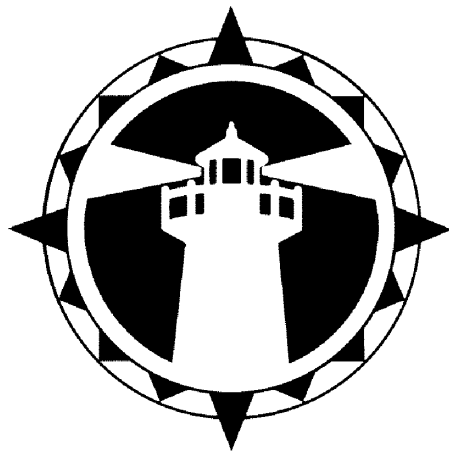


# LANDMARK SCHOOL



Elementary • Middle School

STUDENT HANDBOOK

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## **F O R E W O R D**

A word about Student Handbooks in general, and about this one in particular, is in order.

School communities are inhabited by people of diverse backgrounds, varying interests, and differing values who share some common goals. In the course of pursuing these goals, they also must learn to get along with and respect one another, and live within a set of clearly-stated and enforceable guidelines which lend order to the community. Most schools publish such guidelines in a student handbook.

As in most schools, the majority of Landmark students accept and observe the rules, like one another, and respect other students' privacy, their space, their personal belongings, and their right to pursue their programs without unwelcome intrusions. But things go wrong - in the country, in the state, in the town, and in the school - and, in part, this handbook describes what occurs when things go wrong. If the tone of some sections seems negative, remember that policies and disciplinary consequences exist to make Landmark a productive, safe and happy place for you to be. No good reason exists to bring upon yourself any of the consequences described. It is important, therefore, that you clearly understand what is expected of you: to be a responsible, caring, contributing, and cooperative member of this community. You will find our adults eager to help you do just that. If you focus on these qualities, your Landmark experience will be one of achievement, acceptance, happiness, and success. We look forward to having you as a student at Landmark.

**IT IS EXPECTED THAT ALL PARENTS AND STUDENTS WILL HAVE READ THIS STUDENT HANDBOOK THOROUGHLY PRIOR TO THE OPENING OF SCHOOL AND WILL CONTINUE TO REFER TO IT THROUGHOUT THE YEAR AS A SOURCE OF GUIDANCE AND INFORMATION. PARENTS' AND STUDENTS' KNOWLEDGE OF ITS CONTENTS WILL BE ASSUMED BY THE SCHOOL ADMINISTRATION AND STAFF.**

LANDMARK SCHOOL  
CENTRAL ADMINISTRATION  
BOX 227  
429 HALE STREET  
PRIDES CROSSING, MA 01965-0227  
978-236-3010  
FAX: 978-927-7268

Robert J. Broudo	Headmaster
Dan Ahearn	Assistant Headmaster
	Director of Outreach/Training
Mark R. Brislin	Business Manager
Carolyn Orsini Nelson	Director of Admission
Maureen Flores	Director of Development

It is the policy of Landmark School not to discriminate on the basis of sex, age, religion, handicap, race, color, or national or ethnic origin in the administration of its educational, admissions, financial aid, and employment policies and programs.

## **LANDMARK SCHOOL**

Elementary and Middle School  
P.O.Box 1489  
167 Bridge Street  
Manchester, MA 01944  
(978) 236-3100  
FAX: (978) 526-1482

### **GENERAL INQUIRIES:**

***Tara Lowdermilk - Assistant to the Director***

**978-236-3100** (appointments, messages, academic and general questions)

***Leslie Victorine – Registrar /Assistant to the Public School Liaison***

**978-236-3110** (enrollment, general questions, attendance, transportation)

CAMPUS DIRECTOR: ***Robert Kahn***

DEAN OF STUDENTS: ***Kirk Swanson***

ACADEMIC DEAN: ***Deborah Blanchard***

PUBLIC SCHOOL LIAISON /GUIDANCE AND TRANSITION: ***Karl Pulkkinen***

DIRECTOR OF COUNSELING: ***Helene Dionne***

COUNSELORS: ***Amy Ballin, Meghan Sauder and Scot Wilson***

LIBRARIAN: ***Linda Lewis Sylvester***

NURSE: ***Bonnie Corrigan***

**CASE MANAGER** for your child  
(Name will be sent with your child's schedule)

### **DEPARTMENT HEADS**

(for questions regarding a particular class)

ORAL EXPRESSION/LITERATURE: ***Martha Heddon and Jennifer Schley Johnson***

SPEECH-LANGUAGE CONSULTANT: ***Wendy Ellis***

COMPUTERS: ***Andrew Gruden***

LANGUAGE ARTS: ***Terry Jennings and Peter Harris***

MATHEMATICS: ***Christopher Woodin***

SCIENCE: ***Sophia Wilson***

SOCIAL STUDIES: ***Matthew Rutter***

### **ELECTIVES:**

ART: ***Susan Hedman***

PHYSICAL EDUCATION: ***Kirk Swanson***

SMALL ENGINES: ***Allen Pickwick***

WOODWORKING: ***Scot Wilson***

## **MISSION**

Landmark School's mission is to enable and empower people with language-based learning disabilities (LBD) to reach their educational and social potential through an exemplary school program complemented by outreach, training, and research. Landmark serves a special group of children. It accepts average to bright, emotionally sound young people who are struggling in regular classrooms because their reading, writing, spelling, and mathematical skills have not caught up with their thinking or problem-solving capacities. Although they may be hurtfully labeled as stupid, lazy, or dumb, or appropriately as dyslexic, language-disabled, or language-handicapped, such students can be helped to succeed.

Landmark is looking for young people who are committed to realizing their learning potential and willing to accept an alternative school placement as a means of meeting their academic goals.

## ***HISTORY***

Landmark School traces its origins to the Reading Research Institute founded in Berea, Kentucky in 1956. The institute was moved to Massachusetts in 1963 where, in 1967, its name was changed to the Learning Disabilities Foundation. In 1985, its name changed again, this time to the Landmark Foundation. In 1971, under the auspices of the Foundation, Landmark School was founded at its present High School site in Prides Crossing, Massachusetts. The Middle School was established in Manchester in 1973 as a site for younger students. The Elementary program was added to the Middle School campus in 1994.

## ***SCHOOL PHILOSOPHY***

Landmark's programs are structured to provide a safe and positive environment which supports students in their attempts to acquire and improve academic and social skills.

Students who practice the ideals of respect, honesty, and commitment contribute to, and gain satisfaction from, the Landmark community. They learn to succeed in Landmark's classrooms and dormitories, and benefit from the skills they have attained. They come to understand their own strengths and build self-esteem.

The Landmark community practices the following:

1. **Commitment** to self-discovery and growth.
2. **Respect** for the feelings, efforts, and physical well-being of others.
3. **Commitment** to a safe, clean, congenial, and productive learning and living environment.
4. **Respect** for the property and materials of all members of the Landmark community.
5. **Honesty** in academic endeavors and in all aspects of campus life.

Landmark students are expected to treat other members of the school community with respect and courtesy. Whether on or off campus, all students should live by the ideals and rules of the school. Through consideration and kindness, students learn to respect themselves and contribute to the goals of the entire community.

## ***Section II***

### ***Directions to Elementary and Middle School Campus***

Landmark Elementary and Middle School is easily accessible by car from I-95/Route 128 and is only 45 minutes from Boston's Logan International Airport and 10 minutes from Beverly Airport.

To reach Landmark EMS by car from the Massachusetts Turnpike, follow 95N to exit 45/Rt.128N to Exit 17 ("GRAPEVINE RD./BEVERLY FARMS/PRIDES CROSSING"). Turn RIGHT as you exit from the ramp. Continue straight ahead until you dead end at Route 127. Turn LEFT on Route 127 and travel northeast 6/10 of a mile to the town line of Manchester-by-the-Sea. The entrance to Landmark EMS is on the LEFT hand side directly across the street from the town sign post.

From Boston, travel NORTH on Route 1 (Route 1A North/Route 60 from Logan International Airport) to Route 128 North and follow directions above.

### ***Daily Schedule***

The morning meeting at the EMS begins at 7:45 a.m. during which attendance will be taken. Students are expected to be present at this meeting to listen to announcements.

