



MISSION AND INTRODUCTION

Landmark School's mission is to enable and empower students with language-based learning disabilities (LBDL) to realize their educational and social potential through an exemplary school program complemented by outreach and training, assessment, and research. Landmark School's goal is to become the leading non-profit center for the education and study of people with language-based learning disabilities.

Landmark is a coeducational boarding and day school for students who have been diagnosed as having language-based learning disabilities. Landmark individualizes instruction for each of its students and is able, therefore, to provide an appropriate program emphasizing the development of language and learning skills within a highly structured learning and living environment. Students learn to cope with their learning differences so they can realize their full potential, both socially and academically, and lead self-fulfilling lives.

Landmark is accredited by the New England Association of Schools & Colleges, is approved as a school for children with language-based learning disabilities by the Massachusetts Department of Elementary & Secondary Education, is licensed as a residential program by the Massachusetts Office of Child Care Services, and holds memberships in the National Association of Independent Schools, the Association of Independent Schools of New England, and the Massachusetts Association of Approved 766 Schools.

This Policy & Procedure Manual is designed to provide a general reference source for information about the operation of the Landmark School. Although this Manual is as current and accurate as possible, please note that, due to changes in statutes or regulations or due to policy decisions made by Landmark, individual sections may have been modified in practice since the publication of the Manual. Landmark hopes that this Manual serves as a helpful tool in understanding its general operation. Landmark welcomes input and suggestions regarding this Manual and its contents.

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STUDENT ADMISSIONS

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GENERAL INFORMATION ABOUT LANDMARK

A. Statement of Philosophy & Goals

Landmark School's mission is to enable and empower people with language-based learning disabilities (LBLD) to realize their educational and social potential through an exemplary school program complemented by outreach and training, assessment, and research.

Landmark School's goal is to be the leading non-profit center for the education and study of people with language-based learning disabilities.

B. Services Provided

Elementary Program: for seven-to-ten year-old day students who require early educational intervention and intensive remediation of language skills through specialized instruction.

Founders Academic Program: for students eleven to twenty whose basic reading and/or written language skills are two or more years below grade level, and who require intensive language remediation and individual instruction in the development of language skills: reading, spelling, writing, and vocabulary.

Expressive Language Program: for students who demonstrate a significant discrepancy between their verbal and non-verbal abilities – characterized by difficulty with the formulation, organization, and elaboration of oral language; and who require rigorous oral and written language remediation through an integrated curriculum which reinforces the relationships between listening, speaking, reading, and writing.



Preparatory Program: for students in grades eight through twelve who have progressed to within a year or two of grade level in their language skills. While these students do not require intensive language remediation, they do require a specialized educational environment in order to develop and integrate the language, organizational, study, and advocacy skills that are essential for independent learning in traditional secondary school classrooms and in higher education.

Enrollment Capacity: At the Elementary/Middle School campus, enrollment capacity is 160; at the High School Campus, day student enrollment capacity is 285, and residential student enrollment capacity is 145.

ADMISSION CRITERIA

Landmark School accepts students who meet the following criteria:

- A diagnosis of a language-based learning disability.
- Average to superior intelligence, as measured by the Wechsler Scales.
- A history of emotional stability.
- No primary emotional, behavioral, or medical pathologies.

Students who meet these criteria have difficulty acquiring age-appropriate language skills in traditional classrooms and/or grades. They struggle because their reading, spelling, writing, and mathematics skills are not commensurate with their thinking and reasoning capacities because of late or irregular development of language skills. Contributing to their underachievement are delays in processing and remembering visual and/or auditory information. Some students also have difficulty with oral and/or written expression, and they may also struggle with perceptual-motor skills.

ADMISSION PROCEDURES

The admission process begins at the point of inquiry from a family or school system. An initial screening of appropriateness for Landmark School occurs, and an intake form is completed. If the prospective applicant seems an appropriate candidate, admission information is mailed which includes the following:

- The application.
- A list of required admission materials.
- Teacher reference forms.
- A counselor treatment summary form (if applicable).
- Release forms.
- Specific program brochures.

Parents are encouraged, but not required, to schedule an informational visit.



Prior to applying for admission, and upon request, the director of admission or designee is available to the parents, the student, and the public school for an informational visit to include a description of the school's mission and services/programs. Prospective applicants and families are offered a tour of the facilities as well as the opportunity to meet students and faculty.

Parents must submit a complete application packet including the application form and supporting materials. Upon receipt of the application, the admission office establishes a student file. A letter from an admission counselor acknowledges receipt of the application. This letter lists any outstanding documents that must be received in order for the admission committee to review the file. A complete application includes:

- Completed application form with fee.
- School records: transcripts and/or report cards, teacher references, and Individual Educational Plan (IEP), if applicable.
- A full neuropsychological evaluation including Wechsler Scale, with a diagnosis of Language-Based Learning Disabilities.
- Any additional evaluations; i.e., speech/language, educational, psychological.
- Counselor's summary, if applicable.
- Any reports by specialists who have worked with the applicant.

Once completed, the Director of admission and members of the admission committee review the file. The members of this committee include, but are not limited to, the director of admission, the associate director of admission, a psychometrist, campus directors, deans, school psychologists, department chairpersons, and case managers.

If the applicant's records indicate that he/she does not meet the criteria for admission, or, if the admission committee feels that the applicant requires a more intensive program than Landmark is able to provide, the director of admission will write a letter of rejection. This letter often includes recommendations for other programs that may be more appropriate, as well as an invitation to call with any questions.

INTERVIEW PROCEDURES

If the applicant's record indicates that he/she meets the admission criteria and may benefit from a Landmark program, the applicant and family are invited to schedule an appointment for the required admission screening and personal interview. This includes:

- A tour of the appropriate campus.
- Testing that is designed to provide information about how the applicant performs on a variety of language tasks (e.g., reading, writing, and spelling) and to elicit information about language processing through perceptual motor tasks that reveal memory functioning, motor functioning, and the ability to integrate complex language. The testing allows the psychometrist to observe the applicant's behavior while attempting tasks that may be difficult for him/her and to observe the sort of compensatory strategies the applicant may be using to accomplish tasks.
- An applicant interview with the director or associate director of admission. This interview may also include another member of the admission committee.
- A discussion of the test results with the parents.



- A final meeting with the parents and admission director to summarize findings, review program options and their child's needs, and make a recommendation regarding placement at Landmark.

ACCEPTANCE PROCEDURES

If the applicant has been offered acceptance at Landmark, the director of admission will write a letter to the parents confirming the program recommendation, summarizing test information, and outlining the requirements for enrollment such as funding arrangements and timelines for enrollment decisions.

During the screening sessions, an Admission Screening Summary is begun by the psychometrist who records pertinent family and screening information, scores achieved, strengths, weaknesses, test behavior, and a short summary of the student's observed learning style. The Admission Screening Summary is then completed by the director of admission who adds notes from the interview and makes specific recommendations or suggestions regarding housing, elective interest, and observations about learning style and interpersonal skills. Finally, the Admission Screening Summary is sent with the applicant's file to the Registrar and then to the receiving campus where the information is reviewed by the appropriate staff, and program determinations decided.

