearing and Speech.

1. We have an open-door policy for caregivers and families and encourage families to visit at any time their child is at school. Caregivers are encouraged to spend time in the classrooms to participate or lead activities related to our classroom themes.
2. Clarke staff use various platforms to promote home/school communication, including home/school notebooks, blogs, etc. to collaborate with families and other caregivers to ensure ongoing communication across the child's daily environments. We are happy to arrange progress meetings and or phone calls with the child's teachers or the director at any time.
3. Families are encouraged to participate in caregiver-teacher conferences, guided observations, family fun nights, and caregiver workshops presented by Clarke Schools for Hearing and Speech.

We believe that educational planning for children who are deaf or hard of hearing must consider the whole child, and not just the communication needs. Educational experiences should support learning across all developmental domains: cognitive development, social and emotional development, motor development and communication development. We believe that children learn best when curriculum is presented in theme-based units, including hands-on experience with the materials and high levels of teacher guidance and interaction.

1. We provide a comprehensive preschool and K-8 program with a language instructive component. The children's educational needs are addressed in a structured, well-ordered, child-centered, process-oriented developmental curriculum designed to promote the acquisition of age and grade appropriate conceptual and problem-solving skills.
2. We provide developmental activities and materials that encourage children to explore and build foundations for knowledge in Mathematics, Science, English Language Arts, and History and Social Sciences, Health Education and Arts.
3. Each child is provided with activities and instruction to promote acquisition of new skills based on their individual level of development.
4. Our typical class has four to eight students, providing a small student/teacher ratio which allows for ample individual instruction and attention in the classroom. Each child also receives 30 minutes of daily audition, speech, and language instruction outside of the classroom. These sessions may include a peer at times to provide opportunities for peer-to-peer communication and practice around social routines and conversational skills.

Our team has extensive knowledge in child development and education, hearing loss, audiology, and speech and language development as it relates to children who are deaf and hard of hearing.

1. Our multi-disciplinary team of educational staff at Clarke Schools for Hearing and Speech includes teachers of the deaf, speech-language pathologists, audiologists, and early childhood and

elementary/middle school teachers. Our staff works collaboratively to ensure that all the children's needs are met.

2. All staff hold certification specific to their position and participate in ongoing professional development activities.

Objectives

1. To provide a strong academic base by (a) employing a staff that is certified, well-prepared, and up to date on current educational best practices for children who are deaf or hard of hearing; (b) continuously updating curriculum to meet educational needs and prepare students for a mainstream education; (c) increasing the literacy skills of all students.
2. To provide direct instruction on developing self-awareness and self-advocacy skills to promote confidence with their hearing loss by (a) improving their ability to explain their own hearing loss and equipment, (b) advocating for appropriate accommodations, (c) troubleshooting their own equipment in a variety of settings.
3. To promote the development of listening and spoken language skills throughout the school day by (a) attending daily audition, speech, and language therapy sessions, (b) embedding focused auditory targets into academic curriculum.
4. To provide sound training in communication (speech, language, listening and social skills) by (a) providing adequate amplification devices; (b) providing acoustically sound classrooms; and (c) providing sufficient print and non-print materials to promote development of articulation, voice, language, pragmatic and social language skills.
5. To provide optimal access in all settings by maintaining the integrity of the hearing technology equipment and ensuring the environment is accessible for each child. Individual auditory, speech, and language services are also available for children in mainstream programs.
6. To analyze each child's ability to hear specific sounds, identifying auditory, articulation, and language concerns, and dedicating time to building the speech and language skills needed for success in a hearing world.

Program Goals

1. To provide a curriculum that meets each student's educational needs and prepares them for competition in mainstream educational settings and beyond.
2. To develop age-appropriate social skills, decision-making skills, and problem-solving skills.
3. To encourage and support opportunities which require the use of these skills in a variety of settings; and
4. To maximize time- on- task in small group settings with specialized technology to facilitate the development of speech, language and listening skills.

Additionally, each child has an Individual Educational Plan (IEP) with individualized goals and objectives. The goals for each child are based on their skills and abilities in auditory, speech, expressive language, receptive language, cognitive, fine motor, gross motor, life skills, and social-emotional development.

General Information about Educational Programs

Clarke Schools for Hearing and Speech is a national nonprofit organization using a listening and spoken language approach with children who are deaf or hard of hearing.

Clarke's continuum of services includes a Birth to Age Three Teleservices, Preschool/Early Childhood Program, a K-8 Program, Mainstream Services (Massachusetts) and teleservices. Services are customized to fit various needs and ages.

Clarke Schools Northampton Daily Schedule

Daily Schedules:

Clarke Integrated Preschool and Clarke Grades K-5

School Hours

- **Clarke Preschool co-location at Jackson Street School (JSS) in Northampton:**
 - **Monday -Thursday 8:00a.m.- 2:00 p.m. Fridays 8:00-12:00**
 - **Half days other than Fridays dismissed at 11:30 a.m.**
- **Clarke Grades K-5 co-location at Jackson Street School (JSS):**
 - **Monday-Friday 8:00 a.m.-3:00 p.m.**
 - **Half days dismissed at 11:30 a.m.**

(Note: Jackson Street School students attend from 8:00-2:10)

Clarke Middle School Co-Located at Hampshire Regional Middle School/High School

School Hours

- **Clarke Middle School co-location at Hampshire Regional Middle School/High School in Westhampton:**
 - **Monday -Friday 7:35 a.m.- 2:15**
- **Half days 7:35 a.m. -11:00 a.m.**
- **Morning Meeting (Middle School): (7:37-7:41)** A bell at 7:37 am indicates that students should be in the morning meeting. If a student does not report to the morning meeting, the assigned teacher will mark the student absent for the day. A student late to school must report to the office for a late pass to be recorded as present for the school day.

Transportation: Clarke School students may be transported to school by bus/van at no cost through arrangement with their home school district and specification in the Individual Education Plan. Families may also choose to transport their child. Clarke teams work closely with families to prepare young students for riding the bus.

Staying Safe while Accessing Clarke Schools: Please drive slowly and carefully any time you are on a school campus. It is important that adult's model safe behavior for our students.

Arrival and Departures:

Clarke Preschool and K-5 Co-location at Jackson Street School, Northampton: Use *the crosswalks* to cross the parking lot and bus loop to come through the Main Entrance, Door A. Do not walk in the bus loop, even if it is empty.

- **Clarke Preschool, Kindergarten and first grade students**-At Jackson Street School come to Door A, which is the Main Entrance. Clarke preschoolers will be greeted in the bus line or the parent car line and escorted by Clarke staff.
- **Clarke Grades K-5 students** will be greeted by Clarke staff at bus drop off. K-5 students go to Door A at the Main Entrance.

Students may not play on the playground without *caregiver supervision*.

Clarke and JSS do not provide playground supervision before or after school.

Park & Drop-You are welcome to park in the lot and walk your child to their arrival door. Please plan to exit the property as soon as the bell rings at 8:00, as the property is closed to the public during school hours.

Car Line-You are also welcome to drop your child off in the car line. All children dropped at the drop-off spot will walk independently to their arrival doors. If you are dropping off or picking up in the car line, please drive around the whole parking lot to get to the drop off/pick up spot. This keeps cars in the right order, and it keeps the traffic patterns predictable, which helps us stay safe. Clarke preschool students will be met by Clarke staff.

Late Arrival-If your child arrives after 8:00, they should ring the bell and come in through the front door. They will sign in when they arrive. Students who arrive after 8:00 are considered tardy.

Indoor Arrival-When it is raining or below 15 degrees, all students enter through the front door. You will know we are doing an indoor lineup because we will put up a flag with an “I” for “indoor” on it. The flag flies outside the cafeteria on the Jackson Street side of the building.

Dismissal-Students who take the bus or are picked up by caregivers will be escorted by a Clarke staff member to the front of the building at the main entrance.

Changes to Dismissal Plan: *If your child is going home with someone not a legal parent or guardian and/or not listed on their emergency card, please tell us in writing or by calling the school.* We cannot dismiss your child to an adult who is not a legal parent or guardian or who is listed on your emergency card. That means that if you plan a playdate, we must have it in writing (or tell us by calling the school) that your child is going home with another caregiver. We cannot dismiss your child to someone else’s caregiver if we do not have it in writing or if you have not called, even if the kids are super best friends forever and they spend time together all the time and we know that. We need it in writing, or we need a phone call.

Late Pick Up: **If you are over five minutes late, to pick your child up, please call the school at Clarke School Office 413-387-1700.** Students not picked up by 2:15 (preschool) or 3:15 (K-5) will be brought to the office, and Ms. Thibodeau will tell you your child needs to be picked up.

Absences, Late Arrivals, and Early Dismissals-If your child is going to be absent or late, please call or email Paula Thibodeau, the Clarke Office Manager, and Ms. Austin, and copy your classroom teacher.

maustin@clarekschools.org pthibodeau@clarkeschools.org

Please call or email the CLARKE office (413-387-1700) if you are picking your Clarke student up early. If you are picking your child up early, please come to the front door and ring the doorbell. Please plan to take 10

minutes for your child to get to the door. If you must pick up early close to dismissal times, it is easier on operations if you pick up before 1:40 or after 2:30 if possible.

Picking up a Sick Child- If your child is sent home because they are not feeling well, please pick them up at the nurse's door. The nurse's door is on the Jackson Street side of the building, across from the flagpole and under the JSS weathervane.

Clarke Middle School Co-location at HRMS

Student buses/vans drop off and pick up at the main entrance of the school. Students who arrive late must sign in at the main office.

Release of Children from School

Please remember that we cannot release your child to anyone other than a parent, legal guardian, or bus driver without written permission. We will review proof of identification when anyone other than the parent, legal guardian or bus driver picks up a child. Please notify your child's teaching staff or administration if someone different is picking up your child from school.

Security of the Buildings

Clarke Northampton uses the security systems in place at any co-located sites (Jackson Street School and Hampshire Regional Middle School) for the safety of families, staff, and students. Your understanding and cooperation are appreciated.

Visitors Policy

All visitors, including families, will be asked for identification. Upon entering the building all visitors must sign in at the main office (and Clarke office at JSS) and take an identification badge. This allows us to have an accurate count of the individuals who are in the building in the event of an evacuation such as a fire. Visitors and observers will be required to read and sign a non-disclosure agreement. Visitors are escorted to their destination by an appointed host. Upon leaving, visitors must sign out and return their visitor badge.

Annual Calendars:

Please see the following pages for Clarke Preschool, K-5, and Middle School.

The annual calendars are also available on the Clarke website.



Clarke Schools for Hearing and Speech in Northampton Preschool 2023 - 2024 School Calendar

JULY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

18 Student Days
18 Staff Days

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Student Days
4 Staff Days

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 Student Days
20 Staff Days

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Student Days
21 Staff Days

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 Student Days
19 Staff Days

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Student Days
15 Staff Days

JULY
5-28 Preschool Summer Program

AUGUST
28 Staff Orientation
29 Staff Orientation-First Aid/CPR
30 Staff Orientation
31 First Day of School-PS Home visits

SEPTEMBER
1 Preschool Orientation Visits
4 No School-Labor Day
5 First Day Preschool Buses
21 Half Day-Professional Development
27 OPEN HOUSE-JSS

OCTOBER
9 No School-Indigenous Peoples' Day
25 Half Day-Professional Development

NOVEMBER
7 No School-Professional Development
9 Half Day-Teacher Work Day
10 No School-Veterans Day Observed
22 Half Day-Thanksgiving Recess
23-24 No School-Thanksgiving Recess

DECEMBER
5 Half Day-Professional Development
22-29 No School-December Vacation

JANUARY
1 No School-New Years' Day
15 No School-MLK Jr. Day
26 No School-Prof. Dev./Teacher Work Day

FEBRUARY
19-23 No School-February Vacation

MARCH
5 Half Day-Professional Development
20 Half Day-Professional Development

APRIL
4 Half Day-Teacher Work Day
15-19 No School-April Vacation

MAY
7 Half Day-Professional Development
24 Half Day-Teacher Work Day
27 No School-Memorial Day

JUNE
13 Last Day of School-Half Day
(potential make-up days +5: June 14-21)
19 No school-June 19th

Staff Days 204
Student Days 198
Student Summer Days 18

School Closed For All
No School for Students
Meetings
Special Days
Half days

Preschool hours: 8:00am-2:00pm Monday-Thursday & Fridays: 8:00am-12:00pm
Half Day Release Time: 11:30am

If needed, the school reserves the right to make adjustments to the school calendar's scheduled instructional hours

JANUARY						
S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 Student Days
21 Staff Days

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 Student Days
16 Staff Days

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Student Days
21 Staff Days

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 Student Days
17 Staff Days

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Student Days
22 Staff Days

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9 Student Days
10 Staff Days



Clarke Schools for Hearing and Speech in Northampton K-5 2023 - 2024 School Calendar

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Student Days
4 Staff Days

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 Student Days
20 Staff Days

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Student Days
21 Staff Days

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 Student Days
19 Staff Days

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Student Days
15 Staff Days

SNOW DAY POLICY						
Clarke K-4 Program students will follow the Northampton Public School District regarding Snow Days. (cancellations & delays)						

K-5 Program School hours: School day-8:00am-3:00pm
School breakfast available from 7:45am-8:00am
Full Day: 8:00am-3:00pm Half Day: 8:00am-11:30am