### ***CLASS DAY TIMETABLE***

A.M. Meeting	7:45
First Period	8:00 - 8:47
Second Period	8:52 - 9:39
MILKBREAK	9:44 - 10:10
Third Period	10:14 - 11:01
Fourth Period	11:06 - 11:53
Fifth Period	11:57 - 12:45
FIRST LUNCH	11:53 - 12:23
Sixth Period	12:27 - 1:15
SECOND LUNCH	12:45 - 1:15
Seventh Period	1:19 - 2:06
Eighth Period	2:11 - 2:58

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Homework make-up	3:00 - 4:00
Detention	3:00 - 4:00
After-school activities	3:15 - 4:30 (Monday to Thursday only)

(Yearly afterschool offerings may include a variety of activities. See page 14.)

## ***Elementary and Middle School Programs***

The EMS Campus is a non-graded, intensive remedial program. The Elementary and Middle School Academic Programs emphasize individualized development and acquisition of language skills. Each student has a one-to-one tutorial and small class groupings of six to eight students, based on diagnostic profiles in each discipline. All instruction at Landmark is language-based; that is, specific strategies and techniques which emphasize and reinforce listening, reading, speaking, and writing are integrated into every area of the curriculum.

Our **Elementary Program** is a self-contained model for students 7-10 years of age. Students will receive a 1:1 tutorial specifically attuned to diagnosed needs in the areas of reading, spelling, writing, comprehension, and handwriting. Group instruction includes the areas of mathematics, language arts, auditory/oral expression skills, social studies, science, literature, physical education, and an elective.

Students 11 to 14 years old at Landmark Campus's **Middle School Program** will receive the following:

INDIVIDUAL LANGUAGE TUTORIAL –  
1 to 1 daily

LANGUAGE ARTS CLASS – small group  
instruction

MATHEMATICS CLASS – small group  
instruction

PHYSICAL EDUCATION – a group class  
which will incorporate sports and game  
skills, outdoor education and group  
initiatives, and health.

SCIENCE CLASS – small group instruction

SOCIAL STUDIES – small group  
instruction

AUDITORY/ORAL  
EXPRESSION/LITERATURE/STUDY  
SKILLS

According to individual needs, students will be grouped in classes emphasizing goals in the above areas in varying degrees

ELECTIVES - Students will have the opportunity to participate in Art, Computer Science, Girls Around the Globe, Kids Around the Globe, Practical Arts, Small Engine Repair, or Woodworking. Not every elective is available every period.

This schedule ensures that all students benefit from cross disciplinary offerings such as literature, study skills, and computers, and that computer use is geared to the needs of students working with textual material in the various curricular areas.

COMPUTERS/TECHNOLOGY - Students participate in a keyboarding program throughout the year. Technology goals are integrated into the content curriculum and instruction is supplemented by consultation with Computer Dept. staff.

COUNSELING - psycho-educational groups are offered to all students in both middle and elementary schools as part of our regular program (see p.15.)

### ***Case Manager Model***

Students are assigned a case manager to oversee their academic program. The case manager is an experienced teacher who is trained in test administration and interpretation, tutorial program design, and other relevant management skills. While particularly responsible for the

implementation of the tutorial program, the case manager also ensures that students' academic schedules are appropriate, and acts as mediator and advocate for the student.

### ***Absences and Academic Credit***

**Elementary and Middle School Campus parents should call 978-236-3100 and report absences to Leslie Victorine after 7:15 am. Following any absence, all students should return with a parental note of explanation. In order for an absence to be excused, the absence must fall into one of the categories listed below:**

1. An absence for which a doctor's note is provided.
2. An absence dictated by Landmark School for disciplinary reasons.
3. An absence for religious holidays.
4. An absence with parental approval for reasons discussed with and approved by the school.

Students are expected to be in regular attendance at school. Regular attendance is essential to academic progress. The school is accommodating of absences caused by illness, but reserves the right to withhold academic credit for an entire academic quarter when such absences exceed three days unexcused or nine days total (excused and unexcused) in any single quarter or fifteen days total in a semester.

Absences for reasons other than those above are regarded by the school as unexcused and will jeopardize academic credit. This policy exists to ensure the effectiveness and continuity of the program. Landmark classes are small, individualized, and ongoing concepts are reinforced daily. When a student misses school, not only is his/her progress affected, but the continuity of the small group class also suffers, affecting the other students in each academic group.

Students are marked absent for a full day of school if they miss three or more classes. Students are marked absent for one-half day of school if they miss one or two periods of class work. Thus, early dismissal for and late return from weekends or vacations are marked as absences and may endanger credit for a class or a quarter. All work and tests missed due to early dismissals or late returns must be made up. Students are responsible for obtaining missed work from their teachers.

### ***Medical Leave Policy***

Medical leave may be granted to students needing time out of school to address serious medical or psychiatric needs. Students requesting such a leave must present the Campus Director with a written statement including a treatment plan from a medical doctor. Medical leaves of one to three weeks may be granted and credit may be earned if students complete their academic work upon their return to school. In order to ensure coordination of services and/or follow up, the Director of Counseling Services has to be allowed communication with care providers when students are evaluated in an emergency room for psychiatric difficulties, or hospitalized in a psychiatric institution, either in an overnight or a day treatment facility.

### ***Academic Probation***

Students may be placed on academic probation for problems related to motivation and/or consistency in their schoolwork.

#### **Probation status means:**

1. Parents will be notified.
2. Academic performance will be monitored.
3. Participation in extracurricular activities will be suspended.
4. An evaluation of the student's academic program will take place.

### ***Buildings and Grounds***

A fundamental goal of Landmark is to teach students to care for and about the setting in which they live and study. All students share responsibility for keeping campus buildings and grounds neat and clean and for helping to maintain the attractiveness of the community.

### ***Dining Hall Use***

The cost of school lunches is included in the school tuition.

### ***Homework Policy***

Homework provides an opportunity to take skills and concepts learned in the classroom and apply them independently. Students should plan for a commitment of 60 to 90 minutes of study at home.

### ***Homework Make-up***

If student homework does not meet established standards of promptness, accuracy, or completeness, homework make-up sessions are arranged after school on each campus. Students who are consistently unable to complete their work because of time management problems and organizational deficits will be helped to develop remedial strategies. Homework Make-Up takes priority over all extracurricular activities. Case managers will coordinate make-up sessions with the parents when necessary.

### ***Library***

The library is open from 7:30 a.m. to 4:30 p.m. for reading and studying. The library closes at 3:00 p.m. on Fridays. A librarian is available during the school day to assist students. Students wishing to use the library afterschool may sign up with the Dean of Students on a daily basis. Although the library is monitored until 4:30, staffing is not sufficient to provide work assistance.

### ***Lockers -- Lost and Found***

Middle school students are strongly encouraged to use a locker for storage of books and other items. Lockers may be obtained from the Dean of Students. Students in the elementary program have cubbies within their classrooms in which to store their personal items. While coat pegs and other surfaces are available for temporary use, items not left in lockers or on pegs may be placed in the Lost and Found. A Lost and Found area is maintained in the lobby.

If stray items are to be returned to their rightful owners, labels with the owner's name are essential. Periodically, lost and found items will be displayed to the students for claiming. All items unclaimed at the end of the year are given to charity.

### ***Acceptable Computer Use Policy for Landmark School***

Landmark School's computer network, communication, and internet system offers vast, diverse, and unique resources for both students and faculty. Our goal in providing these services is to help promote a wide variety of educational opportunities. While these technologies offer many benefits, the unmonitored, uncontrolled nature of the internet makes material available that is not considered to be of educational value and may be objectionable, offensive, or disturbing. The school makes reasonable efforts to prevent unsuitable material from being accessed using content-filtering software. The school also has the capability of monitoring each user's internet activity. Despite these safeguards, it is impossible to completely prevent users from accessing all inappropriate material. It is the responsibility of each user not to intentionally access, distribute, or promote inappropriate material. The following guidelines are offered to

ensure appropriate use of school technologies:

Computers with network and internet access are available in monitored computer labs, offices, and staff workspaces. Users who attach their personal computers to Landmark's network must follow the directives of this Acceptable Use Policy. All users are expected to use computers responsibly, appropriately, and legally. When unsure about a specific activity or website, permission from a staff member should be sought. Students should not bring personal computers to school without the specific permission of the Computer Department Head.