Prior to acceptance, Landmark's Program Director, or designee, is available to parents, the student, and the public school for any questions pertaining to the admission process and the school's program.

For accepted and enrolled students, each Landmark campus provides an orientation for students and parents. In addition to a detailed packet of information pertaining to the school and its programs, students and parents are provided with an extensive orientation regarding the physical plant of each campus as well as specific orientation sessions pertaining to academics, extracurricular activities, residential life if applicable, and the student handbook.

PREPARATION FOR ADMITTED RESIDENTIAL STUDENTS

Prior to, and during, a student's arrival at Landmark, a student is provided with a tour as part of the admission process of the campus as well as more detailed information as an admitted student. In addition, residential students receive both written information and guidance as well as an extensive multi-day orientation to the dormitory and the residential life program. Activities of Daily Living are discussed and described during this orientation, and live-in faculty (house parents) and other faculty ensure ongoing instruction in ADL skills. In addition, house parents as well as other faculty assigned to the student's dorm are provided pertinent information about the student so as to better aid in the student's transition into the program.

REQUIREMENT OF PHYSICAL EXAMINATION PRIOR TO ADMISSION

Prior to admission, each student must submit documentation of a complete physical examination not more than 12 months prior to admission.



EMERGENCY PLACEMENT PHYSICAL EXAMINATION

In the event of an emergency placement at Landmark, the school requires completion of a complete physical examination within 30 days of admission.

ADMISSIONS PACKET INFORMATION

During the admission process, Landmark provides the parents, and the responsible school district if a funded student, with the following:

Landmark School Brochure describing the school's mission, services, admission criteria, and information pertaining to the availability both on-site and on the website of student handbooks, calendars, the policy & procedures manual, and a document containing all of the required elements under 603 CMR 18.05.

SCHOOL DISTRICT INFORMATION

If a student is to be funded by a school district, then student records must be sent to Landmark's Admission Office with a cover letter asking that the student be considered for admission to the school. These records, which usually include the student's Individualized Education Plan (IEP) and most recent evaluations, are reviewed by the Admission Office to determine whether the student meets preliminary criteria for admission. After determining if the preliminary admission criteria are satisfied, the Admission Office sends a letter to the Special Education Director. The letter indicates either the student is not an appropriate candidate or that the student may be appropriate for admission and therefore the admission process should continue. If the admission process continues, then the Admission Office conducts a more detailed review of the application and the student in order to determine the appropriateness of placement.

POST ADMISSION PROCESS

After admission, Landmark provides the parents, and the responsible school district if a funded student, with the following:

- Student Handbook which contains information pertaining to health care, terminations, discipline, behavior management, clothing requirements, communication with students, complaint procedures, etc.
- A statement that Landmark maintains a copy of its Policies & Procedures Manual on-site and on its website
- Registration information containing contact information, schedules, calendar, etc.
- Contractual information relating to financial obligations of the sending school district. Such contract shall be consistent with the requirements specified in 603 CMR 28.06(3)(f)



COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS & EDUCATIONAL PROGRAM COMPONENTS

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- Transition Preparation
- School to Work
- Procedures Relating to Consent at Age of Majority
- Exchange of Information Regarding Student's Legal Status
- Staffing for Instructional Groupings

CONSIDERATION OF POSSIBLE PLACEMENT AT LANDMARK

Special Education Directors or their designees may refer students for placement at Landmark. In this case, records are sent to Landmark's Admission Office with a cover letter asking that the student be considered for admission to the school. These records, which usually include the student's Individualized Education Plan (IEP) and most recent evaluations, are reviewed by the Admission Office to determine whether the student meets preliminary criteria for admission. After determining if the preliminary admission criteria are satisfied, the Admission Office sends a letter to the Special Education Director. The letter indicates either the student is not an appropriate candidate or that the student may be appropriate for admission and therefore the admission process should continue. If the admission process continues, then the Admission Office conducts a more detailed review of the application and the student in order to determine the appropriateness of placement. After determining whether or not placement is appropriate, the Admission Office sends a letter to the Special Education Director. The letter indicates whether or not Landmark has accepted the student for admission.



CONTRACTS WITH SCHOOL DISTRICTS

Landmark accepts students who are placed at Landmark under the terms of a contract with a school district. School districts send a contract to Landmark that contains the terms and conditions of the student's enrollment at Landmark. Upon receipt of such a contract or upon assurance that such a contract is forthcoming, Landmark enrolls students and accepts payment from school districts under the terms of the district placement contract.

STUDENT LEARNING TIME REQUIREMENTS

Landmark School's academic year calendar schedules 185 days of school, which will guarantee at least 180 school days during the academic year.

Landmark School's Elementary & Middle School Campus operates under a yearly schedule that provides 900 hours of structured learning time for students. Landmark School's High

School Campus has a yearly schedule that provides 990 hours of structured learning time for students.

Landmark High School may release the senior class before the conclusion of the school year provided that neither the conclusion of the senior's school year nor graduation is more than 12 school days before the regular scheduled closing date of the school.

MASSACHUSETTS CURRICULUM FRAMEWORKS

Landmark School provides ongoing training for its entire teaching faculty and administrative staff on a variety of relevant educational topics, including the Massachusetts Curriculum Frameworks. In addition, each department at Landmark reviews current curriculum in light of the Frameworks. These department meetings enable faculty to learn about and understand the Frameworks in areas directly relevant to their area of teaching expertise. Further, Landmark School's teacher training and certification program, which is operated with Simmons College, provides a significant number of faculty members with ongoing training in the Frameworks.

Landmark School integrates the Frameworks into its curriculum as deemed appropriate for students and when consistent with Landmark School's mission of remediation. Landmark School's skills-based, diagnostic-prescriptive model is designed to build language competency most effectively by focusing on the individual profile of each student. Given the academic needs of Landmark's students, class groupings are done by language skill level rather than by traditional grade level. With this in mind, Landmark's program of studies is heavily weighted towards language-based teaching, and courses combine content with the study skills, writing skills, and note-taking skills necessary to facilitate a student's successful return to a less restrictive setting. The Frameworks are, therefore, incorporated as appropriate content material in order to serve as a vehicle for practicing and improving language-based skills.



MASSACHUSETTS PHYSICAL EDUCATION AND HEALTH EDUCATION REQUIREMENTS

Landmark School provides physical education for the purpose of promoting the well being of students. The Elementary/Middle School and the High School each require students to participate in physical education during each academic year. Participation in physical education is required for advancement in the program. Examples of acceptable physical education options include, but are not limited to, the following:

- Enrollment in Landmark School physical education classes. Enrollment is considered part of a student's structured learning time.
- Participation in interscholastic athletics whether at Landmark School or the student's local school district. Participation is not considered part of a student's structured learning time.
- Participation in other Landmark School physical education instruction taught by Landmark faculty including, but not limited to, High School Saturday structured programs, dance instruction programs, etc. Successful participation will be noted as pass/fail. Successful participation will be assessed based on the student's successful completion of specific goals and objectives. Participation is not considered part of a student's structured learning time.
- Physical education instruction outside of Landmark School through a private instructor (e.g., swimming or skating lessons). Instruction is not considered part of a student's structured learning time.