AUGUST	
28	Staff Orientation
29	Staff Orientation-First Aid/CPR
30	Staff Orientation
31	First Day of School

SEPTEMBER	
4	No School-Labor Day
21	Half Day-Professional Development Day
27	OPEN HOUSE-JSS

OCTOBER	
9	No School-Indigenous Peoples' Day
25	Half Day-Professional Development Day

NOVEMBER	
7	No School-Professional Development
9	Half Day-Teacher Work Day
10	No School-Veterans Day Observed
22	Half Day-Thanksgiving Recess
23-24	No School-Thanksgiving Recess

DECEMBER	
5	Half Day-Professional Development Day
22-29	No School-December Vacation

JANUARY	
1	No School-New Years' Day
15	No School-MLK Jr. Day
26	No School-Prof. Dev./Teacher Work Day

FEBRUARY	
19-23	No School-February Vacation

MARCH	
5	Half Day-Professional Development
20	Half Day-Professional Development

APRIL	
4	Half Day-Teacher Work Day
15-19	No School-April Vacation

MAY	
7	Half Day-Professional Development
24	Half Day-Teacher Work Day
27	No School-Memorial Day

JUNE	
13	Last Day of School-Half Day (potential make-up days +5: June 14-21)
19	No School-Juneenth

Staff Days	185
Student Days	180
Student Summer Session	0

School Closed For All
No School for Students
Meetings
Special Days
Half days

JANUARY						
S	M	T	W	T	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

20 Student Days
21 Staff Days

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 Student Days
16 Staff Days

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Student Days
21 Staff Days

APRIL						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 Student Days
17 Staff Days

MAY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Student Days
22 Staff Days

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9 Student Days
9 Staff Days

If needed, the school reserves the right to make adjustments to the school calendar's scheduled instructional hours



Clarke Schools for Hearing and Speech in Northampton HRMS 2023 - 2024 School Calendar

AUGUST						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Student Days
4 Staff Days

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

20 Student Days
20 Staff Days

OCTOBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 Student Days
21 Staff Days

NOVEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 Student Days
19 Staff Days

DECEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15 Student Days
15 Staff Days

SNOW DAYS
Clarke Middle School Students
will follow the Hampshire Regional
School District regarding Snow Days
and delayed starts.
(cancellations & delays)

AUGUST
28 Staff Orientation
29 Staff Orientation-First Aid/CPR
30 Staff Orientation
31 First Day of School

SEPTEMBER
4 No School-Labor Day

21 Half Day-Professional Development Day
26 OPEN HOUSE-HRMS

OCTOBER
9 No School-Indigenous Peoples' Day
25 Half Day-Professional Development Day

NOVEMBER
2 Half Day-Teacher Work Day
7 No School-Professional Development
10 No School-Veterans Day Observed
22 Half Day-Thanksgiving Recess
23-24 No School-Thanksgiving Recess

DECEMBER
5 Half Day-Professional Development Day
22-29 No School-December Vacation

JANUARY
1 No School-New Years' Day
15 No School-MLK Jr. Day
26 No School-Prof. Dev./Teacher Work Day

FEBRUARY
19-23 No School-February Vacation

MARCH
5 Half Day-Professional Development
20 Half Day-Professional Development

APRIL
4 Half Day-Teacher Work Day
15-19 No School-April Vacation

MAY
7 Half Day-Professional Development
24 Half Day-Teacher Work Day
27 No School-Memorial Day

JUNE
13 Last Day of School-Half Day
(potential make-up days +5: June 14-21)
19 No School-Juneteenth

Staff Days	185
Student Days	180
Student Summer Session	0

School Closed For All
No School for Students
Meetings
Special Days
Half days

MIDDLE SCHOOL PROGRAM HOURS
FULL DAY: 7:35AM-2:15PM
HALF DAY: 7:35AM-11:00AM

JANUARY						
S	M	T	W	T	F	S
			2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

20 Student Days
21 Staff Days

FEBRUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

16 Student Days
16 Staff Days

MARCH						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Student Days
21 Staff Days

APRIL						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

17 Student Days
17 Staff Days

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 Student Days
22 Staff Days

JUNE						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9 Student Days
9 Staff Days

If needed, the school reserves the right to make adjustments to the school calendar's scheduled instructional hours

Cancellations/Snow Days



For school year 2023-24:

- Clarke Northampton students' grades Preschool through 5th grade will be *delayed or closed* when Northampton Public Schools delay or cancel school because of bad weather.
- Clarke Northampton Middle School students will follow the same delays and cancellations as Hampshire Regional School District.

Cancellations can be determined by checking local websites, listening to local radio and television stations. Cancelled days are typically rescheduled for make-up in June.

Curriculum Curriculum and Core Learning Standards

All classroom activities are designed to enhance children's listening, speech and language while supporting their academic, social, emotional, cognitive, physical, and creative skill development. Students engage in inquiry, problem-solving, discovery, exploration, reasoning, and experiential activities in an accessible and nurturing environment. Classrooms are designed for the unique acoustical needs of children who are deaf or hard-of-hearing hearing loss, and curriculum is aligned with state and national standards. Classes are led by experienced professionals and master's-level teachers of the deaf who are educated in the Listening and Spoken Language (LSL) approach to intervention. All students receive daily individual auditory speech and language therapy with a speech-language pathologist trained in auditory-verbal therapy and/or listening and spoken language. Massachusetts Curriculum Frameworks and Learning Standards provide foundational guidelines and goals for student learning. The learning standards and curriculum guidelines are research-based and are designed to help educators meet children's needs and support children's social, emotional, and academic development. Learn more: <https://www.doe.mass.edu/frameworks/>

Curriculum Goals

The Massachusetts Curriculum Frameworks and Learning Standards provide teachers, students, and families with clear and shared expectations for the skills and knowledge all students should have at the end of each year and as we prepare children to move out of our program and into their public or community schools and toward graduation and post-graduation success. Our teachers and staff work closely with the receiving schools, sharing progress and assessment data, ensuring that our students are prepared to transition to the public school's curriculum.

Clarke Northampton Integrated Preschool Program

The Clarke Integrated Preschool program has served as an international model of developmentally appropriate intervention and education for young children who are deaf or hard of hearing and their peers through responsiveness to individual, family, community, educational and legislative needs. In addition to the inclusive co-location of the program in a public elementary school, the preschool also uses a "reverse-mainstreamed" approach by accepting typically hearing peers into the classroom as well as children who are deaf or hard of hearing. The preschool program provides all children with a least restrictive and specialized environment, regardless of their hearing status.

Preschool is designed first as a joyful and developmentally appropriate learning environment to nurture each child's curiosity, competence, and confidence as a learner. Clarke Integrated Preschool recognizes and encourages differences in learning, cultural backgrounds, and the child's acquisition of spoken English as well as other home languages. Incorporating meaningful family cultural experiences into the classroom experience strengthens home-school connections.

The Massachusetts Department of Elementary and Secondary Education (DESE) Learning Standards provides the framework for developing global foundational skills. The preschool incorporates curriculum and practices as outlined in the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences. Clarke supports the natural curiosity of children and drive to play as an intentional instructional strategy that promotes motivation and authentic practice of skills. Children are guided to construct knowledge, experience, and communication creatively and flexibly while developing critical thinking and social emotional skills. Curriculum content areas include guided learning in:

- Social Emotional Learning and Approaches to Play and Learning (Self Awareness, Social Awareness, Relationship Skills, Responsible Decision Making, and Approaches to Play and Learning)
- English Language Arts and Literacy (Reading, Writing, Speaking and Listening, and Language)
- Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Measurement and Data, and Geometry)
- Science and Technology/Engineering (Earth and Space Sciences, Life Science, and Physical Sciences) History and Social Science (Civics, Geography, History and Economics)
- Comprehensive Health (Physical Health, Safety and Prevention, Personal and Community Health information)
- The Arts (Dance, Music, Theatre, Visual Arts)

Children benefit from a small student/teacher ratio, experienced and expertly trained Master-level staff, a theme-based and Montessori-inspired developmental curriculum centered upon state and national frameworks and focus on spoken language and pre-literacy in a family-centered program. The auditory and linguistic development of children who are deaf or hard of hearing is addressed globally across all content areas through theme-based content and instruction. Small group and one-on-one instruction emphasize auditory, speech, language, and other cognitive skills simultaneously. Children who are deaf or hard of hearing also receive daily individualized services in audition, speech, and receptive and expressive language. Classroom activities provide opportunities for carryover of targeted skills to more life settings. Curriculum planning includes collaboration between the classroom teachers, assistants and speech and language specialists to ensure integrated instruction. Curriculum and lesson plans are shared with families and posted on-site. Families receive frequent reports (which may be electronic or paper) from the classroom teacher, who previews and reviews curriculum and activities. Each child also has a home-school folder for carryover activities and shared portfolios.

Clarke Northampton Elementary School (Grades K-5)

The Elementary School curriculum is closely aligned with the Massachusetts Learning Standards and Curriculum Frameworks and the Common Core. Elementary School program offers an educational program in which students are placed in a class, based primarily on their language abilities. Teachers have the flexibility of using commercially prepared materials and teacher prepared resources at mixed grade levels. Students may be regrouped during a school year depending on their individual educational needs. Language competency skills are a strong predictor of the curriculum's rate of student moving through it. Social-emotional development and chronological age are also factors which are considered. Students enter the program at various levels.

In Elementary School, the use of student teachers, teachers' aides and team teaching provides opportunities for individual and small group instruction. The curriculum includes auditory- perception, speech production and spoken language, written language, and pragmatic communication skills, reading, math, science, social studies, art, music, health education as part of the science (starting with grade 3), physical education, and social emotional learning. Progress is measured through work sampling, Benchmark Assessments (all grades), Stanford Achievement Testing, the Massachusetts comprehensive Assessment System (MCAS) testing for Massachusetts residents, as required, as well as individualized auditory, speech and language assessments. Classes and individual students are grouped for instructional purposes within the combined grade classroom.

For the 2023-24 school year, Clarke's K-5 students will benefit from Clarke-supported inclusion with the students of the co-located elementary school for participation with typical peers in classes identified as appropriate, such as physical education, art, and music, as well as meals and recess. All physical facilities are handicapped accessible.

Middle School (Grades 6-8)

The course of instruction is aligned with the Massachusetts Curriculum Frameworks and Learning Standards, and Common Core. To prepare students for high school and beyond, Clarke offers a sequential and cumulative 5th to 8th grade level curriculum using a variety of standard and adapted educational materials and instructional aids. Student progress is monitored extensively using periodic evaluations including unit tests and standardized tests, including the Massachusetts Comprehensive Assessment System (MCAS) for Massachusetts state students.

For the 2023-24 school year, Clarke grades 6 and 7 will be co-located at the Hampshire Regional Middle School in neighboring Westhampton, MA. Students will receive all comprehensive services and benefit from inclusion opportunities in special curriculum areas such as art, Physical Education, music, and world languages as well as lunch and extracurricular options.

All physical facilities are handicapped accessible.

*In accordance with General Laws Chapter 71, Section 32A, the Clarke School has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues. At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the curriculum we offer that primarily involves human sexual education or human sexuality issues. The Educational Administrator will determine the person(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified promptly before implementation. Parents have the right to exempt their child from this curriculum and/or inspect and review the materials for this curriculum.

Computer Technology -all levels

Clarke School has computer technology specialists. Computers are available in the Clarke classrooms. In addition, some classrooms are equipped with Smartboards and access to iPads. Student computers are connected to the Internet. The computer systems used by students will have a 'net-filter' to act as an additional safeguard against access to inappropriate web sites. Students will continue to have regular access to the latest computer technologies. With that exposure comes additional responsibilities outlined in the "Computer Acceptable Use Policy." This contract is reviewed annually and serves as a signed contract between student users and the school and a reminder to students of their responsibilities when using the Internet. Parents/legal guardians are also expected to sign a contract indicating that they are familiar with the school's "Acceptable Use Policy," and

they agree to assume some responsibility if an infraction or actual physical property damage to hardware or software were to occur from intentional misuse.

Library -all levels

Libraries in Jackson Street School and Hampshire Regional Middle School bring curriculum support and greater knowledge to everyone at Clarke and help our students to succeed at higher levels. Students' special curriculum schedules include the library and resources are also incorporated into classrooms to provide informational resources, curriculum support and greater knowledge to help our students to succeed at higher levels. Students will have access to thousands of age-appropriate books, magazines, and media. Libraries are open during the school day.

Extracurricular Activities

Clarke School is committed to education of "the whole child." There is a recognized need for students to develop hobbies; to have a repertoire of leisure activities and interests; become involved in the community; to associate with hearing peers; and to develop social skills. We support and encourage families to explore community options in extra-curricular activities in non-academic and recreational areas.

Auditory Speech and Language Embedded into the Curriculum and Instruction

Students receive intervention and education from master's degree level teachers of the deaf and ASHA and State Board certified speech-language pathologists. The staff are supervised by professionals who are Listening and Spoken Language Specialists, Certified Auditory-Verbal Educators or Therapists (LSLS Cert. AVEd/AVT) and who also provide direct service to children as part of their daily responsibilities. All professionals work to foster development of age-appropriate listening, vocabulary, and language. All interaction promotes the basic goals of early childhood education and includes structuring the environment to provide opportunities to aid in each child's intellectual, social, emotional, and physical growth.