Prior to use, students and parents must sign the form on page 27 indicating agreement to abide by this policy.

**Allowed activities:**

Using computers for homework, research, academic pursuits, or other approved software during monitored non-academic times.

**Prohibited activities:**

**E-mail; instant messaging**

**Unmonitored use of the internet at the Elementary•Middle school campus.**

Use for any commercial purpose.

Transmission of any material in violation of any U.S. or state law or regulation. This includes, but is not limited to: copyrighted material, defamatory material, threatening or obscene material, or material protected by trademark or trade secret law.

Intentionally accessing inappropriate websites, including sites that are pornographic, degrading or defamatory, sites that endorse and/or enable drug use,

gambling, and violence. While the school uses CIPA approved content-filtering devices, they are not 100% effective.

Discourteous, harassing, derogatory, electronic communication.

Downloading files not related to educational pursuits:

No games, music/audio/video files, utilities, or programs may be downloaded without express permission from a staff person.

Tampering with or removing school computer hardware and software.

Copying school software.

Exchanging user names and passwords or letting others use your account. If someone violates the AUP while logged in as you, you will be held responsible.

**Safety/security:**

Never reveal any identifying information online such as last name, ethnicity, age, address, phone number, school name, parents' names, etc. Most electronic communication, including email, is NOT secure. Anyone with certain software can intercept and read email that was not intended for them. Always secure your computer by logging out when you leave it.

**Use of shared systems:**

The school's computers belong to the school and should not be treated as personal computers. Setting desktop preferences, changing default settings, or changing the way it functions may render the computer unusable or difficult for the next person to use.

**User rights:**

All files and usage histories on school-owned computers are the property of the school. Files and communications via email linger in

our system even after they are deleted and are retrievable. While files and email communications should be considered confidential, the school reserves the right to monitor any student's or employee's files and/or email when investigating possible misconduct. These actions will be taken only when there is a compelling reason to do so. The school has the capability of monitoring all internet activity, including production of a list of visited sites. All students who access the internet from the school, using the school's or their own computers, should expect their activities to be randomly monitored.

**Consequences for violations:**

Failure to comply with these usage guidelines may result in responses ranging from a warning to loss of privilege to dismissal.

**School Disclaimer:**

In summation, all computer users, staff and students alike, should be constantly aware of the fact that the school's computer network and its software are corporate equipment and materials, and are to be utilized essentially in keeping with the corporate purposes and mission of the Landmark School.

***Agreement to abide by Landmark's Acceptable Use Policy***

We hope parents and students understand the descriptions and restrictions on Internet access noted above.

Use of the internet and school technologies is intended to enhance the educational experience of our students. While the school makes a reasonable effort to ensure safe, appropriate use, it is the responsibility of the individual to use it correctly and not try to defeat the safeguards in place.

Parents need to realize that despite the best of intentions and policies, faculty cannot be expected to monitor independent student use

of Internet resources at all times. Because of this, we would prefer that students who ask to use the Internet resources independently do so with their parents' knowledge and permission.

After discussing the Acceptable Use Policy please sign and return the form on page 26.

***Personal Appearance and Dress Code***

As a school community, Landmark makes a distinction between the business of the school day and the more relaxed atmosphere of after-hours activities. The purpose of the Dress Code is to place a serious emphasis on the class day and to signify the commitment to learning expected from all members of the Landmark community. During the academic day, students and faculty are expected to wear clothes appropriate for the business of education.

The following dress code for Landmark School has been designed to foster a neat and clean appearance, consistency and simplicity in interpretation and implementation, and equity between boys and girls.

No dress code can address all possible variations and some students will test the limits in an effort to break the spirit of the code. With this in mind, the following standards are set out as guidelines for students who attend Landmark.

**All Students During the Class Day**

The intent of the dress code is cleanliness, neatness of appearance, proper fit, and modesty. All items of clothing must be in good condition, without obvious repairs or other distracting adornments or after-purchase additions. Clothing should also be appropriate for the weather and the occasion.

As a general guideline, students may not wear any type of clothing that conveys a message contrary to the stated purpose of the school workday. Specifically, clothing that

promotes the use of drugs/alcohol, advertises for tobacco-related products, or portrays any individual or group in a derogatory manner is not allowed. Landmark reserves the right to deem other attire inappropriate if it is judged to distract students or faculty from the school's mission.

### **Acceptable and Expected (Boys or Girls)**

#### **PANTS**

- chinos, corduroys, or cargo pants
- knee length shorts prior to Veteran's Day or after spring break

#### **SHIRTS**

Collared shirt or turtleneck

- polo or button-front shirts
- plain, solid color t-shirts may be worn, tucked in, UNDER a dress code collared shirt. They may not have designs or print that will show through, and they may not hang below the collared shirt.

•Note: Shirts with a straight hem may be worn untucked (if not longer than mid-hip in length); other shirts must be tucked in.

#### **SWEATERS** (*sweatshirts not allowed*)

Sweaters (unhooded) may be worn over a dress code shirt; shirt may not hang below sweater.

#### **HATS**

Hats may not be worn during meetings, meals, and classes.

#### **OUTERWEAR**

Outerwear is to be removed in class. Vests, jackets, and fleece are considered outerwear. Outerwear may include hoods, yet may not be worn in class. (Note: Sweatshirts are **not** allowed at EMS as outerwear or in class.)

### **ACCESSORIES / GROOMING**

- hair must not obscure vision
- no facial jewelry (this includes tongue and nose piercings)
- no spikes or barbell type earrings
- no metal studded leather or dog chain accessories or adornments
- no writing on exposed skin

All clothing should be well-fitting and in good condition (e.g., no torn, ripped clothing; no exposed undergarments). Oversized or undersized clothing will not be allowed.

### **Acceptable (Girls)**

In addition to all items above, girls may also wear the following:

#### **PANTS**

- Capri pants

#### **SKIRTS & DRESSES**

- skirts must be knee length or longer
- shirts worn with skirts must meet dress code requirements
- dresses must meet the same dress code qualifications as shirts/ skirts (collar, length).

### **Not Allowed in Landmark Elementary•Middle School Dress Code**

#### **PANTS**

*Not Acceptable:*

- no denim of any color, camouflage
- no knit jersey pants, spandex, athletic wear, "yoga pants", leggings as pants, warm-ups, pants with stripes on side,
- no stretch twill "skinny" pants
- no cut-offs, unhemmed pants, overalls

#### **SKIRTS & DRESSES**

*Not Acceptable:*

- no denim, lycra, spandex skirts or dresses

- no skirts or dresses that show undergarments
- no skirts or dresses shorter than knee length (note: while leggings may be worn under skirts, the skirt length must remain knee length)

## **SHIRTS**

*Not Acceptable:*

- no tank tops, collarless shirts, sleeveless shirts, spaghetti straps
- no athletic tops, fleece pullovers, sweatshirts, or denim
- no provocative or revealing necklines (e.g., no visible cleavage); teachers reserve the right to deem certain shirts inappropriate if judged to be distracting

## **SWEATERS / SWEATSHIRTS**

*Not Acceptable:*

- no hooded sweaters
- no sweatshirts (crewneck pullover or zippered)

## **SHOES**

*Not Acceptable:*

- no shoes with roller blades recessed into the soles

## **HATS**

*Not Acceptable:*

- hats may not be worn during meetings, meals, and classes

## **OUTERWEAR**

*Not Acceptable:*

- outerwear is not allowed in classes

## **ACCESSORIES / GROOMING**

*Not Acceptable:*

- no facial jewelry (this includes tongue and nose piercings) or body piercings
- no spikes or barbell type earrings
- no metal studded leather or dog chain accessories or adornments
- no writing on exposed skin

- no hair covering eyes

## ***Consequences for Dress Code Infractions***

Students out of dress code upon arrival to school: Students will not be allowed to attend class until they conform to the dress code. Parents may be contacted to bring appropriate clothing or students may borrow from a selection of clothing on-hand to conform to the dress code.

Students out of dress code during class: Classroom teachers will complete a “dress code violation” slip to be handed in to the Dean of Students. Students will be required to conform to the dress code or leave class.

Repeated Infractions: Dress code violation slips will be compiled by the Dean of Students. Students who receive multiple dress code violation slips will meet with the Dean of Students to determine a plan of intervention. Possible consequences include a letter home, meeting with parents, detention, and/or suspension.