PROCEDURES AND MECHANISMS FOR PLACEMENT IN LEAST RESTRICTIVE ENVIRONMENT

It is in keeping with Landmark School's mission to prepare students to return to less restrictive environments. Landmark students are consistently assessed for demonstration of skills in reading, written expression, math, and organization/study skills so that they can transition successfully to another setting. The return to a public school or another less restrictive environment is a Team decision, arrived at through the annual Team meeting and a discussion of student progress in language skills and IEP goals. Specific steps are identified in a transition plan to be implemented in the IEP process with collaboration among parents, the school district, and Landmark staff. The specifics of the transition plan are developed in the Team process and carried out through the course of a school year. Typical components are visits, observations, staff consultation, assessments, and mid-year meetings.



STATEWIDE ASSESSMENTS

All students on Massachusetts IEPs participate in MCAS (Massachusetts Comprehensive Assessment System). The individual student's IEP outlines the testing involvement for the student (regular testing, testing with accommodations, or alternate assessment). The majority of Landmark's students' IEPs indicate testing with accommodations. Such accommodations are necessarily student specific. Landmark administers the tests in accordance with Department of Elementary and Secondary Education guidelines. All faculty who administer MCAS participate in training sessions relating to MCAS administration.

Those persons responsible for overseeing all students' participation in MCAS and appropriate assessment are Academic Deans and Public School Liaisons from each campus.

MCAS ALTERNATE ASSESSMENT

Landmark adheres to state and/or district-wide testing by implementing recommendations in the IEP meeting when addressing the State or District-Wide Assessment portion of the IEP document. At the Team meeting, the state or district-wide testing to be taken by the student is identified. If the student cannot take the MCAS exam with or without accommodations or the student has failed the standard MCAS test, then the Team discusses whether the MCAS Alternate Assessment avenue is appropriate for the student. If the Team then determines that MCAS-Alt is appropriate, then Landmark's MCAS coordinator ensures that Team's decision is implemented appropriately.

IEP DEVELOPMENT/IMPLEMENTATION AND PARTICIPATION AT MEETINGS

Landmark develops IEPs in coordination with school districts. Landmark's public school liaisons coordinate Team meetings with parents and school districts for the purpose of developing an IEP for students who are newly placed at Landmark. For students already enrolled at Landmark, the school district coordinates any needed evaluations, Annual Reviews, and Team meetings with parents and Landmark staff. Landmark liaisons assist school districts in the coordination of such evaluations, reviews, and meetings. The school district then sends notices of the meeting to parents and other necessary meeting participants. School districts also designate district representatives to attend any Team meetings.

At a Team meeting, the Landmark liaison is the primary Landmark representative together with any necessary Landmark academic case managers, residential staff, and teachers. As noted above, the school district identifies and sends appropriate representatives to attend such Team meetings. As part of this process, school districts may also work with the liaison to arrange site visits, observations and meetings with Landmark staff, and the student. The Landmark liaison establishes and maintains the formal relationship with the school district's representatives and parents. The liaisons are responsible for communicating any changes in the student's status, including the development of student transition plans.

For three-year eligibility reviews, the school district coordinates any needed evaluations and Team meetings with parents and Landmark staff.



SPECIAL EDUCATION SERVICES AND RELATED SERVICES

Each funded student at Landmark has an IEP that calls for specific services to be provided to the student. As part of the Team process, those services are identified and communicated with those personnel involved with service delivery. Special education services at Landmark include specially designed individualized instruction via tutorial and skill-based class grouping. Students at Landmark also participate in a physical education program as well as a varied after-school interscholastic sports program. Landmark offers students vocational instruction opportunities in woodworking and auto mechanics.

In addition, Landmark provides related services deemed necessary by the Team for students to benefit from education. Specifically and depending on the student's needs, Landmark provides such services as counseling, school health services, transportation for school related activities, and parent training to help parents reinforce skills at home. If a student needs related services that Landmark is unable to provide directly, then Landmark works with the school district to arrange such services.

Landmark's two Public School Liaisons monitor the service delivery, communicating as needed with Landmark administrators. Written progress reports are produced on a quarterly basis, and all information is forwarded to the funding school district as well as to parents of the student.

WRITTEN PROGRESS REPORTS AND COMMUNICATION

Landmark issues quarterly report cards and progress reports during the academic year. High School report cards note the student's grade for the subject as well as a notation regarding student behavior and effort. At both the High School and the Elementary-Middle School, progress reports are provided for each class in which a student is enrolled. These progress reports provide a detailed analysis of each student's skill level and note progress made to date. The progress reports also contain a narrative description of the student's program and the student's precise progress in each class. For students on educational plans, Landmark provides commentary on goals and objectives with teachers required to report the progress of each IEP objective in measurable terms. Depending on student's needs, Landmark also provides additional reports that focus on specific areas deemed necessary by Landmark staff, parents, or the Team.

Through the use of the school's database, Landmark's Public School Liaisons, in coordination with the Registrar's Office, ensure that quarterly reports are sent to, and received by, appropriate school district personnel, parents, and applicable agencies.



SCHOOL DISTRICT MONITORING OF STUDENT PROGRESS

Landmark coordinates school district monitoring of publicly funded students as a part of the collaboration process. School district representatives contact the Landmark Public School Liaisons to arrange for on-site visits, observations of students from their school district, and meetings with Landmark staff who work with their students. Public School Liaisons ensure that the quarterly Landmark reports are sent to the appropriate school district personnel as they are prepared for the student. Reevaluation testing of students is coordinated with school district representatives and Landmark's Public School Liaisons for mutually agreeable times and location of testing. Statewide testing results for publicly funded students are shared with school districts.

PREPARATIONS FOR RETURN TO A PUBLIC SCHOOL OR LESS RESTRICTIVE SETTING

Landmark students are prepared to return to public school or another less restrictive setting when they demonstrate acquisition of skills in reading, written expression, math or organization/study skills which will allow them to be successful. This becomes a discussion point in each Annual Review or Reevaluation Team meeting. Specific steps are identified as a transition plan to be implemented in the IEP process with collaboration among parents, the LEA and Landmark staff.

The specifics of the transition plan are developed in the Team process and carried out through the course of the school year. Components usually include visits, observations, staff consultation and mid-year Team meetings to facilitate transition planning.

TRANSITION PREPARATION

At each Team meeting at the High School Campus to review an IEP, there is a discussion to prepare each student for later education and adult life. Landmark strives to create a coordinated transition plan for students that includes post-secondary education options, vocational education options, and employment. Diploma options, guidance offerings, and referrals to state agencies are also reviewed. In all cases, the school district is encouraged to be an active participant in these discussions. Commencing at age 14, Landmark incorporates the Transition Planning Form at each Team meeting in order to formalize and facilitate the transition process.