Auditory Speech and Language Therapy (Speech Therapy)

Auditory, speech and language development and strategies are embedded into the curriculum and instruction and targeted during speech and language therapy sessions. Each student receives at least 30 minutes of individualized auditory, speech, and receptive and expressive language therapy per day. The goals of the therapy are based on the individual student assessment results, data collection, and progress monitoring.

Audiology

Clarke prioritizes that children who are deaf or hard of hearing need appropriate hearing technology to maximize the use of residual hearing. Clarke audiologists are licensed and certified health care professionals who have training, expertise, and state of the art information about amplification devices for children/students ensuring that hearing technology works optimally. Our audiology teams follow recognized protocols for audiological assessments and pediatric and educational audiological best practices.

Educational audiological services are provided on-site for Clarke Preschool through Middle School Programs in Northampton. The audiologists consult with the Clarke School program teachers and/or SLPs regarding children on their caseload. Clarke's educational audiologists may participate in caregiver and/or team meetings as needed. HAT (Hearing Assistive Technology) testing and equipment is provided for students enrolled in Clarke Northampton Integrated Preschool and K-8 programs. Clarke uses Sound Field amplification systems in each classroom. Audiological services may include earmold impressions.

Teachers and SLPs work closely with the child's educational and/or private audiologist to communicate and troubleshoot equipment and perform listening checks daily in the classroom and in individual therapy. Private audiologists or the Clarke Hearing Center may provide loaner equipment if needed and respond quickly to requests to help with equipment issues through email or text message.

Spare Parts and Batteries for Cochlear Implants and Hearing Aids:

In school, caregivers are responsible for providing this equipment to Clarke to insure a child always has full auditory access.

- Caregivers send spare batteries in their child's backpack.
- Children should wear their hearing aids or cochlear implants during all waking hours. Research shows that children need to wear their technology (hearing aids, Baha, cochlear implants, etc.) at least 10 hours per day to develop age-appropriate listening skills (caregivers are encouraged to discuss wear time with their child's audiologist).
- Please send a supply of these replacement parts and batteries to be left at school.
- Please call or email Clarke in the morning if a child's hearing aid or implant processor did not work prior to the child getting on the bus.
- Caregivers must notify their child's primary audiologist or implant center when replacement parts are needed. Please have at least one spare for each external component of a child's implant and a three-month battery supply at home.
- If your child is sent to school without their hearing aids or cochlear implants, caregivers will be called to bring the device to school immediately.
- Caregivers may be called to pick up their child to bring them immediately to their audiologist, especially if not having amplification creates a safety and health concern for your child.

Psychological Services

Clarke School is concerned with the mental health, social/emotional development, and general functioning of all Clarke School students. The Clarke School in Northampton may use the expertise of a qualified school psychologist as needed to:

- Observe students and work with classroom teachers and parents, suggesting adjustments to the student's program when appropriate.
- Collaborate with teaching staff on the implementation of Clarke's school-wide Social Emotional Learning (SEL) curriculum.
- Conduct psycho-educational assessments of the students to provide information regarding cognitive, perceptual, and social/emotional functioning for use in the ongoing planning and development of the student's educational programming.
- Provide group and individual consultation support to parents as needed.
- facilitate referrals to mental health and/or medical specialists (e.g., psychiatrists, neurologists), as appropriate and serve as liaison between the specialist and the school for requested follow-up. Such referrals are made only with parental approval.

If a child is seen for psychological evaluation or treatment elsewhere or receives treatment by any of the medical specialists mentioned above, a copy of the reports will be reviewed by the school team.

Referral Plan Clarke teams are trained and experienced in child development and education with specialization in the development of listening and spoken language and education for children who are deaf or hard-of-hearing. Our staff consults with other service providers as appropriate. If the staff suspects that a child can

benefit from additional services not available directly through school staff (e.g., physical therapy, occupational therapy, psychotherapy, etc.), they will contact parents (and the public school system) and request that the child be referred for an evaluation and intervention. We also provide referrals to parents seeking additional services such as advocacy, family or individual counseling, training, and other resources relevant to your family life. Please ask!

Family Communication

Caregivers and families are the child's primary educators; therefore, we encourage and promote your partnership during these exciting and crucial years.

General Communication and Messages

To reach our school programs, call the **Clarke Northampton School Office/Office Manager 413-387-1700**. Messages at this number are checked throughout the day.

The main number for Clarke Schools for Hearing and Speech is 413-584-3450. Call this number for directory assistance.

If you need to get a message to the school or a specific person or teacher, call, or message the school office. The best time to talk to a teacher on the telephone is from 7:45-8:00 a.m. or at the end of the school day (2:00 p.m. for preschool and middle school, 3:00 for K-5). Email messages may be sent to individuals by using the following addresses: first initial and last name @clarkeschools.org (for example, maustin@clarkeschools.org). Please note that teachers may not be checking email during class hours.

Monthly News and Updates: School updates are emailed to caregivers. Paper notices may also be sent home in your child's backpack or through the postal service. You will receive a monthly newsletter with updates from the Director of the school programs. This newsletter will be emailed.

Clarke Northampton Preschool: School news is sent home daily for preschoolers as part of the Home-School curriculum. Classroom updates are sent weekly by email which contain highlights of your child's week, carry-over suggestions for home, and a description of classroom activities and lessons. To communicate with teachers during school hours, please call our school office, emailing teachers is a second option. Please do not text or call teachers on their personal phone numbers.

K-5th grades: Classroom updates may be sent by your child's teacher through email or a newsletter.

Clarke Middle School: To reach staff of Clarke students at the Hampshire Regional Middle School, please call our Clarke school office manager at 413-387-1700, or call the HRMS office at 413-527-7680.

Please provide a backpack or school bag that can be used to hold messages and your child's belongings. **Please check your child's backpack *daily* for messages or other things your child may bring home.**

Family Involvement

We know that children make the best progress in school when there is a strong connection and partnership between home and school, and we view families as our partners. There are many ways to participate: observe, sit in on a speech/focus session with your child, go on a field trip, join a parent workshop, or arrange to lead or join a classroom activity with your child's teacher.

Family Visits and Observations

You are welcome to observe any day that your child is in school, but advanced scheduling is required. You will be asked to sign in as a visitor at the site's main office. The Clarke School Office Manager will have you sign and acknowledge our visitor policy for Clarke Schools and will escort you to the classroom. (Clarke Middle School families- the receptionist will contact a Clarke staff member to come to greet, escort you and have you sign and acknowledge our visitor policy for Clarke Schools). If you are bringing visitors with you, we ask you to schedule in advance since we often host scheduled observers (i.e., students, teachers, prospective families, or other interested persons). All caregivers are strongly encouraged to observe at Clarke Northampton at least once each semester. You may wish to schedule your observation with your child's speech and language and/or classroom teacher.

We also will ask you to schedule **"Guided Observations"** at least 2 times per year. This is an opportunity for you to see your child in the classroom guided by a school administrator. At these observations, we will discuss ways to carry strategies from the classroom or a speech into your daily lives. Guided observations take an hour and a half to complete, 30 minutes observing the classroom, 30 minutes observing a speech session and a 30-minute meeting with the administrator. Guided observations will happen twice per year in the fall and spring.

We welcome parents to plan to participate in classroom activities as well. Let the director and teachers know if you would like to participate!

Parent/caregiver -Teacher conferences are offered twice a year by appointment. Caregivers may request a conference with teachers, therapists, or supervisors at any time. We encourage caregivers to attend conferences to receive updates on your child's classroom work and activities. Caregivers may want to schedule a conference following receipt of the child's Progress Reports. These reports are written quarterly. Team meetings with public school departments are held one time per year (or more if requested) to update IEP benchmarks and academic goals.

The teachers want to hear from you often. If there are any changes in your child's life at home, any unique events, new accomplishments, stressful situations – anything which might be important to the understanding of your child's moods, feelings, and behaviors – please let the teachers know. You can convey this information in a written note or leave a message for the teachers and we will return your call. It is important that caregivers let us know what is happening at home because the children are not always able to tell us themselves.

Opportunities to Meet Other Families

Parent Group Meetings and Workshops We want to facilitate family contact!

Parents of our students are often still learning how to meet their children's cognitive, linguistic, or social-emotional needs within the home environment, or to generalize skills from school to enhance language and literacy development. To assist with this carryover of skill, daily contact is maintained between caregivers and the Clarke School Day Program teachers using various systems such as communication notebooks, a weekly Power Point including theme vocabulary and activities, and/or emails and phone calls. Family groups and activities are also available throughout the year to provide additional levels of support to caregivers of children with hearing loss by interacting with others who understand the impact of deafness on a child's overall development and the family unit. Examples of these include the online support group Caregiver Connections with Clarke, family day at the Woo Sox baseball stadium, we also offer **webinars and workshops for parents/caregivers** that provide opportunities to meet with fellow caregivers and discuss issues of normal child development, family life, the impact of hearing loss, and general parenting issues and strategies for your child's listening, learning and language development. Parent workshops and group meetings are opportunities for ideas to be exchanged, stories and resources to be shared, special interest topics to be addressed (we can and do arrange for guest speakers), and friendships to form. These meetings may be in-person or remote.

Other Events You will receive notice of school-wide events throughout the year, and these may include lectures, picnics, conferences, sporting events, school plays, appreciation dinners, hearing screenings, fundraisers, conferences, and field trips. Events are also posted on the website at www.clarkeschools.org

Open House Clarke Northampton offers Open House events two times per year. Open House provides an opportunity for the children to take pride in their families, seeing their classroom work and teachers.

Transitioning from Clarke

Transitioning from a specialized program like Clarke to a mainstream school is an exciting time for each child and family. While each child is different, the age of transition to mainstream settings has decreased over the last 15-20 years. The reduced age of transition is related to newborn hearing screenings, early identification, early amplification, and early education around deaf or hard of hearing children. Clarke guides families through the transition process, providing step-by-step instructions and offering support and guidance throughout this important period of change. During these early years, the staff will provide a continuum of relevant information to assist with suitable school placement and to establish appropriate IEP goals, benchmarks, and accommodations.

Once a school is selected, a Clarke professional begins to prepare the staff of the school to receive the student and is available to provide ongoing support through our itinerant services. Some questions that may come up include:

- What is the best placement for my child?
- What kind of support services will my child need?
- How will the environment be modified to suit my child's needs?
- How do we educate our child's teachers and classmates about hearing loss?
- What do we do if something unexpected comes up?

Families form partnerships with Clarke's experienced mainstream staff or the district's teachers of the deaf to create a supportive team dedicated to the success and development of each child.\

Caregiver-Family Rights

Caregivers of children with disabilities from ages three through 21 have defined educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Procedural safeguards are the specific rules that make sure that you know what the school district is proposing to do (“receive notice”), agree with the school district’s plan (“give parental consent”) and have a range of opportunities for resolving disagreements with the school district (“due process”). When a caregiver has a concern, it is important that they contact their child’s teacher or Clarke Boston administrators. Caregivers must be given opportunities to participate in any decision-making meeting regarding their child’s special education program. Caregivers have the right to participate in individualized education program (IEP) meetings to discuss and determine special education eligibility, assessment results, educational placement of their child and other matters relating to their child’s free appropriate public education (FAPE).

Some basic rights you have as a caregiver are:

- To have your child receive a free, appropriate public education (FAPE)
- To be a member of the team that develops your child’s education program and to attend meetings about that program
- To understand every document, you sign
- To know and understand your rights in the language you understand best
- To pursue other options if you disagree with your local education agency (LEA)

For more information about your rights as they relate to your children, you may refer to Wrights law [here](https://www.wrightslaw.com/) - <https://www.wrightslaw.com/>

The Parent’s Notice of Procedural Safeguards through the Department of Secondary Education (DESE) can be found here - <https://www.doe.mass.edu/sped/prb/>

Progress Reports

Clarke students’ progress towards IEP goals and general curriculum acquisition are provided to the caregivers and their public schools annually according to the school’s calendar. In addition, progress towards IEP goals is measured and documented quarterly. Progress notes are sent home to the parents and provided to the school district upon completion.

Health Policies

The Clarke Northampton health policies are reviewed and approved by our consulting Registered Nurse, a pediatrician at Northampton Area Pediatrics, and the Clarke Health and Safety Manager.

The following school nursing coverage is provided:

Clarke Preschool and Grades K-5: Co-located at 120 Jackson Street School (JSS), Northampton. A school nurse is on-site Monday-Friday until 2:15 p.m. for acute nursing care. Specialized nursing care related to an Individual Health Care Plan may require nursing services through a placing district. Clarke has an additional consulting RN. Complete copies of the school health policy are available at the Clarke School Office, room 125 at JSS and on the Clarke website. The school nurse at JSS can be reached at: 413-587-1510 extension 2.

Clarke Middle School students at Hampshire Regional Middle School (HRMS) will have access to the school Health Office for acute nursing. The school nurse at HRMS can be reached at 413-437-5600.