## ***Social Skills***

Landmark expects all of its students to develop and employ positive social skills which will be necessary throughout their lives. Personal goals established for students include the following areas of overall social competency:

Hygiene	Time Management
Grooming/Dress	Nutritional Habits
Conflict Resolution	
Personal Organization	Decision-making
Effective Communication	
Respect for Oneself and Others	
Reading and Responding to Social Cues	
Reliability	
Self-Advocacy	
Flexibility	

## ***Telephones***

Because of billing complications, Landmark does not permit students to use the school's business numbers to make station-to-station telephone calls except in an emergency and under the supervision of a staff member. Students may be allowed to call collect or by credit card.

Students may not carry pagers or use cell phones during the school day or during any school-sponsored afternoon activity or athletic practice. In certain cases, cell phone permission may be given by faculty.

## ***Transportation***

Transportation of students to and from school is the responsibility of parents or the students' home school system. Issues regarding transportation should be brought to the attention of the Dean of Students.

## ***Weather Cancellations, Delays***

### **NO SCHOOL ANNOUNCEMENTS**

When inclement weather makes travel hazardous, Landmark will either delay its opening until 10:15 or cancel school. Should school be cancelled during the day due to weather conditions, students will only be released once parents or guardians have been contacted. Radio station WBZ -1030 AM and Boston TV channels 4, 5, & 7 will carry the Landmark announcement, along with our website

Most often, Landmark will have a delayed start. Such days also count as a school day in meeting the state-mandated 180-day calendar and in avoiding make-up days in late June. If there is a Delayed Start, students should not be dropped at Landmark before 9:30.

We do not want parents to feel any obligation to brave hazardous road conditions. No student will be penalized for non-attendance when weather conditions make travel difficult. Parents should use their best judgment in such conditions and notify the school if their child will not be attending.

**Another important note regarding students who use transportation provided by local school districts: In nearly every case, these companies respond to the delay/no school announcements of your child's local school, NOT LANDMARK. Conditions vary greatly from town to town, and Landmark's student population comes from all over the greater Boston and suburban areas.**

Because conditions vary greatly inside and outside the 128 or 495 belt, public and private schools in our immediate area may well be open while your local town may be closed. In other cases, we have had students transported by companies from towns which have school, and arrive to find Landmark is delayed or cancelled.

Again, in all cases, exercise your own judgment and caution, particularly where travel from a distance is involved. Listen to WBZ 1030 AM, and Boston TV channels 4, 5, & 7 and notify us as to whether your son or daughter will be attending, based on your local conditions.

**Section III**

**EXTRACURRICULAR ACTIVITIES**

MONDAY-THURSDAY 3-4:30

Students are encouraged to participate in after-school activities. For planning purposes, parents must notify the Dean of Students when students intend to remain on campus since regulatory staffing ratios must be maintained. It is expected that students will adhere to all rules pertaining to the campus during after school activities. It is also critical in the event of an emergency for school personnel to know who is on campus at any given time. Parents are also asked to notify the Dean of Students or his assistant when circumstances may necessitate a late pick-up.

**All students remaining at school after class hours for any reason must attend the 3:00 p.m. meeting.**

**Sports**

Middle School Campus students may try out for EMS interscholastic teams which are junior league level and based out of this campus. Students who are 14 years of age or older may also try out for High School Campus teams which are high school level. There are restrictions on participation by age which are delineated in the Athletics Handbook.

**Interscholastic Sports** (\*\* indicates a team based at High School Campus)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Soccer	Basketball	Baseball
Cross Country	**Wrestling	Girls Softball
		Track
		**Tennis
		**Lacrosse

**Other Activities** (subject to change)

Landmark students are encouraged to participate in extracurricular activities based on their interests. In recent years, typical offerings have included:

- Art
- Bike Club
- Cardmaking
- Games Club
- Drama
- Library
- Woodshop
- Boat Building

**HEALTH SERVICES**

**Health Care**

A nurse is available in the EMS Campus Health Ctr. from 8:00 a.m. to 3:00 p.m., Monday through Friday. Landmark faculty members are trained in first aid and CPR. In addition, a nurse is on call at the High School Campus Health Center if needed. In the event of an emergency, students will be taken to the Beverly Hospital

The Landmark School Nursing staff attends to the medical needs of students. The school physician in Manchester, the Beverly Hospital Emergency Room, and other specialists are available as needed for student emergencies.

In accordance with the School Immunization Law, C.76, Sec. 15, Massachusetts General Laws, as amended, students must show dates of their immunization history upon enrollment at Landmark.

1. Medications: All medications, prescriptions and over-the-counter, are to be set up for administration by nursing staff. Medications may be administered by staff who have been trained in dispensing procedures.

2. In the absence of a physician’s note, the nurse on duty will determine whether a student is to remain in the infirmary for illness or be excused from a specific class or

sport. If a student has been excused from class for the day, he or she will not be permitted to participate in afternoon activities.

3. Whenever necessary, parents will be notified by a telephone call or a written note to keep them informed of medical problems.

### ***Counseling Services***

Counseling services are available to all Elementary and Middle School students to help them take advantage of their Landmark education, not only academically, but also in their relationships with members of the community. Support is also provided for children struggling with family and/or personal issues. Referral forms are typically filled out by case managers, but referrals can be initiated by parents, faculty members, or students themselves.

Besides crisis intervention, counselors carry out individual assessments as well as individual, group, and family counseling sessions. Except in some emergency cases, parents' permission is usually obtained before intervention is initiated. For counseling to be useful, it is important for students to feel safe discussing personal information with their counselor. This can involve topics such as peer or family relationships, academic problems, sexuality, use of substances, as well as problematic affective states. In general, counselors encourage students to seek the advice and assistance of their parents as a primary course of action, while at the same time respecting and observing the privacy interests of the students.

A counselor is legally and ethically bound to maintain the confidentiality of all communications with the student and the

student's family. A counselor, however, can discuss and consult about a case with other members of the counseling department, and, at times, may discuss treatment with pertinent Landmark staff members.

Written permission from parents or guardians is required before sharing information with a person or agency outside of Landmark School, except in cases involving the safety of the student or others. In those instances of risk, some level of disclosure would be necessary, but only to those who are closely and directly responsible for the care and safety of the individual, or who are entitled to notice as a matter of law. Parents' notification may not be required in some court proceedings, or for audits from different governmental agencies.

At the Middle School level, the counseling staff leads psycho-educational groups every two weeks during Oral Expression classes. These groups focus on the development of social skills and address directly the issue of bullying. In the spring, discussions typically center on decision-making regarding issues such as drug and alcohol, smoking, relationships, and sexuality.

At the Elementary level, a variety of psycho-educational groups are also offered on topics such as bullying, conflict resolution, friendships, tone of voice, etc.

Questions regarding the Counseling Department can be directed to H el ene Dionne, Ph.D., Director of Counseling Services, x3135.

### ***SCHOOL POLICIES***

## ***BULLYING, CYBER-BULLYING, AND RETALIATION***

Landmark's policy is detailed on pp. 28-35 of this Handbook.

## ***CHILD ABUSE OR NEGLECT***

Landmark's policy on child abuse or neglect is aimed at helping staff members recognize, report, and resolve any such cases, and at protecting the child. The faculty and direct care staff of Landmark School are mandated reporters under Massachusetts General Laws, Chapter 119, Section 51A. **Therefore, any staff member who suspects, for whatever reason, any abuse or neglect of a child is required by law to orally report this suspicion immediately to the Department of Social Services or to the Headmaster or Campus Director.** If the staff member elects to report to the Headmaster or Campus Director, the Headmaster or Campus Director must then immediately notify the Department of Social Services. This immediate oral report must be followed by a written report to the Department of Social Services within 48 hours. Landmark also reports such suspicions to the Office of Child Care Services and the Department of Education. Faculty may also confidentially share the suspicion with the child's Case Manager, a member of the counseling staff, and the Campus Director to determine whether follow-up services should be arranged.

Landmark's intention is to resolve any such cases in an expeditious, sensitive, and appropriate manner, to protect the child, and to comply with all regulations. Training of the faculty has been designed to create a heightened awareness of both identification and intervention in suspected abuse or neglect cases.