In addition, each school district informs the students of their rights at the age of eighteen. Landmark also communicates these rights to the student who is usually in attendance.



SCHOOL TO WORK

At Landmark's High School, students may participate in school to work or independent study programs provided such a program is reflected as part of a student's IEP. To participate in a school to work program, Landmark requires execution of a Memorandum of Understanding between Landmark and the work site. The Memorandum contains the following provisions:

- that an initial two week trial period will occur to determine if a long term placement meets the student's goals;
- that the program is specifically designed to provide the student with exposure and introductory training in the field;
- that Landmark will evaluate the student on-site and solicit feedback from the placement on the student's progress;
- that the student is required to spend time at the site commensurate with school hours and days on the Landmark calendar. The student is not required to be at the site during Landmark vacation periods or after school hours;
- that the student is required to keep a daily log of activity as part of the internship experience; and
- that the student's academic advisor will serve as Landmark's coordinator for all issues relating to the placement.

To participate in an independent study program, the Team must determine the precise parameters of such a program including content, time period, and evaluation tools. The guidance office and the student's academic advisor will be responsible for coordinating and supervising the implementation of any independent study program for a student.

In addition, each student will be provided with an Internship Handbook that documents expectations and requirements for participation in any internship.

PROCEDURES RELATING TO CONSENT AT THE AGE OF MAJORITY

At Landmark's High School, all students as they approach age 14 are invited and encouraged to attend the entire IEP Team meeting. This invitation to attend is an effort to involve and include the student in their education so that they are better prepared to make decisions when they reach the age of 18.

In addition, and at least one year prior to the student's reaching age eighteen, Landmark works collaboratively with the responsible school district to ensure that consent is obtained from the student to continue the special education program at Landmark upon turning eighteen, or to ensure that another mechanism is in place to obtain consent (e.g., student shares decision making with parent, student delegates decision making to parent or other adult, or student subject to guardianship). Landmark discusses this topic and options at the student's Team meeting that occurs one year prior to the student turning eighteen and at all subsequent Team meetings, and Landmark documents such discussion in the IEP.



If a student turns eighteen during the course of an IEP, Landmark will obtain consent from the student or ensure that another mechanism is in place to obtain consent (e.g., student shares decision making with parent, student delegates decision making to parent or other adult, or student subject to guardianship) so that the IEP is implemented appropriately.

EXCHANGE OF INFORMATION REGARDING STUDENT LEGAL STATUS

Landmark notifies all parents and guardians of their obligation to inform Landmark of any changes in a student's legal status and of the results of all judicial and administrative procedures concerning the student. The notification to parents of this obligation is conveyed in the Landmark application, and the Landmark public school liaison also incorporates this notice into all Team meetings that occur during the school year. The Landmark public school liaison serves as the contact point for receipt of this information and also coordinates distribution of any change in status to appropriate personnel at Landmark.

STAFFING FOR INSTRUCTIONAL GROUPINGS

The student to teacher ratio at Landmark is 8:1.



DIPLOMAS

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Granting of Landmark High School Diplomas

GRANTING OF SCHOOL DISTRICT HIGH SCHOOL DIPLOMAS

At least one year prior to the probable graduation date, the Team discusses whether a student is likely to meet the district's high school graduation standards so that there is a common understanding among the school district, Landmark, the parent, and the student of the likelihood of graduation and receipt of a school district diploma.

In the event that a student does not meet the district's graduation requirements, the district may elect to award a certificate to a publicly funded student. This certificate may recognize achievement, attendance, course completion, or participation. Such certificate is issued by the school district and not the Landmark School.

GRANTING OF LANDMARK HIGH SCHOOL DIPLOMAS

To graduate from Landmark's High School, students must complete the following requirements:

1. Declaration of Intent

Each senior student who wishes to be awarded a diploma from a school other than Landmark must notify the Director of Guidance of this intention before the end of the first quarter. Students who are uncertain as to their class standing or whether they may be eligible for a diploma should meet with the Registrar or Director of Guidance to determine their status. Early declaration of intent is necessary to ensure that students meet the basic conditions and are enrolled in the specific courses required to meet the stipulations for earning the diploma.

2. Attendance Requirements

a. Enrollment

By June of the year in which the student wishes to be granted a diploma he or she must have been in attendance at the Landmark School for a minimum of one full academic year. Attendance in classes must begin no later than the start of the second week of classes. All seniors must be in attendance at Landmark School to be granted a Landmark Diploma.



b. Attendance Policy

Regular attendance at school is vital for academic progress. Students are expected to be in school unless prevented from doing so by illness. While the school is accommodating of absences caused by illness, it reserves the right to withhold academic credit for specific courses or for an entire quarter when such absences exceed 3 days unexcused or 9 days total (excused and unexcused) in a given quarter, or 15 days total absences in a semester. The decision regarding the withholding of credit rests with the Diploma Committee.

An excused absence is defined as the following:

- An absence for which a note from a “certified medical practitioner” is provided
- An absence for a school or college visit that has been approved by Landmark prior to visit and for which a college/school visit pass has been completed and approved
- An absence dictated by the school; i.e., suspension
- A religious holiday

An unexcused absence is defined as any day or part of day missed that does not fit the above categories. This would include absences due to travel or extended vacations. Students are marked for ½ day absence when they miss one or two periods of class work. Students missing three or more classes are marked absent for a full day.

c. Medical Leave Policy

Medical leave may be granted to students needing additional time out of school to address serious medical or psychiatric needs. Students requesting such a leave must present the Diploma Committee 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. All medical leaves will be monitored by the Academic Dean.

3. Minimum Chronological Age

Senior students must reach their 17th birthday by January 1st of the year in which they graduate.



4. Grade Level Placement

Senior students must progress sequentially through each of the 12 grades, spending at least one year in each grade. Determination of grade placement will be made by review of previous academic records and previous grade placement. The Committee will consider any pertinent information provided by the student or parent, but will make the final decision on these matters.

In order for senior year applicants to qualify for grade 12 placement, students must begin the academic school year with a grade level score of 5.5 on the Word Identification subtest of the Woodcock Reading Mastery Test- Revised and a minimum grade score of 40 on the Degrees of Reading Power Test (DRP), Test Level 6 (J6 or K6). Should these scores not be attained at the time of admissions to Landmark, a written understanding of the student's required length of enrollment will be communicated to the student and his/her family by Landmark's Admissions Office. Please note that a student who meets these initial senior grade placement requirements still needs to meet Landmark's other graduation requirements.

5. Required Core Courses

All senior students are expected to meet the following minimum course requirements. The school recommends and encourages students to take additional academic courses, particularly if they are considering post-secondary education.