In accordance with the Department of Elementary and Secondary Education (DESE), the following Clarke Health policies are in place:

No child who is ill may be brought to school. Our school policy is that a sick child, i.e., one who should not be at school, demonstrates:

- Vomiting
- Fever
- Conjunctivitis (pink eye)
- Pinworms
- Unexplained rash
- Complaints of sore throat, headache, stomachache
- Persistent, bothersome cough
- Impetigo
- Diarrhea
- Any open sores, blisters, or fever blisters
- Frequent Itching of the Scalp (may indicate head lice)



Also, a child must stay home at least 24 hours after the following:

- A fever has broken
- Starting medication for impetigo
- Starting antibiotics for strep throat
- Starting medication for conjunctivitis

If, according to the judgment of the staff and/or consulting nurse your child is not well enough to be at the school, you will be called to pick up your child. If we cannot reach you, we will call the emergency contact person.

Please remember that infections spread easily in group environments. Consider the health of the other children, staff and parents and do not send a child who is not healthy to school. After an illness, a child returning to the school should feel well enough to participate in **all** activities and daily routines (including outdoor play and field trips).

A child returning to school after a highly contagious illness must have a doctor's permission in writing. This is necessary to ensure the child is no longer contagious and for your child's health.

If a child has Herpes Simplex virus (cold sores), the open oozing sore must be covered, or the child should remain home until the sore has crusted over.

In the case of head lice, a child should remain home until treated.

Children are required to wash their hands when they enter school, after using the toilet, before eating, and if fingers or hands enter their mouths or noses, after handling any classroom pets, and after cleaning. Materials in the school are washed after use, or sooner if a child sneezes or puts their mouth on them. Equipment, materials, and surfaces are sanitized daily.

Plan for Meeting Individual Needs of a Mildly Ill Child While at School (7.11 (8) (19.4)

Please be sure to **inform the staff with a written note or email** if you have given medication to your child before sending him/her to school, *i.e., what the medicine is, how much and the time it was given*. This is valuable information for staff in case your child has a reaction to medication (or lack of) or needs medical treatment.

Clarke Northampton's health isolation policy outlines the procedure taken when a child becomes ill at school. The procedure followed for meeting the needs of mildly ill children while in the care of the school is as follows:

1. Children who are tired or upset will be given a chance to rest in a quiet area of the school classroom. Close supervision is made possible by keeping the child in the classroom.
2. Children suspected of being ill will be given a health appraisal by the school nurse or classroom teacher. The child will be observed for: general mood, activity level, fever, breathing difficulties, skin color, rashes, sores, swelling or bruises, severe coughing, and discharge from nose, eyes, and ears, and consider the possibility of common minor illnesses and symptoms: fevers, colds, nausea, diarrhea, rashes, constipation, sunburn, heat exhaustion and dehydration.
3. The school nurse, teachers and staff do not diagnose, but based on the child's symptoms, we will decide if the child should go home or rest for a brief time.
4. Each child will be made as comfortable as possible.
5. If the decision has been made that the child's symptoms require that he/she be sent home, he/she will be removed from the room and given space in the school nurse's health office to wait for arrangements to be made for going home. A staff person will stay with the child until his/her ride arrives. Food, drink, rest, and quiet activity materials will be provided to the child as needed.
6. If the decision is made that the child needs a rest but does not need to be sent home, he/she will be monitored and allowed to participate in activities. His/her parents will be notified of the child's need for a rest. If the child appears uncomfortable, or appears to be getting worse, then his/her parent will be called to pick him/her up.

EMERGENCY MEDICAL PLAN:

The emergency care of injuries shall be limited to simple first aid procedures. All Clarke staff maintain certification in First Aid and CPR training. Parents must be notified of all injuries on the same day that the injury occurs. The procedure in the case of injury is:

1. The teacher-in-charge is notified immediately of any injury to a child and first aid care begins.
2. The teacher or designated adult notifies the school nurse. If the nurse is not on-site, the Director and/or Clarke Office Manager are notified, and they will notify the Health & Safety Manager.
3. The school nurse (or Director or Office Manager) calls the caregiver. If the parents/caregiver are unavailable, the emergency contact person is called.
4. When ambulance transportation is necessary, a Clarke staff person shall accompany the child if the parent is not able to do so.
5. All information concerning injury will be recorded on the appropriate forms and incident log within 24 hours. One copy of the injury report will be provided to the parents and placed in the child's file. The injury report shall include any medical care administered to the child at school other than basic first aid. When required, the Department of Elementary and Secondary Education will also be notified.

Toileting and Diapering Procedures and Individual Care Plans

If a child has a medical or other developmental reason for delays in toilet training, we will work with families on a collaborative toilet-training program for individual children, which would be included in the child's Individual Education Plan or Health Care Plan. Parents are encouraged to toilet train their preschool child before admission to the school program. Parents will need to supply diapers or pull-ups and wet wipes for all children in transition to underwear.

Children who are in training are checked for soiled diapers upon arrival at school, mid-morning, before and after lunch, and after rest time. Staff use a gentle and caring manner with children, being careful not to arouse feelings of shame when a child is soiled, but rather, reassuring them that their comfort is important. When changing diapers or soiled clothing, sanitation procedures are followed. All early childhood and appropriate staff are trained in procedures.

Preschool Tooth Brushing Plan Preschool children are guided to brush teeth daily following lunch and before rest time. School-aged children may also brush their teeth at school after meals if requested.

Preventative Health Care (DESE Criterion 16.7 and 16.8)

Plan for Managing Infectious Disease (7.11(9)) A communicable disease is an illness that can be transmitted or spread from one person or animal to another. Contagious illnesses are one of the major problems that schools face. Understanding and managing infectious diseases is a paramount concern to Clarke Northampton. The plan for managing infectious disease includes:

Prevention: Prevention of illness is maintained by keeping the center clean, and the people clean, dry, and surrounded by fresh air. All surfaces in the school are cleaned and disinfected with bleach and water or other approved solutions. Children are taught to cough or sneeze toward the floor, or if possible, they should cough or sneeze into their elbow, or a tissue and then wash their hands. Handwashing is the single most effective measure against the spread of communicable and infectious diseases in the school.

Universal precautions to prevent the spread of blood-borne infections like AIDS and hepatitis B. We avoid contact with all blood and body fluids, however, if we cannot avoid contact, we protect ourselves by wearing vinyl gloves; washing hands and other body parts that have come in contact with body fluids; and we discard or decontaminate anything that has had direct contact with blood or body fluids. These precautions are used with blood, any bodily fluid that has blood in it, and any clear fluid running from a child's nose or ears after a head injury.

Immunizations: All children entering school must be immunized against certain diseases in accordance with criteria established by the Massachusetts Department of Public Health. A list of required immunizations is sent with annual registration packets. Children who are not properly immunized must be excluded. Religious and medical exemptions are allowed and are documented in writing with the parent's signature in the child's file. Such documentation must be provided prior to the child's first day of school.

Physicals: The Department of Elementary and Secondary Education requires that each child have a physical examination annually. Evidence of a physical exam conducted by the child's personal physician that has taken place within the last 12 months by a licensed physician must be provided within one year prior to admission into the program and every year thereafter. Throughout the year, exams expire, and we require new ones. Proof of a physical examination is required at least 30 days prior to, or within two weeks after admission to the school, and must include a screening for lead poisoning. Postural

screenings, or motor evaluations, are typically conducted by the child's physician during the annual physical exam.

Please fill out the Health Form that you received in your packet of forms. Have your physician complete the form and return it to the preschool. This form should include in writing any recommendations and/or modifications to a child's school health care. Your physician may send the form directly to the school if you wish.

Dental and Visual Exams: **Dental** and visual examinations are required annually and keep documentation on file. Families should have their child's health provider send results of exams and recommendations for care to Clarke. All attempts to collect dental exam information will be documented in the student's file.

Additional Precautions:

1. All toxic substances, medications, sharp objects, and matches are kept out of reach of children and in a locked secure cabinet.
2. Any toxic substances stored on site must be labeled with contents and antidotes.
3. Medications and medical supplies are not locked in the same cabinet as other toxic substances.

Reporting illnesses: The occurrence of certain diseases is required by law to be reported to the local Board of Health by the person making the diagnosis. The Massachusetts Department of Public Health list of reportable diseases can be found in the Health and Safety in Childcare manual. The reportable diseases should be reported by telephone or in writing immediately, but in no case exceeded by 24 hours.

- a. Clarke Northampton would report an **outbreak** of a suspected infectious disease (more than three children or staff with the same disease symptoms).

b. **Notification of Communicable Diseases:** **Parents will receive written notice if there is a student or staff member who has a reported communicable disease. For infected persons, a physician's note is required to return to school. The local Board of Health is notified if necessary.**

Parents will be notified by letter, or telephone, when any communicable disease, such as chickenpox or salmonella, has been introduced to the school.

With advance planning, an informed staff, and cooperation of families, we can minimize the spread of infectious disease. Caregivers are asked to be watchful for signs of infectious disease; to call us when their child is ill; to call us when a specific diagnosis is made (i.e., strep throat); to tell us immediately if a diagnosis of Hib or meningococcal disease is made; to inform us of any changes in emergency telephone numbers.

Protection from exposure to allergens: The school shall take reasonable precautions to protect children with known allergies, as identified by their physician, from exposure to foods, chemicals, or other known allergens. For example, when a child has a peanut, fish or other food allergy, parents should notify the director immediately. The consulting RN and school nurse will be notified, and if special precautions and/or medication is necessary for emergency situations (e.g., an epi-pen), a doctor's order would be necessary. The school will notify all parents asking them to avoid sending those foods in packed lunches. Staff are notified as soon as information is received regarding known allergies, and individual risks are posted discreetly inside food storage cabinets. Snack products that may contain known allergens are either not ordered or are clearly labeled and shelved separately. Children are supervised during lunch, and sharing food is not allowed. All staff are trained in the use of epi-pens. **Smoking/Tobacco:** Clarke is a tobacco-free location. Smoking, vaping, and chewing tobacco are prohibited on all school grounds and on and off-site activities.

Fire Drills and Emergency Procedures

Fire drills, emergency evacuation routes and “alternate” routes are posted within each classroom and throughout each Clarke Northampton program location. Staff are trained in emergency procedures annually and within the first 30 days of employment. Practice emergency procedures will be held periodically throughout the school year. The function of these drills is to practice a rapid, safe, and organized method of keeping everyone safe whether in the building or when exiting the building. Practicing the procedures also helps students and adults remain calm and prepared in an emergency. Practiced procedures include scenarios for severe weather emergencies and lockdowns, which would be implemented if a person in the building or near the building might cause a risk to students. All drills are treated as an actual emergency and all people present during a drill or actual emergency will be expected to follow the established procedures. Due to our students' needs, explanations about the emergency procedures will be age-appropriate and explained to students prior to any of the practices.

If the building must be evacuated, all students and staff will report to their predetermined emergency location immediately. No one should return to the building for any reason until the all-clear signals have been given. Emergencies are unexpected, unpredictable and take many forms. No one can be fully prepared for everything that may happen, but guidance, strategies, and practice is helpful in any emergency. Clarke's primary goal is to ensure that our students are safe in any situation.

Food, Snacks and Nutrition

SCHOOL LUNCH PROTOCOL

1. Students may bring a packed lunch from home*. Packed Lunches from Home: Information on nutritional foods and ideas for packed lunches are given to families before school starts. We discourage parents from sending candy and sugary drinks and processed foods. Please pre-heat hot meals from home and send them in a thermos. Otherwise, nutritional cold lunches are suggested.

Breakfast and lunch are free to anyone who wants it. If you would like your child to eat school breakfast, they can come to the front door at 7:45 and eat in the cafeteria.

Food Allergies

If there is a student in your child's class with an allergy, your child's classroom teacher will let you know. Otherwise, there are no limitations on allergens in school. When necessary, there is an allergy-aware table in the cafeteria so students with allergies are not exposed to allergens. **Please alert the school nurse and staff if your child has any food allergies, special diets or eating problems.** In the case of food allergies, the school nurse will be notified, and notifications will be posted in the lunchroom in a discrete, non-public place for staff to consult.

Lunch Schedule: Children eat in the lunchroom or classroom (outdoors weather-permitting). Clarke staff accompany and assist children for a facilitated social meal.

Clarke Preschool-Grades K-5 at JSS:

- **Preschool: 10:35-11:00**
- **Kindergarten/1st Grade: 10:35-10:55**
- **2nd/3rd Grade: 11:25-11:45**
- **4th/5th Grade: 12:15-12:35**

Grades 6 and 7 at HRMS: Student lunch time for 2023-24 is from **11:54 a.m.-12:19** p.m. daily. All students at HRMS are eligible for free school lunches this year. Students may opt to bring a packed lunch or may purchase a-la-carte items.

Ideas for Packing Your Child's Lunch

- Use an insulated bag with your child's name on it
- Involve your child in the packing or planning
- Use fewer containers with multi-spaces
- Think nutrition
- Presentation can sell a meal! For example: sandwich shaped with cookie cutters, colorful fruits, sliced cheese and lettuce pita rolls, etc.
- Sneak a secret note into your child's lunchbox!



Pack Smart!

Help your kids stay healthy and focused in school—pack them a nutritious lunch. Each lunch should be about 1/2 Fruits and Vegetables, 1/4 Grains, and 1/4 Protein with one serving of Dairy.

Encourage children to eat vegetables and fruits by making it fun. Provide healthy options like the ones below and let kids help with preparation!