Students who may have been the subject of abuse have available to them several counselors on staff who have experience

working with abused children. Students will be encouraged to seek their help and, if necessary or preferred, the support and counseling help of professionals outside the school.

## ***HARASSMENT POLICY***

Landmark School believes that a healthy environment depends upon every student's trust in the safety and integrity of the community. It is expected, therefore, that every student and staff member will contribute to the building of that trust by respecting the rights of others within the community while striving toward his/her individual goals. Landmark is enriched by the diversity of its students; it respects individual differences and believes in each student's right to full participation in the life of the community without harassment. Demeaning statements or materials, uninvited physical advances, and hazing or threats undermine a community which seeks to promote sound emotional, physical, and intellectual development, and will not be tolerated.

Landmark does not tolerate actions which create an intimidating, hostile, or offensive environment, or which constitute harassment based on race, ethnicity, country of origin, gender, religion, sexual orientation, handicap, age, or status with regard to public assistance; and it does not tolerate actions which constitute sexual harassment.

In order to promote this environment of trust, it is important that every student recognize certain guidelines of appropriate behavior. Physical and/or verbal behavior that is unwelcomed or otherwise disregards the self-esteem or rights of others is unacceptable and will be confronted and addressed.

The following factors will be considered in determining whether a behavior constitutes harassment:

1. The nature and intent of the behavior itself.
2. The feelings of the person at whom the behavior was directed.
3. The motivation which prompted the behavior (e.g. was it gender-based, racial, etc.).
4. The effects the incident may have had or could have on the larger community.
5. The frequency of the behavior.

Unwelcome and inappropriate behaviors which may constitute harassment include, but are not limited to, the following:

- Obscene, demeaning, or suggestive remarks, jokes, insults, or verbal abuse directed at any person because of his/her race, ethnicity, country of origin, gender, religion, sexual orientation, handicap, age, or status with regard to public assistance.
- Uninvited pressure to participate in illicit activities such as smoking or the use of substances
- Display of explicit, demeaning or offensive notes, pictures, or materials
- Threats
- False accusations of harassment
- Retaliation toward any person reporting harassment

### **Sexual Harassment**

Although sexual harassment falls into the broader harassment category, Landmark recognizes that it is sometimes difficult to identify, and uses the following definition: sexual harassment is any unwanted and/or uninvited sexual attention from another person. Sexual harassment is a form of sexual discrimination and may include any of

a full range of behaviors from leering and verbal remarks to unwanted sexual contact.

Inappropriate behaviors that may constitute sexual harassment include, but are not necessarily limited to, the following:

- Pressure or force, whether explicit or implicit, to participate in or observe sexual activity,
- Uninvited touching, caressing, pinching, or grabbing,
- Suggestive or sexual gestures, jokes, looks, or comments,
- Display of sexually demeaning or offensive notes, pictures, or materials.

### ***Procedure for Reporting Harassment***

Any student who believes he/she has been the target or recipient of unwelcome behavior or harassment of any sort, or has witnessed such behavior directed at another person, should report the incident to any of the following persons: Academic Case Manager, Dean of Students, Campus Director, or Academic Dean.

Each case of harassment brought forward will be examined to determine if the school's harassment policy has been violated. Formal and/or informal interviews with involved persons will take place. Every effort will be made to protect the confidentiality of the information gathered and the persons involved, but parents and students are reminded that, however discreet the inquiry into a complaint, total confidentiality is not always possible when sexual harassment charges are made and investigated.

If it is determined that harassment has occurred, Landmark's responses may include a written apology, community service, suspension, expulsion, and/or educational assignments dealing with harassment issues.

## ***HAZING***

In keeping with Landmark's anti-harassment policy, the school specifically prohibits hazing in any form which might be practiced by any school group, team, club, or organization. Hazing, if it has been practiced as defined in the Massachusetts General Law quoted below, will be dealt with, apart from any action taken by law enforcement officials, by a Disciplinary Committee and will be regarded as a dismissible offense. The school is required by Chapter 269 of the Massachusetts General Laws to distribute to all such student groups copies of the anti-hazing law. Accordingly, Sections 17 and 18 of MGL, Chapter 269, CRIMES AGAINST PUBLIC PEACE, follow:

### ***CH. 269, S. 17. Crime of Hazing; Definition; Penalty***

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985; amended by St. 1987, c.665.

### ***CH. 269, S. 18 Duty to Report Hazing***

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

## ***PRIVACY AND DIGNITY POLICY***

Landmark makes a concerted effort to instill in all its students and staff members a consistent respect for the personal privacy and dignity of its students. To the maximum extent that the physical layout of toilet, shower, other personal hygiene facilities, and living areas permit, the privacy and personal dignity of students shall be respected. Unwarranted intrusions on a student's right to such privacy shall be regarded as a breach of the school's disciplinary code and harassment policy and may subject the intruding party to disciplinary action.

## ***SUBSTANCE ABUSE POLICIES***

### ***General Statement of Policy***

Substance abuse is one of society's most pervasive problems. Unfortunately, it has affected children and adolescents increasingly in recent years. Over ninety percent of high school students have used alcohol or other drugs, and over half become regular users. This pattern of use has become

a major drain on the resources of our society. More immediately, it affects each user's community, family, peer relationships, and academic or work performance.

Because of the insidious effect of drug and alcohol use on a school community, Landmark has developed an Abstinence Contract which all students are required to review. **Middle School students must return this signed contract prior to enrollment.** The contract not only pledges the student's abstinence from illegal drugs and alcohol, but may subject the student to random urinalysis or breathalyzer tests if the student is suspected of using illegal drugs or alcohol.

Substance use is viewed first as a health and safety issue rather than a cause for immediate dismissal. Landmark views substance abuse as a problem which is the responsibility of the entire community including the individual, his or her family, peers, and the school. Only by working together can we create a safe and positive learning environment for our students. Therefore, when school personnel suspect that a problem with substance use exists for a student, it is the school's policy to notify parents of this concern. Landmark expects that parents want to know of the school's concern and, furthermore, expects the cooperation of the family in overcoming such a problem.

The school's goal is to intervene early in an individual's use or suspected use of substances in an effort to stop the progression of a potentially harmful set of behaviors. Towards this end, Landmark has established a course of action involving members of the teaching staff, counseling department, and administration, whose primary goal is to enable substance-involved students to receive help. Landmark will initiate a series of steps, or interventions, of increasing intensity which alert the student and his or her parents

to the concern that the school community has about that student's relationship with alcohol or other drugs.

A member of the staff will also make recommendations to the student and his or her family to formulate an appropriate treatment program and to provide support and information for parents. Parents and students should be aware that such a program may include recommendations for an independent evaluation and the implementation of a program of random drug testing to ascertain the student's continued freedom from substance use.

### ***Illegal Drugs Defined***

The term "illegal drug" includes any controlled substance not legally obtained and prescribed drugs not being used in the prescribed dosage or for the prescribed purpose, including drugs prescribed legally, but for someone other than the student. The term further refers to other substances (e.g. mail-order stimulants or pills, nitrous oxide, glue) which are used for other than their intended purposes. Finally, the possession of paraphernalia associated with substance abuse (e.g. tobacco rolling papers, rolling machines, pipes, "roach" clips) will be viewed by Landmark as evidence of a student's intention to use illegal drugs and will be dealt with as a suspected substance use problem.

### ***Prescription and Non-Prescription Medications***

In order to assure the safe use of medication by students, ALL medication is to be kept in the school Health Center and dispensed under a nurse's direction. Students are not to have prescription or non-prescription medication (e.g. No-Doz, Nyquil, diet pills, laxatives) in their personal possession. All medications that must be transported to the school from home or elsewhere must be transported by parents. Subsequently, all medications that

arrive at school must be given to the on-duty nurse and accompanied by a note or explanation. Medications must be in a properly labeled container or in a legal prescription bottle appropriate to the individual student or the medication will not be accepted by the health center staff, and will not be administered to the student. Students should not be involved in the transportation of medications. Possession, use, or distribution of such medications by a student is viewed as a serious health and safety concern by the school.

### ***Household Cleaning Solutions***

The misuse of common household cleaning solutions or air fresheners creates a clear and present danger to the health and safety of students. Therefore, in accordance with our substance policies, any student found to be misusing such items will be deemed to be in violation of our substance abuse policies.