- 4 years of English
- 2 years of Science
- 3 years of Mathematics
- 2 years of Social Sciences (one of which is U.S. History)
- 1 year of Physical Education. Students must complete one year of Physical Education/Health. Students may also meet this requirement by participating in three Landmark varsity sports during their tenure at Landmark. Certification of participation in a sport will be granted through the Athletic Director's office for students who have attended 90% of the practices and games. Documentation of participation will be given only to team players and not to team managers, trainer assistants or statisticians.

Students are also expected to carry other academic or vocational courses to comprise a full course load.



6. Competency Testing

Landmark School strives to ensure that all graduating students possess the basic skills and information required to function effectively in society. All seniors are required to meet the competency requirement. All seniors are required to meet either of the following two options:

- a) A grade level score of 7.0 on the Word Identification subtest of the Woodcock Reading Mastery Test-Revised, and a minimum score of 50 on the Degrees of Reading Power Test (DRP), Test Level 6(J6 or K6), or*
- b) A score of 55 on the Degrees of Reading Power Test (DRP), Test Level 6 (J6 or K6).*

The Degrees of Reading Power Test (DRP) consists of nonfiction paragraphs and/or passages on a variety of topics. Within the test, words have been deleted. Students are expected to read the passages and supply the missing words from among the four or five choices given for each deletion. DRP results are reported in a range of numbers rather than in grade levels. After correcting a silent reading test that the student is given, the test administrator is given a range of scores (DRP scores), which correspond to the levels of various books and other reading material. A DRP score of 55 is equivalent to that of an average middle school textbook.

The Senior Competency Examination is given in the fall to all seniors. This test contains material on practical mathematics, reading skills and general knowledge of geography, history, civics, science and practical life skills. Students who do not pass the first competency test will receive additional instruction in classes and tutorials and will have the opportunity to retake the test during the second semester.



7. Academic Grades

Senior students will be graded on a quarterly basis. The grading process will consist of an academic grade reflecting mastery of material presented in the specific class, and an attitude grade, reflecting effort demonstrated by the student.

Academic grades will be marked as follows:

- A –Expectations Exceeded
- B –Expectations Met
- C –Expectations Partially Met
- D –Expectations Not Met
- F – Failing as a Result of Resistance
To Expectations

While individual departments and instructors have the right to set appropriate standards for their particular courses, the minimum passing grade will be D-. Senior students are expected to maintain passing grades in all courses. Failure to do so may be cause for the Diploma Committee to refuse to grant credits for failed courses to withhold the diploma. In addition, please note that if any senior fails any Landmark School course or courses for the fourth quarter, the student may not be granted a diploma. Further, the student may be required to attend summer school to make-up the schoolwork to satisfy these requirements.

In non-academic courses, pass/fail grade will be used to determine the granting of credit.

8. Other Notes and Policies

- a. An Interim Evaluation will be sent to notify parents and students of any significant changes in the student's performance and/or effort.
- b. If a student is not participating in the Commencement Ceremony of early June, she/he is expected to attend classes through the balance of the school year. Exceptions to this policy can only be granted by the Diploma Committee.



9. Financial Obligations

All financial obligations to Landmark School must be met in order for students to be eligible to take final examinations or to have final teacher reports filed. In the event financial obligations are not met, an incomplete will appear on his/her school transcript. Concerns or questions about outstanding financial obligations may be discussed with the Business Manager.

10. Graduation Dates

Landmark School offers the opportunity to graduate at two specific times during the academic school year for seniors who have met all of the minimum graduation requirements. The first opportunity is in January, at the end of the first semester. The second opportunity is in May/June, at the end of the second semester.

The DIPLOMA COMMITTEE has the right to modify or waive any of the requirements for a Landmark School Diploma.



SUPERVISION OF STUDENTS

Contents

Supervision of Students: School Related Activities

Supervision of Students: Residential Program Ratios

SUPERVISION OF STUDENTS: SCHOOL RELATED ACTIVITIES

□□At each campus of the Landmark School, students are offered an array of school related activities both on and off campus. The respective campuses' Student Handbooks list an array of extracurricular activities, sports, and performing arts activities offered to students.

Landmark staffs these after school activities solely with Landmark teaching staff. Most activities have more than one teacher assigned to the activity with the norm being at least two teachers per activity for groups if the group exceeds ten students. All teachers are trained in Landmark methods and requirements so that students receive continual reinforcement of skills learned in the academic and residential environments at Landmark. In addition, teachers are trained extensively in appropriate supervision techniques. Finally, all residential staff are trained in appropriate first aid procedures every other year by certified trainers.

SUPERVISION OF STUDENTS: RESIDENTIAL PROGRAM RATIOS

Weekday Staffing

Landmark maintains a student to child care worker ratio of not lower than 4:1 nor greater than 6:1 during non-school day "waking hours."

- from 6:45 to 7:45 AM, Landmark maintains a ratio of approximately 45 to 50 staff for 171 students for a ratio of approximately 4:1. Staff "types" are the following: campus coordinators, deans of students, nurses, teachers, and residential live in staff who are also teachers
- from 3:00 to 10:30 PM, Landmark maintains a ratio of approximately 40 staff for 171 students for a ratio of approximately 4.6:1. Staff "types" are the following: campus coordinators, deans of students, nurses, teachers, and residential live in staff who are also teachers

Landmark also maintains a student to child care worker ratio of not lower than 6:1 nor greater than 8:1 during sleeping hours.

- from 10:30 PM to 6:45AM, Landmark maintains a ratio of approximately 32 staff for 171 students for a ratio of approximately 5.5:1. Staff "types" are the following: deans of students, nurses, teachers, and residential live in staff who are generally teachers



Weekend Staffing

Landmark maintains a student to child care worker ratio of not lower than 4:1 nor greater than 6:1 during non-school day “waking hours.” Landmark maintains a student to child care worker ratio of not lower than 6:1 nor greater than 8:1 during sleeping hours.

- from 3:00PM Friday until 6:45AM Monday, Landmark maintains a ratio of approximately 20 staff for 100 students for a ratio of approximately 5 to 1



VISITING, MAIL, & TELEPHONES

Contents

Visiting

Mail

Telephones

VISITING - STUDENTS LEAVING CAMPUS

Day Passes

For the purpose of tracking and safety, students wishing to leave campus on a day pass must adhere to the following guidelines. A day pass must be filled out and turned in to your Houseparent at least 24 hours prior to departure. Day passes may not be used during sports, community nights, during exams, or after school activities. Students wishing to go into Boston, independently, must be at least 18 years of age and be at a level 3 or higher. Students at level 1 and 2 are not eligible to take a day pass unless accompanied by a parent.

Weekend Passes

Students may return home on weekends after participation in the High School Orientation Program. The procedure for requesting permission to travel on the weekend are explained to all students upon arrival. For the safety of all, it is critical that students and parents/guardians follow the guidelines for weekend passes. Every student wishing to leave for the weekend must fill out a weekend pass by Thursday of the weekend of travel, and submit it to their Houseparent. Parents/guardians must email written permission for the weekend pass to be approved. This includes a student leaving to go home or with relatives. It is imperative that passes are filled out completely. Students wishing to visit other students' homes must arrange for the permission of both sets of parents/guardians and the Houseparent or the Dean of Students. This permission must be in writing or by phone to a faculty member with final approval by the Dean of Students. Residential students visiting the home of a day student must make sure that both Parents/Guardians respond, in writing or via the phone, to the Houseparent or the Dean of Students.