Fruits	Vegetables	Grains	Protein	Dairy
Go easy on juice and sweeten it! 100%.	Go easy on juice and sweeten it! 100%.	Go easy on juice and sweeten it! 100%.	Go easy on juice and sweeten it! 100%.	Go easy on juice and sweeten it! 100%.
Apple Orange Pear Peaches Grapes Melons Dried Fruit	Broccoli Carrots Cucumbers Lettuce Peas Spinach Tomatoes Zucchini	Whole Grain Pasta Rice Bread Cereal Snacks Soybeans Tofu Nuts Seeds	Chicken Turkey Eggs Beans Meat Pasta Soybeans Tofu Nuts Seeds	Cheese Milk Yogurt Butter Ice Cream Frozen Desserts

MyPlate is **the newest version of the United States Department of Agriculture's (USDA's) Food Guidance System** (replacing the Food Guide Pyramid). MyPlate depicts proper meal portions of the five food groups (fruit, vegetables, grains, proteins, and dairy), helping Americans build healthy meals.

Choking Hazards

Parents are advised that children younger than four not be fed round firm food, unless it is cut into small, non-round pieces. Young children may not chew food properly before swallowing, increasing the risk of swallowing the food whole and choking. Foods to avoid, particularly for children under age four include:

Hot dogs or sausage, whole or cut into rounds (may be sliced lengthwise and cut)

Nuts

Tough or large chunks of meat

Grapes

Hard Candy

Popcorn

Marshmallows

Chunks/spoonful of peanut butter (may be spread thinly)

Raisins

Raw carrots

String cheese (can be sliced lengthwise and cut up)

Birthdays.

If you would like your child to celebrate his or her birthday at school, please notify the teachers several days in advance. You may send in cupcakes, muffins, doughnuts, cookies, or ice cream. Individual servings are much easier for the teachers to handle within the classroom than one large cake. Parents are welcome to attend their child's party. If you would like to send a special snack to school with your child to share with the class at any other time, please feel free to do so, after planning and checking with your child's teacher about allergies in the classroom.

Helpful Hints

Bringing Things from Home We discourage children from bringing their own toys to school, as they might be lost, misplaced, or broken. In addition, it is often difficult for children to share their special possessions. The classroom teachers often will have a weekly "sharing" time when children can bring special things from home and tell the other children about what they have brought at group time. Younger children sometimes need a "transitional object" to help them through the transition from home to school. We welcome these objects but ask that they remain in the child's cubby during class time. Caregivers can help by assuring the child that while it is fine to bring a reminder –of home to school, their blanket or toy will stay in their cubby during class time.

Middle school students keep personal belongings in their locker and backpack while at school.

In accordance with HRMS/HS policies, Middle school students have no cell phone or smart watch privileges during the school day. Middle school students must keep their cell phones and smart watches off and, in their backpacks, or lockers during school hours.

Clothing

Preschool/Elementary: Each student child should wear comfortable clothes that they can manage independently. Sneakers shoes are preferred. Sandals with backs and straps are permitted. Please, ***no flip-flops or heels allowed.*** Children in the preschool and pre-kindergarten classes must wear shorts under dresses/skirts. Do not dress your child in clothing that must be kept clean. We encourage the child's use of materials, and we would not want their clothing to inhibit their freedom to investigate and explore.

Accidents happen. We have some young students still acquiring independent toileting skills. In working with all young children, we expect that spills and general messes will happen.

Preschool children should have a bag with a complete change of clothing (e.g., underwear, socks, pants, shirt, etc.) to be kept at school. Your child's name should be marked clearly on the bag. In December we will need another set of clothes that are appropriate for the cooler temperatures. If back-up items are used and soiled clothing sent home, please be sure to send in replacements for the classroom.

Middle School Dress Code

Clarke Middle School students are expected to follow the Hampshire Regional Middle and High School's student dress code. The dress code supports equitable educational access and is written not to reinforce stereotypes. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). Students are expected to dress appropriately for the school day or school sponsored events, and student dress choices should respect the district's intent to sustain a community that includes a diverse range of identities. The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity,

gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

See HRMS Dress Code Details in Appendix D

Pets: As of this writing there are no classroom pets living at Clarke. Sometimes, families may have a pet they want to introduce to their child's class. Arrangements for pet visits should be made in advance with your child's teacher to make sure we can accommodate all safety concerns. There may also be opportunities for community organizations to offer animal visits to our location. Clarke Northampton has had the good fortune to have regular visits from a therapy dog and handler. Should any such visits be planned, we will inform families in advance if they prefer their child not to participate. Any visiting animals should be leashed and/or in a crate, and under the sole supervision of their owner.

Social-Emotional Learning and Behavior Supports

The school years are all about learning, and this guides our policies on behavior management. Our mission is to partner with families and integrate social emotional learning as foundational to the development of communication skills for all children. Considering the challenges that hearing loss poses for children who are deaf or hard-of-hearing, we are committed to supporting children in the development of self-awareness, advocacy, and regulation, building meaningful relationships, empathy, and motivation.

Adjustment to School

Children respond in many ways to starting school as well as longer-term attendance.

Preschool and Young Children: The transition from home to school is a major one in the child's life. Effects of this stress may be observed in a child's behavior and are considered normal and healthy. Some children may cry when they leave home, others may revert to earlier behaviors such as bed-wetting or baby talk, and others may simply refuse to talk about school with their families. It is helpful to be patient and supportive of your child's feelings and to share changes in behavior at home with the teachers.

In the classroom, children adjust to being in a group with other children in several ways. Some children join the group right away, seem comfortable from the start and never seem to have separation problems. Other children may seem to adjust easily at first but show signs of stress after a week or two. We will try to make this transition as smooth as possible for your child and will let you know how your child is adjusting with frequent notes and phone calls during the first few weeks of school.

One of the best methods for a smooth transition in the morning is a hug, a kiss and reassurance that "I'll be back" or "I'll see you soon," then a quick exit.

The staff realize that the separation of a child from their caregiver(s) is filled with emotion for the caregivers and the child. The beginning of school is especially difficult for caregivers who will be separated from their child regularly for the first time. Clarke's goal is to support families and their children. Please feel free to talk to staff if you are having difficulty adjusting to separation from your child.

Clarke Northampton preschool and early elementary programs follow a "Pyramid Model" framework for social-emotional development, meaning that there are program-wide supports and expectations in place for each child as a member of the school community and as individuals. The program-wide expectations are: We take care of ourselves, each other, our school, and our world.

Additionally, evidence-based social emotional curriculum, Second Step is used to support children's learning.

When children “act out,” our policy is to observe the behavior as information about what the child is attempting to communicate and needs in terms of care, guidance, and skills to be learned. Children are guided to identify their feelings, the feelings of others, and verbally express their needs and desires. Interactions with peers are facilitated as children learn to self-regulate, negotiate, self-advocate, and engage in cooperative activities. The school directly supports such learning through evidence-based curriculum materials and methods that includes literature, songs, activities, and direct teaching. Parents are often concerned about their child’s social behavior, and the staff consults with and keeps parents informed of any concerns and coordinate strategies for guiding children through issues.

Clarke Middle School students are at a developmental age of increased interest in peer groups and emerging independence. Transition to middle school happens at a time of many changes for students. Most young adolescents are experiencing puberty, are becoming more self-aware and self-conscious, and are also developing more critical and complex thinking. Students experience more complex social and school environments, and some students experience a slump in academic motivation. Children do better if they attribute their learning and success to hard work and practice, rather than believing that their intelligence is fixed. Parents can help by encouraging their child to try new things, learn new skills, and teach them that learning takes effort, time, and practice. The Clarke school psychologist is consulted as needed for adjustment concerns.

Anti-Bullying Policy

The Clarke Northampton community is committed to making our school a safe and caring environment for all students. We treat each other with respect.

Bullying is not always easy to define but is unfair and one-sided.

Children at times may put their own feelings before others, and even the most considerate child will have the occasional outburst due to frustration, anger or over exuberance. We acknowledge that this is a developmental area that needs to be nurtured and supported, and that young children do not intentionally wish to cause harm.

Strategies that are used in our program include:

- Recognizing that young and school-aged children are not always able to manage their own feelings and deliver them appropriately. Clarke staff model and promote vocabulary required to label and express emotions, problem solve social situations, and comprehend the impact of their behavior on themselves and others
- Offer support to all children who may be involved to help them comprehend and discuss the issues through play, stories, discussion, and other age-appropriate methods

Clarke staff will teach the students to do the following things to prevent bullying and everyone feels safe at school:

- Treat everyone with respect and kindness
- Will not bully others
- Will not let other students be bullied
- Include everyone in play, especially those who are often left out

Teachers and staff do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying behavior and stop it immediately
- Explore all reported bullying incidents
- Assign consequences based on the school social, emotional, and behavior supports

The role of Caregivers/Families:

- Caregivers who are concerned or have questions about bullying should contact the child’s teacher and the program director

- Caregivers are encouraged to support Clarke's policy and actively encourage their child to be a positive member of the Clarke community
- Work closely with Clarke staff to promote healthy social-emotional development

Please see Appendices for extended information on the Clarke Northampton's

- Anti-Bullying Policy
- Sexual Harassment Policy
- Student Separation Policy
- Runaway Policy
- Student Discipline Policy

Student Discipline Policy

ALL STUDENTS Overall, Clarke programs strive to support children in developing social skills and self-regulation and nurture a happy child who feels a sense of responsibility and belonging and loves to learn!

Conduct and discipline are functions of personal behavior that support effective learning and produce responsible people. Both are dependent upon cooperation between home and school. Therefore, parent(s)/legal guardian(s), students and staff are asked to share the following beliefs about conduct and discipline:

- Everyone has the right to expect a safe and secure school.
- It is expected that Clarke community members will show respect for themselves and others. Therefore, all students, caregivers and staff should understand the rules of the school and the consequences of breaking them. Since teaching is our primary goal, appropriate actions will be taken when unacceptable behavior interferes with teaching and learning.
- Self-discipline and the ability to make good decisions are part of Clarke's expectations for all students.

If a student who applies for entry to Clarke cannot meet the regular discipline code, the child is not deemed an appropriate candidate.

Current special education laws such as 1997 Amendments made to the Individual with Disabilities Education Act (IDEA) afford clear guidelines on protection to students with disabilities who display behavioral problems through the individual educational plan team process.

Student behaviors that require "disciplinary" action, or impede the child's learning, require that the team convene within ten days and formulate a '*functional behavioral assessment*' (FBA) and *behavior support plan*. Formal behavioral observations may also be used for a range of child behaviors that are of developmental concern, and not necessarily disruptive.

All Students: Clarke Northampton's policy is as follows:

Students' Emotional, Physical and Psychological Well-Being: The goal of behavior management and support is to maximize the growth and development of each student while protecting their group and the individuals within it. To this end, suspension is used sparingly with natural and logical consequences being first choice.

Please see Appendix C for the Extended Discipline Policy

Sexual Harassment

There is nothing more important to us than the children we teach and support. We understand that children and youth are not only our future; they are a valuable part of the community. However, our students are also vulnerable. Sadly, because of their vulnerability, they can be taken advantage of or become victims of abuse. Therefore, it is imperative that we are proactive in protecting them and in providing safe environments.

In addition, we must protect those who work with our students. Our school personnel need the security of knowing that they are working in a setting where processes and procedures are in place to minimize any possibility of an erroneous accusation.

Clarke's Plan to Protect® Policy establishes the criteria for the provision of a safe environment for all children, youth, and school personnel. Please see Appendix F for the expanded policy on sexual harassment.

Special Events

Celebrations and dedicated events are an important and exciting part of Clarke Northampton throughout the school year. Such celebrations can range from a more formal event that includes food and drink to something as small as extra impromptu outside activities. Five ways in which dedicated events tie into the curriculum and promote educational/social skills include:

- Helping to build connections between students and teachers or peers and home
- Helping to develop social skills
- Helping to build positive relationships with the community
- Helping children practice and develop social expectations in real-life situations
- Helping to support academic achievement by targeting language and academic concepts
- One of our goals at Clarke is to promote diversity, equity, and inclusion within our school so that all children are represented, feel safe and welcome, and embrace similarities and differences.

Holidays

Throughout the year, students may learn what various holidays mean to different students and the numerous ways that even the same holiday may be celebrated in different homes. A non-exhaustive list of holidays that some families may celebrate is listed below.

Clarke Northampton staff encourage you to reach out regarding holidays that you would like included and we invite you to observe in the classroom or participate in planning with your child's teacher.

- Hanukkah -New Year -Lunar New Year -Three Kings Day -Thanksgiving
- Christmas -Diwali -Eid -Ramadan -Kwanzaa -4th of July
- Special People's Day (an inclusive version of Mother's and Father's Day)

The focus throughout each holiday activity will remain on each child's academic, audition, and speech/language goals, including the list below. Your teachers will be sure to send home information so that you can carry the vocabulary and concepts over into your home environment.

- literacy skills
- math skills
- following directions
- increasing receptive and expressive vocabulary
- articulation and overall intelligibility
- comparing and contrasting
- improving narrative development/storytelling
- promoting social interactions (asking and answering questions, being respectful of differences, recognizing and expressing emotions, strategies for self-regulation, etc.)

Research, Fundraising, Publicity and Student Clinician Policies

From time-to-time Clarke participates in research projects with other institutions. When such projects arise, we will request permission for your child's participation and will provide detailed information regarding the nature of the research study. Clarke saves data related to children's enrollment, services, demographic characteristics, assessment, and testing. The data is used to monitor each child's progress, to assist in program improvement and to document listening and spoken language outcomes for children who are deaf or hard of hearing.