### ***Sale or Distribution of Substances***

Sale or distribution of illegal substances is regarded as a serious infraction against the health and safety of members of the school community. Students found to be involved in what is believed to be the sale or distribution of alcohol or other drugs to fellow students, either at school or while on a school-sponsored activity, may be immediately dismissed from Landmark with no opportunity for re-admission.

### ***Possession, Use of Substances or Tampering/Falsifying with urine sample***

A. First Offense: Any student determined to be in possession of or using alcohol, illicit drugs, misusing household cleaning solutions, found to be in possession of related paraphernalia, or caught tampering with or falsifying a urine sample will be required to take the following steps, at

parental cost, in order to remain in attendance at Landmark. **Please note: Offense status remains in effect for 12 months from the date of the infraction.**

1. The student will be suspended for five days. The student must also participate in a program of community service which will be identified and assigned by the school.

2. Upon the student's return from suspension, he/she will be required to complete an interview with a substance abuse specialist under contract to Landmark. The purpose of this initial interview will be to determine the level of potential involvement with substances and to provide the family with recommendations as to any further need for intervention. The school does not recommend, and may not accept the findings of, an independently conducted evaluation.

3. If, in the opinion of the substance abuse specialist, the student is determined to be dependent on substances or engaged in behavior that is deemed by Landmark to constitute a high risk, the student will be required to withdraw on a leave in order to undergo an approved plan of treatment for substance dependence. "High risk" is defined as a student who is engaging in high levels of substances which may be determined by the substance abuse specialist or by positive test results. Any student being considered for re-entry into the school must meet the following conditions:

a. The student's treatment program must be approved by the school.

b. The school must have received results of at least four random drug screens, two of which must have been taken within two weeks prior to the student's re-entry.

c. The school must have received written confirmation of the student's success completion of the treatment program.

Having met the aforementioned conditions, the student will then participate in re-entry interviews in order to determine his/her readiness to return to Landmark.

4. If the initial assessment does not indicate substance dependence, the student will then be required to participate in a six-session substance abuse psycho-educational program designed to address such issues as experimentation, substance use and abuse as well as other related issues of adolescence. If drug testing is conducted in conjunction with a rehabilitation program, the results must be forwarded directly to the school. During the psycho-educational program, the substance abuse specialist will continue to assess the student's level of involvement with substances, and if it is determined that the student is substance dependent or engaged in behavior deemed by Landmark to constitute high risk, the student will again be required to withdraw on a leave in order to undergo a substance treatment program as outlined above in paragraph three.

The unwillingness or inability of a student or a student's family to work cooperatively with Landmark in carrying out the steps outlined above will initiate a process leading to the student's dismissal.

B. Second Offense: Any student determined for a second time (within a 12 month period from the first offense) to be in possession of or using alcohol, illicit drugs, or misusing household cleaning solutions, found to be in possession of related paraphernalia, or caught tampering with or falsifying a urine sample will be dismissed from Landmark School.

### ***Knowingly Being in the Presence of Substances***

A student who is present where he/she knows illegal substances to be present will be assumed to be at risk for substance abuse. The first incident will be treated as a first offense and the student will be subject to the

aforementioned procedures. Accordingly, a second incident will result in dismissal.

### ***Response to Suspected Use or Abuse of Drugs***

In cases where there is suspicion, but no irrefutable evidence of drug or alcohol use, the school reserves the right to take certain actions on behalf of the suspect student(s). Such actions may include any or all of the following: intervention by faculty members known to be close to the student(s), interview by a substance abuse counselor, participation in a counseling program, drug testing, and/or a leave of absence from the school and participation in a substance abuse program.

Students and parents should be aware, however, that irrefutable evidence of drug or alcohol use need not always be present before dismissal can occur. A student may be dismissed if it is felt that repeated incidences of suspected abuse suggest a pattern of inability on the part of the student to disassociate him/herself from persons who, and situations which, raise suspicion and to adapt to a healthy and acceptable life style at Landmark.

In all cases, parents will be apprised of the situation throughout the intervention and disciplinary process. The school will assure that the principles of due process are observed at each stage. IEP, Team, or Emergency Team meetings will be held as necessary or required.

### ***Voluntary Admission of a Substance Abuse Problem***

The school will strongly support any student who comes forth to voluntarily seek help for a substance abuse problem. The program coordinator will assist the student in formulating an appropriate treatment program, arrange for access to community resources when necessary, and provide support and information for parents.

While it should be noted that no disciplinary action will be taken in the case of a student asking for help in overcoming a substance abuse problem, the standard policies and procedures outlined will be followed for any substance abuse offense following this admission.

## **USE OF TOBACCO PRODUCTS**

Landmark's policy concerning tobacco use by its students conforms to its philosophy concerning the use of other addictive and/or habit-forming substances. It is also consistent with state laws which prohibit the use of tobacco by minors. It has been clearly established that tobacco users are at serious risk for any number of chronic physical illnesses and that the presence of "second hand smoke" constitutes a health hazard and frequently an annoyance to non-smokers. In addition, nicotine is now recognized as a powerful addictive agent. Recent research on substance abuse in young people has shown that, because tobacco use has been legitimized by society, it has become a "gateway" drug for adolescents leading to the subsequent use of other substances with far more immediate risks.

Therefore, the policy of Landmark School is that NO tobacco products may be used by any student enrolled at Landmark, including those above the age of eighteen. No student will be allowed to possess tobacco products, including chewing tobacco, or tobacco paraphernalia including rolling papers, lighters, matches, pipes, or empty packs, at Landmark or on school-sponsored activities, regardless of parental permission. A letter home, suspension, and dismissal from Landmark are progressive steps which may be implemented to deter use and uphold the school's policy.

In support of this tobacco policy as it relates to students, Landmark has declared itself to be smoke-free, and does not allow the use of tobacco products by its employees or by visitors on school grounds or in school buildings.

## **STUDENTS SHOULD TAKE WHATEVER STEPS ARE NECESSARY TO ARRIVE AT LANDMARK AS NON-USERS OF TOBACCO PRODUCTS.**

The following summarizes Landmark's policy and describes the successive steps which will be taken in response to a student's tobacco use:

**Suspected Use:** Continued suspected use - exhibited by behavior or odor - will result in a notification letter to parents and a discretionary loss of privileges.

**First Offense:** A meeting will be held with the student. His or her parents, and in the case of publicly funded students, representatives of the funding agency, will be notified of the meeting in writing. The purpose of the meeting and notification will be to reinforce Landmark's serious concern and to seek individual solutions aimed at intervention. Students will have free time restrictions.

**Please note: Offense status remains in effect for 12 months from the date of the infraction.**

**Second Offense:** A student using tobacco a second time will be suspended for three school days and a written warning issued. The intervention program will be evaluated and the student's commitment to his educational program will be evaluated. Alternative school placements will be explored. Students will be subject to free-time restrictions

**Please note: Offense status remains in effect for 12 months from the date of infraction.**

Third Offense: Following a third tobacco offense, the student will be dismissed from Landmark School.

## ***DISCIPLINARY PROCEDURES***

### ***Statement of Philosophy***

Discipline at Landmark is based on our belief that a structured, caring environment contributes most effectively to the growth of our students. Our admissions process is based on the belief that applicants will be able to accept and live by the stated policies and procedures. The discipline process is established from the outset on the assumption that the students' handicapping conditions **do not** require modifications of the rules and regulations outlined in this student handbook or stated elsewhere in Landmark publications. We believe that these procedures and policies meet the requirements of the various states who sponsor publicly funded students at Landmark. Discipline procedures do comply with Massachusetts Department of Education Regulations for Private Education Schools (603 C.M.R. Section 18.00). In keeping with the mission of the school, discipline is individualized, and more serious infractions are dealt with on a case-by-case basis through the Disciplinary Committee.

The focus of discipline includes:

- Ensuring that the student recognizes the behavior as inappropriate by providing any needed discussion
- Clarifying alternatives to the inappropriate behavior
- Assigning consequences to reinforce the importance of proper conduct

### ***Statement of Procedure***

All publicly funded students will have an Individual Education Plan which addresses the student's discipline code. The IEP will indicate whether the student can be expected to meet the school's stated discipline code or if modification is required. If a modified discipline code is required, the modified code will be written into the IEP.