Travel Arrangements to and from School

Landmark must have notification of holiday departures and arrivals well in advance. Parents/Guardians and students should be aware that Logan Airport is one hour travel time from campus. Landmark attempts to schedule airport trips by school vehicles on the holidays and vacations specified on the school calendar. During a regular week, Landmark provides bus transportation to South Station and Logan Airport. Drop off times will be prior to 5:00 p.m. on Friday and from South Station and Logan prior to 6:00 p.m. on Sunday. There is a fee for this service. Following vacations, Landmark School will pick up from Logan Airport at 2:00 p.m., 4:00 p.m. and 6:00 p.m. Parents/guardians should attempt to schedule flights consistent with this information. For travel that arrive outside these times, Landmark will arrange a private taxi and bill the student account. Parents/guardians and students should recognize that one bus will cover a



range of flights, in most cases spanning several hours. This may necessitate some waiting time at the airport. Parent and student understanding and patience is appreciated. Should a student need to contact the school, the following number is designated: 1-800-tax-toy-1 (1 800-829-8691). While Landmark will make every effort to assist students in reaching their final destinations, the cooperation of parents/guardians in making specific travel arrangements will help to ensure a safe and timely arrival.

To ensure proper staffing patterns, secure van space, and create a smooth departure & arrival, Parents/Guardians must provide prior notification of all travel arrangements. Itineraries may be faxed to 978-927-7609.

Taxi service is available from the airport for those students whose travel arrangements do not fall within the days and times specified above. Students need to arrive at school with enough travel money to cover taxi fares and food. If a student has special circumstances regarding travel plans, please discuss them in advance.

VISITING - VISITORS ON CAMPUS

The guidelines for Landmark's visitation policy are rooted in the principles of encouraging healthy family relationships, maximizing student growth and potential, and protecting students and staff from unreasonable intrusions. To that end, all visitors to campus must adhere to the following guidelines:

- Families of Residential Students: The Student Life Office or Residential Deans should be notified of a planned visit to campus so that appropriate logistics can be implemented to ensure the student is present and available.
- Professional Visitors: The Head of Campus or Academic Deans must be contacted and permission granted for a visit before any visitation may occur on either campus.
- All other Visitors: No visits to either campus are permitted without permission from the Head of the applicable campus or in coordination with the Admission Office.

MAIL

Landmark provides student mailboxes for its residential students. The mailboxes are located in the Lopardo Building lounge next to the student store. Students may receive mail without restriction unless it is determined that mail is being utilized in violation of Landmark's Student Handbook guidelines. If such violation occurs, then an individualized inquiry occurs with a further meeting to determine appropriate steps to address the issue.



TELEPHONES

Use of Telephones

Landmark does not permit students to use the school's business numbers to make 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, or Parents/guardians may arrange a time for students to expect their call. A list of pay phones is located in each dormitory. Students are asked to avoid calls during dinner and study hall, and after bedtime.

Use of Cell Phones

Students may have cell phones as a convenience to the family and friends. At the EMS, phones are not to be "on or out" during the school day.

At the High School, students may use cell phones during the school day between classes. Cell phones must be placed in the vibrate mode during class time. Students may not use them during any school sponsored afternoon activity or athletic practice. Cell phones may not be used during study hall or any other time in which the student has residential or school based obligations. Cell phones may not be used following bedtime. Students are discouraged from allowing others to use their cell phone. Similarly, the use of electronic communication such as Skype may not be used during study hall, after bedtime or during any school sponsored activity or obligation. Failure to appropriately respond will result in a loss of privilege.



PARENT INVOLVEMENT

Contents

- Parental Involvement with Their Child's Education
- Parents Advisory Group
- Education Committee
- Mechanisms for Insuring Parental Consent
- Procedures for Response to Parental Concerns
Regarding Educational and Care
- Procedures for Response to Parental Concerns Relating to Discrimination
- Written Notice Regarding Program Policies and Procedures and State and Federal Regulations
and Information
- Translation of Information

PARENTAL INVOLVEMENT WITH THEIR CHILD'S EDUCATION

The primary vehicle for parental involvement is the Landmark Parents' Association (LPA), which includes an Advisory Group as written into its by-laws. The Landmark Parents Association is a school-wide organization available to all parents as an avenue of communication to the school on matters such as programs, residential life, student issues or concerns, etc., and enjoys a close working relationship with the school administration. The President of the LPA sits as an ex-officio member on Landmark's Board of Trustees and serves on the Education Committee.

To help enable the LPA, Landmark employs a Director of Parent Relations whose primary responsibility is to the Parents Association. Leadership of the LPA is through a group of parents who serve on the Executive Committee. The Executive Committee meets regularly throughout the school year, with open meeting occurring periodically for all Landmark parents. The LPA provides parents an informal forum for getting acquainted and sharing information and concerns at regularly scheduled "commuter coffees" held throughout the school year.

PARENTS ADVISORY GROUP

The LPA Executive Committee shall function as the Parent Advisory Group. The Parent Advisory Group shall advise the school on matters of parental concern, as well as the education, health, and safety of students. The Parent Advisory Group shall meet as it deems necessary, and the Head of School or designee shall attend Parent Advisory Group/LPA Executive Committee meetings at least twice a year to discuss any matters of parental concern. Minutes of all meetings of the Parent Advisory Group shall be kept and made available to the Head of School or designee and Landmark's Department of Elementary & Secondary Education Liaison.

As present and past parents of the school, the members of the LPA are intimately aware of and actively involved with the personnel, programs, and the culture of the school. Beyond the critical role of the Advisory Group in advising the school on matters of parental concern, and the



education, health and safety of the students, the LPA organizes and implements myriad community and morale-building activities, such as: hosting staff and student appreciation events; collating packets for the Admission Office; volunteering at the annual golf tournament; establishing outstanding achievement awards for graduating seniors; serving with faculty on school-wide committees, and fundraising for teacher endowment.

EDUCATION COMMITTEE

The Education Committee has been established “... as a communication tool to assure the awareness and involvement of the board in matters pertaining to Landmark’s educational program.” To achieve its goals, the Education Committee activities include: regularly reviewing Landmark’s Mission and Goals statements, participating in Landmark Strategic Planning process and updates, and reviewing the Strategic Plan’s educational goals; reviewing all substantive programmatic changes, refinements, or additions as they are initiated; participating in annual site visits; hearing quarterly program updates at board meetings; reviewing Department of Education applications, re-applications, and program review materials; participating in New England Association of Schools & Colleges self-studies and occasionally revisiting sections of the self-study and Visiting Team report.