Fundraising and Publicity-To continue remain such an excellent and transformative program, Clarke depends on the support and generosity of those in our community who recognize the crucial the that we do with young children. Clarke conducts necessary fundraising and publicity for programs and services. If you would like to become more involved with efforts to support fundraising and Clarke's long-term sustainability, please contact develop@clarkeschools.org.

Observations and Student Clinicians-Clarke is committed to training future professionals, such as teachers and speech-language pathologists, to work with children who are deaf or hard of hearing.

- College students and professionals often visit Clarke for the opportunity to observe and learn more about the work we do with Listening and Spoken Language. Observers are not allowed to have any direct, unsupervised interaction with any child.
- Graduate student clinicians, typically speech/language interns or student teachers, are often accepted for placement at Clarke as they complete a required component of their professional training. They come from a variety of colleges and universities, such as Fontbonne University, University of Massachusetts, Smith College, and others. All student interns and student teachers undergo the same rigorous background checks that employees go through. You will be notified if your child's teacher or speech-language pathologist will be mentoring a student clinician.

If you have any questions or concerns regarding these policies, or any information contained within Clarke's handbook, please contact:

Melanie Austin, Interim Program Director

maustin@clarkeschools.org

1-781-821-3499

APPENDICES

Appendix A

Families in Temporary Housing

Please let us know if you/your child are in temporary housing, such as a shelter. There are special regulations to support your child in enrolling in school and providing more time, if needed, to get some of the health requirements to us.

Payment Options/Billing

We accept most insurance and Medicaid. We also accept Visa, MasterCard, American Express and Discover credit cards for payment for speech services and/or summer school year when applicable.

Appendix B

Back to School Packet (Mailed to Caregivers) Forms to be Completed Prior to the First Day of School

- Enrollment/Application Form
- Medical Forms: documenting current health, immunizations, and special needs.
- Medication Order (signed by physician) This form must be consistent with the individual health care plan.
- *Plan Individual Health Care Needs- This is for children with allergies, asthma, cochlear implants, or other health needs. This must be completed by a doctor and consistent with the Medical/Physical form.
*Children with EpiPens cannot be in school without this form completed and an unexpired EpiPen on site.
- Consent for Emergency Medical Treatment
- Emergency Contacts and Consent to Pick up:
Clarke must have at least 3 contacts to call in case we cannot reach you.
No child will be released to a non-parent caregiver if they are not listed on this form.
- Consent to Obtain/Release Information
- Permission Slips-Field Trips, Assessments, Audiological Services
- Email Consent
- Media Release and Consent
-

Additional Forms-These are needed for a child to receive services or are required by regulation:

- Parent Handbook/Orientation Review Acknowledgement of receiving the orientation and enrollment material, including the Parent Handbook and all its information.
- Assistive Technology Intake Form: This form provides us with information about the technology your child uses and the audiologist your child sees outside of Clarke. It also includes specific consent for data logging.

First Day of School Checklist

- ☐ All *required* paperwork must be submitted before your child can start, including:
 - ☐ Medical/Physical Form with up-to-date immunizations, including the flu vaccine.
 - ☐ Consent for Emergency Medical Treatment
 - ☐ Plan for Individual Medical Needs (required for every child with medication or medical care orders, children who have allergies, asthma, seizures, g-tubes, cochlear implants, etc.)
 - ☐ Permission slip for field trips
 - ☐ Emergency Contacts and Consent to Pick-up
 - ☐ Notification about any urgent medical concerns, such as allergies.
 - ☐ Signature Acknowledgement for that Caregiver Handbook and Policy & Procedures were received and read (signature page following)
- ☐ Backpack-To be brought to school each day. Backpacks should be of reasonable weight. Each child should be able to carry his/her own backpack without assistance. The backpack should fit your child's lunchbox, notebook, and other items.
- ☐ Lunch in a lunch box (each day). No nut products. Clarke does NOT heat food.
- ☐ Communication Book or Folder (This should be checked by parents daily.)
- ☐ Change of clothing (shirt, pants, underwear, socks) appropriate for the season to be left in school. All items should have your child's name on the tag.
- ☐ Supply of spare batteries for your child's hearing aids or cochlear implant.
- ☐ Pull-Ups (Velcro side tabs preferred) for children not yet toilet trained.
 - ☐ and Package of wet wipes
 - ☐ PRESCHOOL: Crib sized sheet, blanket, pillow (Labeled with child's name)
- ☐ Did you contact your bus company through your school district?

The following items are not mandatory but would be appreciated by your child's class:

- Packages of unopened wipes
- Boxes of unopened, soft tissues
- Unopened boxes of healthy snacks- animal crackers, pretzels, rice cakes, etc. to share with class (No Nuts please)



Clarke Schools for Hearing and Speech

FAMILY/CAREGIVER SIGNATURE PAGE

I have read the Clarke Caregiver Handbook. I/we agree to abide by the policies written within.

Please sign and date below, detach and submit to your school's office manager.

Parent or Legal Guardian Signature

Parent or Legal Guardian Name Printed

Student Name

Date

Appendix C

Extended Student Discipline Policy

All Students: Clarke Northampton's policy is as follows:

Students' Emotional, Physical and Psychological Well-Being-The goal of behavior management and support is to maximize the growth and development of each student while protecting their group and the individuals within it. To this end, suspension is used sparingly with natural and logical consequences being first choice.

To be proactive and to institute preventative and safeguarding measures, Clarke provides annual training in and de-escalation techniques, limit setting, shadowing, and safety circle to all staff, including physical restraint (9.4). Point staff also receive longer training in nonviolent crisis intervention.

In addition, Clarke provides training in team building, fostering positive relationships, building self-esteem, role modeling, managing power struggles and determining the roots of challenging behavior along with how to react if a student is confrontive or aggressive. Training may include lectures, discussions, role playing, reading, observation, documenting positive techniques, charting and goal setting.

The policy regarding student separation is: At the Preschool level, children are not left unsupervised or alone due to separation from a group or activity. On occasions when behavioral guidance necessitates nonparticipation in an activity, a child may be guided to a nearby area with the accompaniment of an adult. The adult ensures the child's safety and explains behavior necessary to re-enter the group. If the child is not able to re-enter the group activity, an adult remains within view of the child. Documentation is kept through logging time when children are temporarily away from learning.

Elementary (K-8) students

The policy regarding runaways is: Preschool students are three-to-five years old and directly supervised by an adult while at school. They are greeted by an adult upon their arrival at school and are escorted into and from the school building or classroom. Throughout the day, children are accompanied by an adult to various settings within the school (for example, they are accompanied to the bathroom, to other instructional rooms, and to the playground). Children are directly instructed on appropriate boundaries and rules of safety, and opportunities for appropriate independence. Children learn to stay within instructional settings unless guided otherwise by an adult. The playground is surrounded by a gated fence, and children are supervised while outside. If at any time a child should digress or run from a group gathering or instructional setting, planning includes sufficient staff for supervision (e.g., in a classroom, or on the playground so that an adult may leave the group to retrieve the child.) A child who runs toward danger or out of a supervised area would be followed and guided back to the group.

Elementary (K-8) students

School's Responsibilities-The school will provide an environment conducive to learning. All school staff will treat students with respect and in a positive manner. School staff will strive to model good health and citizenship, and such a code of conduct includes refraining from use of tobacco products on school grounds or buses and idling vehicles on school grounds (Criterion 9.2) Staff are trained in and familiar with strategies for prevention of bullying. (See Bullying Prevention Policy below).

School personnel will maintain on-going communication with the home.

Subject to the circumstances of a given situation, the school will apply reasonable disciplinary measures consistently and fairly.

Interruptions to classroom time will be kept to a reasonable minimum.

Students' Rights and Responsibilities-Students have the right to an education, certain rights to privacy within an educational setting and the right to due process. Students are protected by the United States and Massachusetts Constitutions and federal and state statutes and their regulations.

Student responsibilities include regular school attendance, promptness to school and class, a conscientious effort in classroom work and conformance to school and classroom rules. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to learning.

No student has the right to interfere with the education of other students. Each student is responsible for respecting all's rights.

It is the responsibility of parent(s)/legal guardian(s) and students, whenever possible, to make appointments and plan vacations, which do not conflict with regularly scheduled classes or school activities.

Right of Student to Freedom of Expression-All students have a right to express, publish and disseminate their opinion, and to assemble peaceably on school property for the purpose of expressing their opinion (see Massachusetts General Law, Chapter 71, Section 82)

Disciplinary Procedures in the Classroom-Teachers are responsible for establishing standards of conduct within the classroom. Teachers should devote time to developing strategies to diffuse or stop situations, which will interfere with the educational process. Clarke staff recognize the individual differences of students. Teachers are strongly encouraged to refer students to the Director for consultation with a school psychologist, or student support team, when appropriate since there may be underlying causes for a student's disruptive behavior. At no time are regular meals withheld as a form of discipline or behavior management. No student shall be denied or unreasonably delayed a meal other than medical prescriptions.

In their attempts to affect student behavior, teachers are encouraged to utilize all school resources including behavior management strategies. In addition, teachers are encouraged to discuss their concerns with school administration or school psychologist and/or parents. Continued behavior challenges would then be brought to the child's pediatrician and if necessary, the pediatrician can refer a child behavior expert for an evaluation.

Teachers are encouraged to contact parents(s)/legal guardian(s) when appropriate to enhance communication between home and school. Certain areas of discipline should remain in the classroom and be handled according to the classroom teacher's discretion. These include, but are not limited to:

- Tardiness to class, being unprepared for class, talking and other minor disruptions, passing notes, non-participation in classroom activities/assignments, cheating.

Procedure for Reporting/Sending Students to Administrator Due to Violation of the Discipline Code-

Teachers keep a log of inappropriate student behavior, which they have observed and their reactions to the same. This will be kept by the teacher until the student support team needs it to determine further action. Any staff member may request a meeting of the student support team to discuss a student's behavior.

Disciplinary Procedures Outside of the Classroom-All students are "Performing Students" who abide by the Clarke Code of Conduct. Students are expected to follow the rules and regulations set forth in the Clarke handbook. A "Non-Performing Student" is described by, but not limited to the following:

- Inability to consistently follow the rules and regulations of the school
- Documented non-participation in course work
- Continued suspensions
- Violation of the terms of probation

- Refusal to access recommended student services as prescribed by the Student Support Team or the school district's TEAM

If there is a serious violation of the School's Code of Conduct one or more of the following disciplinary procedures will be instituted:

- Suspension
- Probation
- Expulsion (exclusion)

Disciplinary cases are reviewed individually by the student's support team. This team consists of the Director/Educational Administrator, school nurse, and the school psychologist and when appropriate, teacher(s) and others.

Restitution and Rehabilitative Services-In addition, suspension or expulsion, the team may order restitution for any damage and required privately funded rehabilitative services.

Confidentiality-Any action taken by Clarke in the application of this Disciplinary Policy will be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the student's parents(s)/Legal guardian(s) and the student if he/she is sixteen (16) or older is prohibited except as allowed by law.

Due Process-The student's support team reviews disciplinary cases on an individual basis as follows:

- notice of the violation will be given to the student
- the evidence against the student will be reviewed with the student
- the student will be given the opportunity to make statements in defense of their action or in mitigation or explanation of their conduct
- the student's support team will have the discretion to take whatever action is necessary to clarify facts during the investigation process, the student may be asked to put facts in writing
- the student will be notified of the decision of their support team

If the student's support team decides external suspension is appropriate, a phone call will be made to the parent(s)/legal guardian(s) informing them that the student is suspended immediately and that they are going to be sent home (no student shall be suspended and sent home unless a responsible adult is available to receive the student). If the administration is unable to reach the parent(s)/ legal guardian(s), the student will remain with the Educational Administrator until regular dismissal time, or until the parent picks up the student or until transportation is arranged. (Please Note: After reasonable efforts to contact the parent(s)/legal guardian(s) have been made by the administration, the suspension shall take effect and not be stayed.)

Within 24 hours, a letter shall be mailed/delivered to the parent/legal guardian and placing public school including the following:

- a statement of the reasons for suspension
- exact term of the suspension
- a statement that provisions will be made for the student to continue school assignments during the period of suspension (but not during expulsion)

The parent(s)/legal guardian(s) may, within three (3) school days of the suspension, request a conference with the administration to review the reasons for the suspension.

Definitions

Long-term suspension is the removal of a student from their educational program for more than 10 school days but less than 30 school days.

Short-term suspension is the removal of a student from their educational program for up to 10 school days. This may be an in-school suspension or external-at-home-suspension.

In-school suspension is the separation from regularly scheduled classes (and restriction of movement within the school). Students are responsible for completion of all schoolwork and assignments and must abide by the discipline policy and rules of the school.

Expulsion is the exclusion of a student from school either permanently or for 30 or more school days (for example, the remainder of the school year, one semester, one calendar year, etc.).

Long-term suspensions and expulsions, while a necessary part of this Code of Conduct, are used sparingly and only in serious cases.

In the case of external suspension or expulsion, the parent(s)/legal guardian(s) will be responsible for the financial obligation incurred in transporting the student home. It is the responsibility of the parent/legal guardian to take in the student upon notification of the suspension/expulsion.