There exists a range of consequences assigned to students who have engaged in inappropriate actions and to help students fulfill their responsibilities:

- Make-up sessions after class
- Daily sheets to monitor performance
- Detention sessions after class
- Temporary loss of travel permission,
- Assignment of a work detail,
- Social Probation
- Financial restitution for property damage
- Suspension
- Dismissal

Problem solving and strategy planning sessions to help students develop alternatives to inappropriate behavior may include faculty members, the Dean of Students, academic case managers, counselors, parents, public school liaisons, and the Campus Director.

### ***Disciplinary Committee***

An assessment by the Individual Educational Plan (IEP) Team is conducted at the very beginning of the Disciplinary Committee (DC) process which includes all the regular members of the DC and/or Team, and may include a formal or informal clinical evaluation of the student. The assessment would determine whether the student's handicapping condition (a specific language-based learning disability) is contributing to, or causing, the inappropriate or troublesome behavior. The findings of this assessment are incorporated into the Disciplinary Committee process. The IEP Team then considers an

action plan on a case-by-case basis. The student has the opportunity to speak to the members of the Disciplinary Committee, as do the parents and other concerned or involved parties.

A Disciplinary Committee may be comprised of the following voting members:

- Headmaster or Assistant Headmaster when termination or change of placement is a possible outcome
- Campus Director
- Dean of Students
- Case Managers (Academic)
- Public School Liaison (as appropriate)
- Non-voting members may include counselors, involved teachers and/or non-Landmark personnel

The decision of the Disciplinary Committee may result in any one or a combination of the following outcomes:

- Reprimands and warnings
- Work detail
- Detention
- Social probation
- In-house suspension
- Academic probation,
- On-campus counseling for inappropriate behavior/smoking/substance abuse
- Enrollment in off-campus programs for smoking/substance abuse/eating disorders
- Medical leave
- Suspension
- Termination or dismissal

### ***Descriptions of Discipline:***

#### **Work Detail**

Work detail involves cleaning, grounds maintenance, or other work around the school community.

#### **Detention**

Detention may be assigned by a Campus Director, Academic Dean, Dean of Students, Case Manager, or Department Head. Sessions meet after school for one hour.

#### **Social Probation (may include):**

1. Daily report sheets signed by the teachers
2. Assigned seating at meetings
3. Other restrictions on student's daily routine as warranted

Social probation is seen as a serious action. Students who continue with misbehavior or infractions of school rules while on social probation will be subject to further disciplinary consequences.

#### **In-House Suspension (1 to 3 days consecutive)**

1. No participation in the regular day-to-day routine, including classes
2. Assignment of community service on campus
3. Make-up of missed class work

#### ***Suspension of up to Five Days***

If a student's presence imposes a continuing danger to persons or property, or threatens to disrupt the academic process, the student may be immediately suspended and removed from the school premises for three consecutive days or five nonconsecutive days.

When a student on an IEP accumulates three days of suspension in a school year, the Public School Liaison and LEA Special Education Administrator will be notified. The Administrator will then conduct a team review of the student's IEP to determine the appropriateness of the student's placement or program. If the Evaluation Team concludes that the student's conduct is related to the student's handicapping condition, is the result of an inappropriate special education

placement, or is the result of an IEP not fully implemented, then the IEP will be modified to reflect a new program designed to better meet the student's needs. Following parental approval, the student will be placed immediately in the new program.

If the Team concludes that the student's misconduct was not related to the student's handicapping condition or the result of an inappropriate special education placement, and that the original IEP was fully implemented, then an amendment to the IEP will be developed and implemented to provide for the delivery of special education services to the student during the period of exclusion; and the original IEP will be modified to reflect a long-term plan (including discipline code expectations) designed to ensure the student's attendance in a special education program.

The Department of Education will review all the information presented by the school officials and will approve or reject the alternative plan. The Department of Education must approve all requests for suspension of students with IEPs, if those students have accumulated more than five days of suspension in a school year.

An appeal process may be pursued following a disciplinary decision and is available upon request from the Registrar. In the case of a dismissal, after a period of separation of at least eight weeks, students may apply for re-admission through the Admissions Office, as noted in Landmark's re-admission Policy.

### ***Behavior and Actions That May Lead to Dismissal***

Landmark views its dismissal policy as very serious and crucial to the integrity and quality of the school environment. Though sometimes a painful experience, we believe that an end point must exist in any disciplinary process. During the termination process, the school will assist parents to the

best of its ability to identify an alternative school placement. Landmark will make every attempt to follow all regulatory procedures including, when prescribed, holding a student for a period of time until an appropriate alternative placement can be found.

The following section should aid students and parents in clearly understanding conditions which may lead to dismissal from Landmark:

#### The Following Actions May Result in Dismissal from Landmark School.

1. Withholding of any pertinent information generated prior to the application process or during the enrollment period which might affect the student's ability to adapt to any aspect of the school's program (e.g. hospitalizations, emotional traumas, suspensions, dismissals, criminal records).
2. Any behavior or conduct that is deemed by the school's Disciplinary Committee to be detrimental to Landmark, whether at school or elsewhere. This includes conduct deemed to be dangerous, harmful, threatening to others, or conduct deemed to meet the definition of bullying behavior.
3. Any activity performed by any number of students under the guise of "initiation" that is threatening, harmful, or uncomfortable to another student (Hazing)
4. Any violent, unprovoked attack on others.
5. Any involvement in sexual misconduct or sexual harassment. This includes any premarital sexual activity, or behavior construed as verbal or physical sexual abuse or harassment.
6. Any theft from other students, teachers, or the school, both on campus or during any school-sponsored activity.

7. Violation of any state or federal law, or any charge brought against a student based on state or federal statutes.
8. Actions which result in a student's arrest.
9. Repeated cheating or plagiarism on any school work while attending Landmark.
10. Continuous or excessive absenteeism.
11. Continued failure to follow the dress code.
12. Refusal to obey and follow teachers' instructions.
13. Violation of the Substance Abuse Policy, including Tobacco.
14. Vandalism.
15. Burning of any substance in, under, or on a school building.
16. Possession of any item which may be used as or deemed to be a weapon.

### ***RE-ADMISSION POLICY AND PROCEDURE***

1. Re-admission will be considered only at the beginning of the September and January terms and the Summer Session and must have followed a period of at least eight full weeks away from the school by the dismissed student. In all cases, re-admission will depend upon the school's availability of space.
2. A re-admission committee consists of the Headmaster (or in his absence, the Assistant Headmaster), the Director of Admissions, the Campus Director, the campus Academic Dean, the student's Houseparent and Academic Case Manager, and the Dean of Students. The Director of Admissions serves as liaison between parents and Landmark School with regard to re-admission.
3. The nature of the offense which results in dismissal may disqualify a student from re-admission if it is regarded by the school administration and the dismissing

Disciplinary Committee as sufficiently serious in nature to effect a final dismissal. Such offenses may include substance abuse and/or distribution of substances and threats or acts of violence. A student dismissed from Landmark twice, for any cause or causes, is precluded from consideration for re-admission.

4. A student who desires to be readmitted to Landmark must submit a letter of appeal which contains his/her reasons for requesting re-admission as well as any further statements which he/she feels the committee should consider. This letter should be addressed to the Director of Admissions and be received within ten days of dismissal.
5. The student is required to submit letters of reference from schools or institutions attended during the absence, or if the student was employed, from his/her employer. Evidence of completed school work may also be required.
6. The re-admission committee will conduct an on-site personal interview with the reapplying student before making its decision on re-admission.
7. A unanimous vote of the committee is required to effect re-admission.
8. In all cases, Landmark School encourages parents of students who have been dismissed to engage in discussions with guidance personnel and/or the appropriate Campus Director with regard to alternative placements.

### **Responsible Use of Technology for Students**

Due to the proliferation of cell phones and internet-based communication, we ask that students and parents take a moment to read the following statements regarding use of computers, phones, and internet at EMS Campus.

As a general rule, students are expected to keep their use of technology R.E.A.L. — Responsible, Educational, Appropriate, Legal

Personal computers/laptops are not needed and should not be brought to school.

### **Use of School Computers**

Personal computers/laptops are not needed and should not be brought to school.

Computer use will occur at approved times and will be outlined at the beginning of the year.

Students should not ...