MECHANISMS FOR ENSURING PARENTAL CONSENT

Through the IEP process, Landmark obtains parental consent before any adjustment or change is made to a student’s educational program. Consistent with regulatory requirements, Landmark’s public school liaisons insure that such parental consent is reflected in a new or amended IEP for parents to review and sign. For issues of consent relating to medical treatment, refer to Section Six of this Manual.

PROCEDURES FOR RESPONSE TO PARENTAL CONCERNS REGARDING EDUCATION & CARE

A parent may express concerns regarding their child’s educational or residential program by contacting either their child’s case manager (educational) or houseparent (residential). In addition to these individuals, parents may also contact the Academic Dean, the Dean of Students, or the Landmark public school liaison. Upon receipt of a parental concern or request, Landmark personnel investigate the concern, discuss it more fully with the parents and student, convene a Team meeting if necessary, and determine the best and most appropriate response to the concern.



PROCEDURES FOR RESPONSE TO PARENTAL CONCERNS RELATING TO DISCRIMINATION

If a parent has concerns relating to possible discrimination against their child, then a parent may bring such concerns to the attention of Landmark's civil rights coordinator who will investigate the allegations consistent with the procedural and substantive requirements of federal and state statutes. Landmark's civil rights coordinator is Dan Ahearn, 429 Hale Street, Box 227, Prides Crossing MA 01965; 978-236-3203.

WRITTEN NOTICE TO PARENTS REGARDING PROGRAM POLICIES AND PROCEDURES AND STATE AND FEDERAL REGULATIONS

As part of Landmark's admission process and as part of Landmark's annual re-enrollment materials, parents are informed that Landmark maintains this manual containing Landmark's policies and procedures, as they relate to state and federal regulations, IEP information, and related reference materials. As part of this notification, Landmark informs parents where the manual is located, that the manual is available for inspection, and that parents may receive copies of documents from the manual upon request.

TRANSLATION OF INFORMATION

When students have parents or guardians with limited English language skills, Landmark School ensures that general announcements and notices of extracurricular activities and other opportunities are distributed to them in the primary language of the home. The Director of Parent Affairs and Special Events shall be responsible for the implementation of this policy.



CONSENT

Contents

- Emergency Medical Treatment
- Restraint
- Medication Administration
- Research
- Experimentation
- Fundraising and Publicity
- Observation
- Exception

EMERGENCY MEDICAL TREATMENT CONSENT

If an emergency, Landmark personnel telephone parents at home or at business and seek consent.

If it is not an emergency, Landmark personnel telephone parents, seek consent, and follow-up with a written health report to parents by mail, fax, or email.

If parents cannot be reached, Landmark personnel contact “emergency contact” listed in student’s record.

Landmark "personnel" (administration, teachers, coaches, etc.) may vary depending on the incident involved.

RESTRAINT CONSENT

Landmark is committed to using the least restrictive methods to assist students who may present challenging behaviors that rise to the level of danger to self or others. Though philosophically opposed to the use of restraint, Landmark acknowledges the Massachusetts Department of Elementary & Secondary Education's, as well as state law, requirements that restraint may be necessary in the extreme circumstances when a student may pose a danger to self or others. As a result, Landmark seeks consent from parents and guardians for the use of restraint in these circumstances.

MEDICATION ADMINISTRATION

No medication shall be administered to a student without written authorization from a parent. Such authorization must be renewed annually. A copy of each student’s signed Parent Permission Form is located in his/her medical file.



RESEARCH CONSENT

Landmark School does not conduct any research involving students without the specific written consent of 1) the student's parents or legal guardian; and 2) the student, provided the student is age fourteen (14) or older and deemed capable of providing such consent. Research proposals are reviewed by Landmark's Institutional Review Board where consent requirements are explained to researchers.

EXPERIMENTATION CONSENT

Landmark School does not permit or engage in experimentation involving students enrolled in the program. Consequently, the School does not seek consent from parents for experimentation.

FUNDRAISING AND PUBLICITY CONSENT

Landmark School does not allow any use of a student's or family's name, photograph or video for fund raising, publicity, or any other purpose without the specific written consent of 1) the student's parents or legal guardian; and 2) the student, provided the student is age fourteen (14) or older and deemed capable of providing such consent.

OBSERVATION CONSENT

Unless a student's parents provide specific written consent, Landmark School does not allow observation of any student in the school by persons other than parents of current or prospective students, prospective students, staff, volunteers, student interns, other professionals who may observe Landmark's instructional programming, and authorized representatives from public schools who have placed students at Landmark, or other state and federal monitoring personnel.

PARENTAL NOTIFICATION LAW - HUMAN SEXUAL EDUCATION CONSENT

When applicable, Landmark provides notification consistent with M.G.L. Ch. 71, Section 32A when curriculum primarily involves human sexual education or human sexuality issues.

EXCEPTION - GENERALLY

The above consent requirements are not required for observation or data collection used to evaluate or document the services provided by Landmark when such observation or data is collected by Landmark staff or authorized representatives from public schools who have placed students at Landmark, parents, or other state and federal monitoring personnel.



REGISTERING COMPLAINTS AND GRIEVANCES

Contents

- Parent Complaints Regarding Student Education & Care
- Student Complaints Regarding Education & Care
- Student Complaints Regarding Discrimination
- Employee Complaints Regarding Discrimination

PARENT COMPLAINTS REGARDING STUDENT EDUCATION & CARE

A parent may express concerns regarding their child's educational or residential program by contacting either their child's case manager (educational) or houseparent (residential). In addition to these individuals, parents may also contact the Academic Dean, the Dean of Students, or the Landmark liaison. Upon receipt of a parental concern or request, Landmark personnel investigate the concern, discuss it more fully with the parents and student, convene a Team meeting if necessary, and determine the best and most appropriate response to the concern.

STUDENT COMPLAINTS REGARDING EDUCATION & CARE

A student may express concerns regarding their educational or residential program by contacting either their case manager (educational) or houseparent (residential). In addition to these individuals, students may also contact the Academic Dean, the Dean of Students, or the Landmark liaison. Upon receipt of a concern or request, Landmark personnel investigate the concern, discuss it more fully with the student, convene a Team meeting if necessary, and determine the best and most appropriate response to the concern.

STUDENT COMPLAINTS REGARDING DISCRIMINATION

If a student has concerns relating to possible discrimination based on race, color, national origin, gender, religion, sexual orientation, or disability, then a student may bring such concerns to the attention of Landmark's Assistant Head of School, who serves as the civil rights coordinator, who will investigate the allegations consistent with the procedural and substantive requirements of federal and state statutes.

EMPLOYEE COMPLAINTS REGARDING DISCRIMINATION

If an employee has concerns relating to possible discrimination based on race, color, national origin, gender, religion, sexual orientation, or disability, then the employee may bring such concerns to the attention of Landmark's Assistant Head of School or the Campus Directors who serve as the civil rights coordinators, who will investigate the allegations consistent with the procedural and substantive requirements of federal and state statutes.