Within 24 hours, the Educational Administrator or designee will send a letter to the parent or guardian and home school district confirming the suspension. This notification shall contain the:

- reason(s) for suspension
- number of days of suspension
- re-admit date
- Invitation to schedule an appointment with the Educational Administrator and lead teacher or designee if desired

The student will be expected to complete any class work, including examinations missed during the suspension period. This work will be completed at the discretion of the Educational Administrator and lead teacher.

After suspension, it may be necessary for students to receive follow-up counseling either in-school or through a referral to off-site services. When a student returns to the program from suspension, the school psychologist will monitor the student's re-entry, needs and behavior, and will confer with teachers as needed.

Grounds for In-School and Short-Term Suspension

Examples of grounds for in school and short-term suspension may include, but are not limited to:

- Verbal, physical, or other harassment directed toward any member of the school community.
- Leaving school buildings without permission.
- Unauthorized absence(s) from school (truancy) or from class.
- Repeated unexcused tardiness to school, class, and homeroom.
- Unexcused absence(s) from teacher's detention after two warnings or from an office detention.
- Smoking in a school building, on school grounds, on a school bus or at school functions.
- Organizing or participating in "hazing" (See Anti-Hazing Policy)
- Possession use and/or distribution of alcohol on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school.
- Exhibitionism, lewd, wanton, and lascivious behavior, disorderly conduct and distracting and inappropriate sexual contact between students. Depending on its severity, such an offense may result in a long-term suspension/expulsion and referral to law enforcement agencies.

- The possession, dissemination, or use of obscenity in any form, especially, speech, writing or explicit sexual pictures or drawings. The use of this language or material in an intentional, disrespectful, and disruptive manner will not be tolerated in a school setting and may result in a long-term suspension/expulsion and referral to law enforcement agencies.
- Intentional acts threatening the health and safety of self-and/or others (i.e., fights, false fire alarms, extortion, engaging in seriously unhealthy acts, etc.) on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school. A determination regarding the severity of such acts will be made by the appropriate administrator and staff member, and a long-term suspension/expulsion and referral to law enforcement agencies may be recommended.
- Lack of respect for school staff and visitors, including, but not limited to, insubordination, disobedience to a teacher, administrator or staff member, the willful disregard of expressed or implied directions by a teacher, administrator or staff member and the use of insulting and/or profane language and gestures.
- Theft or vandalism to school property or the property of others in a school setting. Reasonable proof of the offense is necessary. Restitution by the offender is required. If the offense is judged particularly severe by the appropriate administrator a long-term suspension/expulsion and referral to law enforcement agencies may be recommended.
- Being a chronic school offender, i.e., a student who repeatedly disturbs or interrupts the educational process, refuses to work, who falsifies signatures on reports, who refuses to return signed papers to teachers or Administrator, who refuses to report to appropriate school personnel, who exhibits offensive behaviors on an ongoing basis, and/or who repeatedly violates the code of conduct.
- Violation of Civil Rights: Students have the right to be free from discrimination based upon race, color, religious creed, national origin, ancestry, gender, sexual orientation, homelessness, or disability. Such discrimination includes, but is not limited to, verbal and physical attacks on students directed at their racial, ethnic, or religious background, or their disability, and any form of sexual harassment. See Sexual Harassment Policy (p 34)
- Violation of rules approved by the Clarke Schools for Hearing and Speech.
- Violation of federal or Massachusetts law; and
- Any school-related act on or off school property which interferes with or restricts another student's ability to enjoy the educational benefits afforded or offered within, and outside of, the school. Such acts include, but are not limited to, incidents that interfere with or threaten the well-being or order of the school or their staff, students, or the public.

In assigning short-term suspension, the student's support team will strive to minimize the resulting interruption of a student's educational program while still:

- aiming to improve a student's behavior.
- maintaining a safe and orderly school environment; and
- providing for necessary communication between parent(s)/legal guardian(s) and school personnel.

Therefore, suspension and time out of school will usually be progressive in nature. First offenses should usually result in less loss of school time than subsequent offenses. In determining the length of a suspension, the Educational Administrator will also consider the student's prior behavior.

Once the student has been suspended for three consecutive days or five non-consecutive school days in a school year, the program, parents, and sending school district shall explore together all program modifications within the program in attempt to prevent a lengthier suspension of the student from the program.

Grounds for Long-Term Suspension/Expulsion-Examples of grounds for long-term suspension/expulsion may include, but are not limited to:

- Possession of a firearm on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (refer to United States Code, Section 921 of Title 18).
- Possession of a dangerous weapon, other than a firearm, on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (refer to Massachusetts General Laws, Chapter 269, Section 10).
- Assault/assault and battery by means of a dangerous weapon on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (refer to Massachusetts General Laws, Chapter 265, Sections 15A and 15B).
- Assault/assault and battery upon a school staff member on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (refer to Massachusetts General Laws, Chapter 265, Sections 13A and 13D).
- Possession use and/or distribution of a controlled substance as defined in Massachusetts General Laws, Chapter 94C, including, but not limited to, marijuana, cocaine, crack, and heroin on school premises, at school-sponsored or school-related events, including field trips and athletic games, and to and from school (refer to Massachusetts General Laws).
- Pursuant to Massachusetts General Laws, Chapter 71, Section 37H ½, a student charged with a felony or the subject of a felony delinquency complaint may be suspended, or a student convicted, adjudicated, or admitting guilt with respect to a felony or felony delinquency may be expelled, provided that the Educational Administrator and lead teacher determines, after hearing, that the student's continued presence poses a substantial detrimental effect on the general welfare of the school (refer to Massachusetts General Laws).
- Serious offenses as defined under Grounds for short-term suspension may become long-term suspensions or expulsion.

Procedures for Long-Term Suspension/Expulsion-See "Due Process above." After the student's support team conference, the Educational Administrator shall expel from school, for a period of not less than one calendar year, a student who has been determined by the Educational Administrator to have violated item one (Firearms), listed above.

- The student may return to school only upon the written approval of the Educational Administrator. Parent(s)/ legal guardian(s) are strongly urged to accompany their child upon returning to school.
- The Educational Administrator shall ensure that all school personnel report in writing to him/her an incident involving a student's possession or use of a dangerous weapon on school premises at any time. The Educational Administrator shall file a report concerning the weapon with the President and the local Chief of Police, President, and the Department of Elementary and Secondary Education.
- When a student is expelled under the provisions of this section and applies for admission to another school, the Educational Administrator, once notified, shall inform the receiving school that the student was expelled for disciplinary reasons.
- The Educational Administrator shall notify the Northampton Police Department whenever a student has committed an assault/assault and battery upon a school staff member, an assault/assault and battery by means of a dangerous weapon, is in possession of a dangerous weapon, distributes a controlled

substance including alcohol, or is in possession of a controlled substance, including alcohol, for the second/subsequent time.

- The Educational Administrator may, at his/her discretion, notify the Northampton Police Department whenever a student is in possession of a controlled substance, including alcohol, for the first time, or commits a delinquent/criminal act in violation of federal or Massachusetts law not specified in the above paragraph.
- The Student Support Team will consider a change in placement when a suspension exceeds 10 consecutive school days or a series of suspensions that constitutes a pattern, prior to a suspension that constitutes a change in placement of a student with disabilities.
- The Educational Administrator may, at his/her discretion, request to convene an IEP Team Meeting, including the student's sending school district, prior to a suspension that constitutes a change in placement of a student with disabilities, develop or review a functional behavioral assessment of the student's behavior and develop or modify a behavior intervention plan; identify an appropriate alternative educational setting and conduct a manifestation determination.
- If it is determined by the TEAM that the student's behavior is not a manifestation of the disability, the program may suspend or terminate the student, consistent with policies applied to any other student in the program. Sending the school district and support from the TEAM will offer an appropriate educational program to the student in some other setting.
- If it is determined by the TEAM that the student's behavior is a manifestation of the disability the TEAM must take the appropriate steps to modify the IEP, the behavioral intervention plan, and/or the placement.

Appendix D Physical Restraint Policy

Physical Restraint Policy-Physical restraint is defined as the use of bodily force to limit a student's freedom of movement¹. Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate. If physical restraint is required to protect the safety of school community members, the Clarke Schools for Hearing and Speech has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student because of the use of restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students. None of the foregoing paragraph or the policy/procedures which follow, precludes any teacher, employee or agent of the Clarke Schools for Hearing and Speech from using reasonable force to protect students, other persons, or themselves from assault of imminent, serious harm.

The policy regarding physical restraint criteria applies to preschool, elementary and middle school programs and is also adapted for age-appropriate application. At the preschool level, the issue of restraint is reflected on frequently and carefully. Young children often require physical assistance and may even be needed to be carried to safety at times. A child is not held or picked up and moved against their will unless they are in or causing immediate risk of danger. Young children may be held at their will for comfort and care only when necessary and with consideration given to their individual developmental needs for security as well as autonomy/independence.

Staff are reminded at yearly training courses and throughout the year that restraint is defined very differently from escorting. For students known to or predicted to require restraints in school, the use of restraint may be included in a formal behavioral intervention plan and/or in the student's IEP.

STAFF TRAINING

- A. All staff receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.
- B. Required training for all staff will include review of the following:
 - (1) The school's restraint policy and procedures.
 - (2) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors.
 - (3) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used.
 - (4) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student; and
 - (5) Identification of school staff who have received in-depth training (as set forth below in section C in the use of physical restraint).
- C. Designated staff members shall participate in in-depth training in physical restraint.
 - (1) At the beginning of the school year, the Educational Administrator will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.
 - (2) In-depth training will include:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship building, and the use of alternatives to restraint.
 - b. A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations to determine whether the use of restraint is warranted.
 - c. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress, and obtaining medical assistance.
 - d. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
 - e. Demonstration by participants of proficiency in administering physical restraint.
- D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students.

ADMINISTRATION OF PHYSICAL RESTRAINT

- A. Physical restraint may only be used in the following circumstances:
 - (1) When non-physical interventions would be ineffective; and
 - (2) The student's behavior poses a threat of imminent, serious, physical harm to self-and/or others.
- B. Physical restraint is prohibited in the following circumstances:
 - (1) As a means of punishment; or
 - (2) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.
- C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with, whenever possible, one adult witness who does not

participate in the restraint. The training requirements, however, shall not preclude a teacher, employee, or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

- D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault of imminent, serious, physical harm.
- E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.
- F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
- G. Additional safety requirements:
 - (1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
 - (2) If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
 - (3) School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
- H. At an appropriate time after release of a student from physical restraint, a school administrator or other appropriate school staff shall:
 - (1) Review the incident with the student to address the behavior that precipitated the restraint.
 - (2) Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed; and
 - (3) Consider whether any follow-up is appropriate for students who witnessed the incident.

Appendix E

Extended Bullying Policy

Introduction-Clarke Schools for Hearing and Speech is committed to the prevention of bullying and to immediate intervention whenever bullying occurs or is suspected. Our program has consistently focused on respect for other students as part of our social-emotional learning instruction which emphasizes positive interactions and expected behaviors. Clarke expects all members of the school community to treat each other in a civil manner. The following plan applies to students and school staff including educators, administrators, school audiologists, school nurses, bus drivers, athletic coaches, cafeteria workers, advisors, and paraprofessionals. Our initiatives have helped to create a welcoming school climate which represents a powerful underpinning for any anti-bullying program. In addition, Clarke has developed the following prevention and intervention plan to further reduce the possibility of any bullying activity.

Definition of bullying- “Bullying” or “cyber-bullying” is the severe or repeated use by one or more aggressors of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- causing physical or emotional harm to the student or damage to the student’s property
- placing the student in reasonable fear of harm to himself or of damage to his property
- creating a hostile environment at school for the student
- infringing on the rights of the student at school

- materially and substantially disrupting the education process or the orderly operation of a school.

“Cyber-bullying” is defined as bullying using technology or any electronic means. “Hostile environment” 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 the student’s education and create an abusive school environment.

Prohibition-Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or using any personal or school technology or electronic device.

Bullying is also prohibited at any non-school location, activity, function, or program and/or using non-school technology or electronic device if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of the school.

Retaliation-Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited. Retaliation includes any form of intimidation, reprisal, or harassment in connection with filing a complaint or assisting with an investigation under this policy.

Bullying prevention and intervention plan-The bullying prevention and intervention plan of the Clarke Schools for Hearing and Speech:

- was developed in consultation with administrators, teachers, school staff, students, parents, and guardians.
- The plan will be reviewed and updated every 2 years.
- includes descriptions of and statements prohibiting bullying, cyber bullying, and retaliation.
- establishes clear procedures for students, staff, parents, guardians, and others to report bullying or retaliation.
- makes clear that bullying of students by a staff member will not be tolerated.
- includes a provision that reports of bullying or retaliation may be made anonymously (provided that no disciplinary action shall be taken against a student solely because of an anonymous report).
- establishes clear procedures for promptly responding to and investigating reports of bullying or retaliation.
- identifies the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation.
- includes a provision when a reported bullying incident involves the lead teacher or educational administrator.
- establishes clear procedures for restoring a sense of safety for a victim and assessing that student's needs for protection.
- establishes strategies for protecting from bullying or retaliation a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.
- establishes procedures consistent with state and federal law for promptly notifying the parents or guardians of a victim and a perpetrator. Procedures provide for immediate notification to the local law enforcement agency where criminal charges may be pursued against the perpetrator.
- includes a provision that a student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.
- includes a strategy for providing counseling or referral to appropriate services for perpetrators and victims and for appropriate family members of said students.