*change the way any school computer functions.*

*download or install software.*

*tamper with hardware, software, or any documents used or stored by others.*

### **Phones**

Cell phones and pagers are not to be used during the school day or at any after school event. In certain situations, phones may be used with staff permission.

### **Internet, Email, Instant Messaging**

The internet may be accessed during instructional time under supervision in a class setting.

*Please note that Landmark uses content filtering software and staff supervision to monitor computer use, but no safeguards are 100 % effective.*

Email and instant messaging are not to be used during the school day or during afternoon activities.

*With regard to internet and phone use, staff will make an effort to respect student privacy; however, please realize that all activity in a school community is subject to supervision and standards of safety and good*

*conduct, just as it would be at home. Keep it "REAL."*

**Consequences for violating "appropriate use" rules range from a warning to loss of privileges to dismissal.**

## **Landmark School Bullying Prevention & Intervention Plan**

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### **I. Introduction**

Landmark School believes that a healthy environment depends upon every student's

trust in the safety and integrity of the community. It is expected, therefore, that every student and staff member will contribute to the building of that trust by respecting the rights of others within the community while striving toward his/her individual goals. Landmark is enriched by the diversity of its students; it respects individual differences and believes in each student's right to full participation in the community without experiencing bullying or cyber-bullying. Such activity undermines the Landmark community which seeks to promote sound emotional, physical, and intellectual development and self-respect.

Consistent with these beliefs, Landmark will not tolerate any unlawful or disruptive behavior including any form of bullying, cyber-bullying, use of demeaning statements or materials, uninvited physical advances, hazing, threats, or retaliation. As detailed below, Landmark will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior.

This Plan is a comprehensive approach to addressing bullying, cyber-bullying, and retaliation. Landmark's Parent & Student Handbook and Policy & Procedure Manual contain this Plan as well. The Directors of each campus are responsible for implementation and administration of this Plan.

## **II. Policy against Bullying, Cyber-Bullying, and Retaliation**

Landmark will not tolerate any form of bullying or cyber-bullying. Landmark will also not tolerate retaliation against any person who reports bullying, cyber-bullying or who provides information during an investigation, or witnesses or has reliable information about bullying or cyber-bullying.

Specifically and as stated in Massachusetts statutes, acts of bullying, which include cyber-bullying, are prohibited:

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

## **III. Definitions**

Aggressor is a student who engages in bullying, cyber-bullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;

- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyber-bullying.

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

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

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Legal Definitions & Landmark Policy. It is important to recognize that stricter standards of behavior may apply under Landmark's policies in order to prevent inappropriate

verbal and physical conduct before a student has been subjected to bullying as it is defined by Massachusetts statutes. For example, although the statutes define bullying as "repeated use" of certain expressions, acts, or gestures, Landmark reserves the right to apply disciplinary measures and other corrective actions in a case of a single expression, act, or gesture if Landmark determines that it is of sufficient severity to warrant disciplinary measures.

#### **IV. Prevention of Bullying & Cyber-bullying**

From the earliest grades at Landmark, students learn that as members of the Landmark community they have a right to be treated with civility and respect. Landmark's curriculum emphasizes respect for differences, and teachers are clear in their expectations for student behavior. When necessary, parents are notified and asked to reinforce standards for membership in the Landmark community.

Each year, Landmark provides all students and parents with its Student Handbook. The Handbook outlines Landmark's policies regarding bullying, cyber-bullying, and retaliation.

Landmark recognizes that it is essential that expectations for student conduct extend to corridors, locker rooms, lunch, recess, carpool, buses and the like. In order to reinforce positive conduct, Landmark strives to ensure that ample adult supervision is provided on School premises, including in the corridors and locker rooms, at lunch and at recess, and on School-provided transportation throughout the school day as well as at School-sponsored events.

## **V. Reporting Bullying or Cyber-bullying.**

At the beginning of each school year, Landmark provides the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the Campus Director, is in student and staff handbooks, on the school's website, and in information provided to parents or guardians.

*A. Student Reporting.* Any student who is the target of bullying or cyber-bullying or has witnessed an incident of bullying or cyber-bullying or otherwise has relevant information about bullying or cyber-bullying prohibited by this policy is strongly encouraged to promptly report the matter orally or in writing to any of the following persons: Academic Case Manager, Residential Case Manager, Dean of Students, Assistant Dean of Students, Campus Director, Academic Dean, or to any other faculty or staff member with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

*B. Parent Reporting.* A parent of a student who is the target of bullying or cyber-bullying or of a student who has witnessed or otherwise has relevant information about bullying or cyber-bullying is strongly urged to promptly notify the Campus Director. Furthermore, any parent who has him or herself witnessed bullying or cyber-bullying or has relevant information concerning such an incident is strongly urged to come forward

to the Campus Director. A parent should also report any incident of retaliation in violation of this policy to the Campus Director.

*C. Landmark Faculty & Staff Reporting.* Any member of the faculty or staff of the School who witnesses or otherwise becomes aware of bullying or cyber-bullying in violation of this policy or who becomes aware of retaliation against a student who reported information concerning a violation of this policy is required to report it immediately to the Campus Director. There are to be no exceptions. A member of the faculty or staff shall not make promises of confidentiality to a student or parent who informs him/her of an allegation of bullying, cyber-bullying, or retaliation.

## **VI. Responding to a Report of Bullying or Retaliation**

### *A. Safety*

When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of the Campus Director, an assessment is made as to whether any initial steps need to be taken to protect the well-being of students and to prevent disruption of their learning environment while the investigation is being conducted. The Campus Director or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. As appropriate, strategies such as increased supervision may be implemented to prevent further bullying, cyber-bullying, or retaliation during an investigation.

*B. Landmark's Obligation to Notify Others*

1. Notice to parents or guardians.  
Upon determining that bullying or retaliation has occurred, the Campus Director or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Campus Director or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
2. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Campus Director or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
3. Notice to Law Enforcement.  
At any point after receiving a

report of bullying or retaliation, including after an investigation, if the Campus Director or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Campus Director will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Campus Director or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

*C. Investigation.*

Each allegation of bullying, cyber-bullying, or retaliation brought forward will be examined to determine if Landmark's bullying, cyber-bullying, or retaliation policy has been violated. The Campus Director or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Campus Director or designee will interview students, staff, witnesses, parents or guardians, and others as necessary. The Campus Director or designee (or whoever is conducting the investigation)

will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Campus Director or designee, other staff members as determined by the Campus Director or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his or her obligation to investigate and address the matter, the Campus Director or designee will maintain confidentiality during the investigative process. The Campus Director or designee will maintain a written record of the investigation.

Also, while the School cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the School releases information concerning complaints of bullying, cyber-bullying, and retaliation only on a legitimate need-to-know basis.

**D. Findings & Decisions.** The Landmark School Disciplinary Committee (EMS) or Standards Committee (HS) will determine whether bullying, cyber-bullying, or retaliation has occurred. If, after bullying or retaliation is substantiated, the Committee will determine steps necessary to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Committee will 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Landmark School may impose progressive discipline as needed to those students involved in situations deemed bullying, cyber-bullying, or retaliation. Responses may include, but not be limited to, a written apology, community service, suspension,

expulsion, and/or educational assignments dealing with bullying, cyber-bullying, or retaliation issues. For students who are funded by their school districts and who receive certain levels of disciplinary action, Landmark will follow applicable regulations regarding notice to the school district and Department of Elementary & Secondary Education. In some cases, Landmark may remedy the effects of bullying, cyber-bullying, or retaliation on the student victim through training, class changes, and the provision of counseling service.

Depending upon the circumstances, consultation may occur with a student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Campus Director or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notices to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Campus Director or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

## **VII. Conclusion**

This Plan is intended (1) to prevent bullying and cyber-bullying among our students, (2) to encourage students and their parents to have confidence in the School's procedures and to come forward promptly whenever a student is subjected to conduct that is prohibited by this or any other School policy; and (3) to implement appropriate discipline and other corrective measures when they are found to be warranted.

**Appendix A:  
Training & Professional Development**

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A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that Landmark will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades. Staff members hired after the start of the school year will be required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the

content of school wide professional development will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyber-bullying; and
- (vi) Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

## **Appendix B: Academic & Non-Academic Activities**

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A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan should include specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the

importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.