Curriculum interventions -The Clarke Schools for Hearing and Speech will incorporate age-appropriate instruction on bullying prevention into the curriculum at each grade level. Topics will be addressed in class groups facilitated by teachers of the deaf and/or the school psychologist during Social Emotional Learning sessions. This instruction will include use of the following programs designed by Committee for Children, 568 First Avenue South, Suite 600, Seattle, Washington 98104:

- The Teaching Pyramid Model, more recently referred to as the Pyramid Model, is a comprehensive, multi-tiered framework of evidence-based practices that promote the social, emotional, and behavioral development of young children (Hemmeter, Ostrosky, & Corso, 2012). The Pyramid Model focuses on promoting positive behavior and addressing challenging behavior (Hemmeter et al., 2012). (Preschool-K)
- Second Step: A Violence Prevention Curriculum (Preschool-8th grades)
- Steps to Respect: A Bullying Prevention Program (3rd-8th grades)

Professional development-The school's bullying prevention and intervention plan will include ongoing professional development to build the skills of all members of school staff to prevent, identify and respond to bullying. The content of such professional development will include, but not be limited to:

- developmentally appropriate strategies to prevent bullying incidents.
- developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents.
- information regarding the complex interaction and power differential that can exist among the perpetrator, the victim, and any witnesses to the bullying.
 - to provide staff and the responsible parties for the intervention with ongoing support to distinguish acceptable positive pro-social skills to deal with misconduct and instill and establish accountability.
 - research findings on bullying.
 - information on the incidence of bullying.
 - internet safety issues as they relate to cyber-bullying.

Parents and guardians-The school's bullying prevention and intervention plan will include provisions for educating parents and guardians about the school's bullying prevention curriculum, how they can reinforce that curriculum at home, how they can support the school's prevention and intervention plan, the dynamics of bullying, and online safety and cyber-bullying.

The school will notify students and their parents/guardians annually of the relevant sections of the bullying and prevention policies including bullying of students by staff. A description of the policies will be included in the school's student and staff handbooks. In addition, a description of the policies will be included in the packet of information sent to all students at the beginning of each school year and to newly admitted students throughout the year. The school's bullying prevention and intervention policies will also be posted on the school's website.

Implementation-The lead teacher and educational administrator of the elementary and middle school and the director of the preschool, with the assistance of the school psychologist, will be responsible for the implementation and oversight of the bullying prevention and intervention plan.

Reporting-School staff, including but not limited to educators, administrators, school nurse or support staff will immediately, but no later than the end of the regular school day, report any instance of bullying or retaliation the staff member has witnessed or of which the staff member has become aware. The report should be made to the lead teacher or designee or to any other school official identified in the bullying prevention and intervention plan as responsible for receiving such reports. Failure to report may subject the staff member to disciplinary action. Staff members will use the "Bullying Incident Report Form" appended to these policies. The lead

teacher or designee will be responsible for reminding all parties of the importance of the investigation, their obligation to be truthful and that retaliation towards the reporter or someone who provides information during the investigation is prohibited and will result in disciplinary action.

Any student who believes that he or she has been subjected to bullying or retaliation, or who has witnessed or learned about the bullying or retaliation of a student has the right to report the information to the Lead Teacher or designee. This may be done in writing or orally by informing the Lead Teacher or designee as soon as possible. If the individual does not wish to discuss the issue with either, the student may report to any staff member at the school with whom he or she feels comfortable.

This plan has been updated to reflect M.G.L. c.71, 37O as amended by sections 72-74 of Chapter 38 of the Acts of 2013, which changed the definition of “perpetrator” to include “a member of a school staff, including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional.” The amendment also made the plan applicable to school staff, including those listed in the amended perpetrator definition. Reports can be made orally, by using the “Bullying Incident Report Form,” by calling Preschool/K-8 Interim Director Melanie Austin at 1-781-821-3499, by email to maustin@clarkeschools.org or by mail to Melanie Austin at Clarke Schools for Hearing and Speech, 1 Whitman Rd., Canton, MA 02021.

Reports of bullying may be made anonymously by students or by those not directly employed by the school; provided, however, that no disciplinary action can be taken against a student solely because of an anonymous report. All reasonable efforts will be made to maintain confidentiality and protect the privacy of all parties, but proper enforcement of these policies may require disclosure of any or all information received.

Investigation-The school’s principals or designee are responsible for investigating reports of bullying and/or retaliation. The investigation shall be prompt, fair and of sufficient duration to understand the circumstances of the complaint, including the type, severity, and frequency of the alleged bullying. The investigation should include interviews with the victim, the alleged perpetrator, witnesses, individuals whom any of the foregoing identifies as having knowledge of the situation, and anyone else the investigator believes may have such knowledge. The investigator should take notes during (or shortly after) the interviews to maintain accurate records.

The investigator should also review any documents that may be relevant to the allegations of bullying or retaliation whether in electronic format or otherwise and including photographs, emails, voice mails, telephone records, etc. The investigator should maintain a confidential file of interview notes and other documents pertaining to the investigation.

Resolution-If the investigator determines that bullying or retaliation has occurred, he or she will:

- take whatever action is necessary to end the bullying or retaliation.
- take disciplinary action in accordance with the school’s written Discipline Policies as stated in the Student Handbook.
- immediately notify the local law enforcement agency if there is reason to believe that criminal charges may be pursued against the perpetrator.
- notify the parents/guardians of the perpetrator.
- notify the victim and his or her parents/guardians, to the extent allowed by state and federal law, of the action taken to prevent any further acts of bullying or retaliation.
- if indicated, provide information concerning counseling or referral to appropriate services for perpetrators, victims, and parents/guardians.
- consider what adjustments, if any, are needed in the school environment to enhance the safety of the target, witnesses or any person who provides reliable information about an act of bullying (including

increased adult supervision, seating and/or schedule changes and periodic checks for any recurrence of bullying or retaliation).

If the investigator determines that an individual has knowingly made a false report of bullying or retaliation, that individual will be subject to disciplinary action in accordance with the school's written Discipline Policies as stated in the Student Handbook.

Appendix F

Clarke Northampton

Extended Sexual Harassment Policy

General Statement-All students have the right to be free from sexual harassment. Sexual harassment, in any form, is both inappropriate and is in violation of Clarke School policy and against state and federal law. It is forbidden in school, on campus, at school-related activities and while students are in the care and oversight of the school.

Definition-Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct and/or other verbal or physical conduct or communication of a sexual nature when:

- submission to such conduct or communication is made a condition for obtaining services.
- used as a factor in decisions affecting one's education.
- such conduct or communication has the purpose or effect of interfering with an individual's education, or creating an intimidating, hostile, humiliating, or sexually offensive educational environment.

Examples-There are three general types of sexual harassment: physical, verbal, and nonverbal. Examples of sexual harassment may include, but are not limited to:

- *physical*: unwelcome touching (casual, invasive, sexual); intentionally standing too close to someone; contact with any sexual part of another person's body (e.g., touching, grabbing, bumping into, brushing against, patting, or pinching); touching any non-sexual part of the body (i.e., hugging, kissing) after that person has indicated that such touching is unwanted.
- *verbal*: demanding sexual favors accompanied by threats; commenting about a person's body; sexual jokes and suggestive remarks, written and/or spoken; pressuring someone to do something of a sexual nature that he/she does not wish to do; creating and spreading rumors.
- *non-verbal*: *leering* and staring at someone's body; sexual drawings and pictures.

Sexual harassment may involve behavior that is student to student, student to staff, staff to student, male to male, male to female, female to male, and female to female.

Reporting-Any student who believes that they are a victim of sexual harassment should talk to the Educational Administrator, or another adult in a position of authority at the school as soon as possible. Students should avoid trying to solve problems of sexual harassment alone.

All persons should promptly report their knowledge of actual or reasonably suspected sexual harassment to the Educational Administrator, or their designee.

Investigation-All complaints of sexual harassment shall be thoroughly investigated by the Educational Administrator or their designee, including notifying the person(s) who has/have been accused of harassment and permitting a response to said allegation(s).

The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods deemed appropriate by the Educational Administrator in consultation with the Student Support Team.

The investigation will be conducted to maintain as much confidentiality as possible/practical under the specific circumstances involved in this investigation.

Also, the Director/Educational Administrator may take immediate measures, at their discretion, to protect the complainant, students and other employees pending completion of the alleged sexual harassment investigation.

Disciplinary Action- If there are reasonable grounds to believe that some form of sexual harassment has occurred, the person accused of the sexual harassment will have a confidential disciplinary hearing before the Director/Educational Administrator or his/her designee and the Student Support Team.

If the Educational Administrator, in consultation with the Student Support Team, determines that sexual harassment has occurred, disciplinary and corrective action will take place to prevent any further incidents. The range of discipline and corrective action may include one or more of the following: an educational component; an apology to the victim (either in person or written or both); mandatory counseling; detention; short-term suspension; long-term suspension; or recommendation for expulsion.

If either the victim(s) or person(s) accused of sexual harassment are dissatisfied by the finding(s) or action taken as outlined above, they may appeal to the President of Clarke School.

The President will conduct a hearing and will indicate their disposition of the appeal within two (2) days and will furnish a copy to the grievant.

Reprisals/Retaliation- Reprisal, threats, or intimidation of the victim(s) or of a person(s) who provide(s) information regarding a claim of sexual harassment will be treated as a most serious offense, which may result in recommendation for permanent exclusion from the school.

Notification to/by Parent(s)/Legal Guardian(s)-After the investigation, if there are reasonable grounds to believe that sexual harassment has occurred, the Educational Administrator or his/her designee will notify a student's parent(s)/legal guardian(s) if the student is a victim of, or is accused of, sexual harassment.

Parent(s)/legal guardian(s) are urged to report incidents of sexual harassment to the Educational Administrator of the School.

Frivolous Complaints-When a complaint of sexual harassment is unfounded, frivolous, or maliciously fabricated, the complainant will be subject to a range of disciplinary and corrective actions. Depending upon the circumstances, the complainant may be subject to suspension/expulsion.

Police Report-Dependent upon the seriousness and frequency of incidents, the Northampton or Massachusetts State Police and the Department of Social Services, the Department of Education, and/or the Office of Early Education and Care will be notified.

State and Federal Remedie- In addition to the above procedures, if a student believes that they have been subjected to sexual harassment, that student, the student's parent, and/or student's legal guardian may file a formal complaint with either or both government agencies set forth below. Using the school's process as outlined above does not prohibit the filing of a complaint with these agencies. Each of these agencies has a specific time for filing a claim (EEOC-180 days; MCAD-6 months).

- The United States Equal Employment Opportunity Commission (EEOC)
J.F.K. Federal Building, Government Center, Boston, MA 02203 Phone: (617) 565-3200
- The Massachusetts Commission Against Discrimination (MCAD)
Boston Office: One Ashburn Place - Room 601 Boston, MA 02108
Springfield Office: 436 Dwight Street

SPECIAL EVENTS

Five Reasons to Hold Classroom Celebrations

Classroom celebrations – from semi-formal celebrations that include food and drink, music, and even special guests – to impromptu opportunities to play outside – help build connections, target skills development, grow relationships, develop social etiquette, and improve academic performance. Classroom celebrations help build connections.

- Classroom celebrations help develop social skills.
- Classroom celebrations help build positive relationships with the community.
- Classroom celebrations help children practice and develop social etiquette in a real-life situation.
- Classroom celebrations help support academic achievement.

Celebrations might include birthdays, achievements, and other events of significance. Please share your ideas with us!

Research, Fundraising, Publicity and Observation Policies

From time-to-time Clarke participates in research projects with other institutions. When such projects arise, we will seek your permission for your child's participation and will provide detailed information regarding the nature of the research study.

Clarke is a member of OPTION Schools and uses LSL-DR (Listening and Spoken Language Data Repository) to gather data on the listening and spoken language outcomes of the children we work with at Clarke.

Fundraising and Publicity

Clarke depends on the support and generosity of those in our community, who know how crucial the work that we do with young children is to continue this transformative program. Clarke conducts necessary fundraising and publicity for programs and services. If you would like to become more involved with efforts to support fundraising and Clarke's long-term sustainability, please contact develop@clarkeschools.org.

Observations and Student Clinicians

Clarke is committed to training future professionals, such as teachers and speech-language pathologists, to work with children who are deaf or hard of hearing.

- College students and professionals often visit Clarke for the opportunity to observe and learn more about the work we do. Such observers are not allowed to have direct, unsupervised interaction with any child.
- Graduate student clinicians, typically speech/language interns or student teachers - are often accepted for placement at Clarke, as they complete a required component of their professional training. They come from a variety of colleges and universities, such as Fontbonne University, Columbia University, Brooklyn College, NY Medical College, and the CUNY schools. All student interns and student teachers

undergo the same rigorous background checks that employees go through. You will be notified if your child's teacher or speech-language pathologist will be mentoring a student clinician.

Connect with the Clarke Community and Online Resources

Clarke produces a variety of resources for caregivers including tips, at-home strategies, blogs, newsletters and more. Visit clarkeschools.org/resources and follow @ClarkeSchools on Facebook, Instagram, and Twitter to stay connected.