STUDENT TRANSPORTATION AND TRANSPORTATION SAFETY

Contents

- General Overview
- Insurance
- Vehicle Usage
- Vehicle Maintenance
- Reporting of Accidents

GENERAL OVERVIEW

Landmark School will ensure that any vehicle used for transportation, and the drivers thereof, conform to the appropriate state and federal requirements pertaining to Massachusetts General Law Chapter 90 and its accompanying Regulations. All vehicles are properly registered and inspected in accordance with state requirements.

It is the policy of Landmark School to develop and observe procedures regarding safety precautions and the use of school-owned vehicles. The procedures emphasize the individual safety of staff and students and are designed for the protection of the employee as it relates to his/her personal liability.

INSURANCE

All vehicles owned by Landmark School are insured in compliance with state and federal requirements.

VEHICLE USAGE

1. The operator of any school-owned vehicle must be appropriately licensed to operate in accordance with state laws.
2. Except in the case of an emergency, personal vehicles may not be used to transport students.
3. New employees must attend a driver orientation session before driving any school-owned vehicle.
4. The keys for all vehicles are kept in the Student Life Office. Vehicles are signed out with the Campus Coordinator or Dean of Students. Sign-out forms must be completed before leaving. If the driver is unfamiliar with the specific needs of any of the students accompanying him/her, he/she shall be apprised of any need or problem a student may have (i.e., seizures, motion sickness, behavior information).



5. Students must wait outside the vehicle until told to enter by the staff member. Before anyone is permitted to enter the vehicle, the driver should inspect the interior and exterior of the vehicle for any damage or irregularities. Outside, drivers must note the tires, mirrors, any body damage or loose parts. Inside, drivers must note any problems with the windows, latches, locks, torn or cut seats, mirrors, etc. Any problems must be reported on the Sign Out Form.
6. After the vehicle is loaded, the driver should
 - verify passenger list (headcount).
 - ensure doors are closed properly.
 - ensure all passengers are seated with seat belts fastened – vehicle capacity is limited to the number of safely functioning seat belts.
 - secure any sharp, heavy or potentially dangerous object.
7. During operation, the driver must follow these guidelines:
 - follow highway safety regulations and obey motor vehicle laws. Speeding is strictly forbidden.
 - students may not eat or drink in any vehicle.
 - once underway, in the event of any unruly behavior, the vehicle is to be stopped and order restored before the vehicle gets underway again.
 - the vehicle should not be left with the motor running.
 - use the emergency brake when parking.
 - lock the vehicle when unattended.
 - students should never be left unattended in a vehicle.
8. When driving a vehicle it is important that staff:
 - report any accident, no matter how minor, to the Campus Coordinator.
 - In the event of a mechanical failure, be sure first of all that the vehicle is safely off the road and that all passengers are moved to a safe place. Then call the Campus Coordinator who will assess the situation.
9. Upon returning to Landmark, the driver must repeat the interior and exterior inspections noting any differences in conditions. If damage is noted the driver should try to ascertain who is responsible. If a student, he/she should be held accountable for the damage.
10. The vehicle should be cleaned of all trash and personal items, and all doors and windows must be closed and locked. Vehicles must be parked with the emergency brake on and the gear selector in “park.”
11. Keys must be returned to the Student Life Office. Vehicle must be signed back in with mileage noted. Any inappropriate behavior or problems should be reported to the Campus Coordinator.
12. Any mechanical problem or damage must be reported to the Campus Coordinator.

VEHICLE MAINTENANCE

All vehicles are scheduled for oil changes with Landmark’s auto mechanics shop every 3,000 miles. At this time, all fluid levels and tires are checked and the vehicle is thoroughly inspected by the staff auto mechanic. If any problems are noted or if any additional service is needed, it should be performed or scheduled at this time. Repair records for all school vehicles are to be maintained at the auto mechanics shop. Vehicle registration information and titles to vehicles are maintained in the office of the Controller.



REPORTING OF ACCIDENTS

All accidents, no matter how minor, must be reported to the Campus Coordinator. Accident forms are located in the Student Life office, and this form must be completed even if no other parties or vehicles were involved.

In the event of an accident involving students in a school vehicle, notification should be given to the Department of Elementary & Secondary Education, the LEA's, and parents/guardians. Written notification should be sent within 48 hours.



STUDENT RIGHTS & ORIENTATION

Contents

Statement of Student Rights

Student Orientation

STATEMENT OF STUDENT RIGHTS

Landmark's Student Handbook states that all students enjoy all of the rights and protections conferred upon them under both federal and state law.

STUDENT ORIENTATION

For day students, each campus provides orientation activities designed to familiarize students with the campus, the schedule, the teaching staff, the availability of extra-curricular activities, the student handbook, and student rights and responsibilities. A student's Academic Advisor spends time with the student to help them navigate all of the above.

For residential students, the high school provides both written information and guidance as well as an extensive multi-day orientation to the dormitory and the residential life program. In addition, live-in faculty (house parents) as well as other faculty assigned to the student's dorm are provided pertinent information about the student so as to better aid in the student's transition into the program.



STUDENT RECORDS

Contents

- Student Records
- Student Record Storage
- Staff Training
- Record Access

STUDENT RECORDS

All student records are kept in locked, secure locations. Guidelines around access are posted and in-service sessions are held in the fall to inform faculty of procedures. Aside from the Registrar's staff, only personnel at the middle management level and above (case managers, department heads, and administrators) have access to the files. Other employees must show just cause and be supervised by approved personnel before they are allowed to view any file. There is a sign-in/sign-out procedure for each use of the files. Parental requests for information, up to and including use of the entire file, are regulated by Department of Elementary & Secondary Education procedures that include written notice and specific timelines.

Landmark maintains and destroys student records consistent with the requirements of state and federal statutes and regulations.

STUDENT RECORD STORAGE

Landmark maintains all student records in a physically secure area. At the Elementary-Middle School Campus, student records are maintained in the main office. At the High School Campus, student records are maintained in the Campus Administration Building. Those persons responsible for oversight and maintenance of student records are the Registrar's Office and Public School Liaisons.

STAFF TRAINING

As part of its staff training procedures, Landmark orients and trains its staff on privacy requirements relating to student records on an annual basis.

RECORD ACCESS

Access to student records is restricted to eligible students and parents and authorized school personnel consistent with FERPA requirements. Access to student records by a third party is only authorized when specific, informed written consent is provided by an eligible student or parent. Landmark recognizes that an eligible student or parent may limit access to the record by third parties to certain parts of the record. Landmark maintains a log of access to the record as part of the student record.



HEALTH CARE

- Food and Nutrition
- Availability of Licensed Physician
- Availability of Registered Nurse or a Licensed Practical Nurse
- Emergency First Aid Policies and Procedures
- Administration of Medication
- Preventive Health Care Plan
- Policies and Procedures for Students with Allergies
- Signed Consent Form
- Religious Beliefs
- Care of Student with DNR or Comfort Care Orders
- Meningococcal Disease and Vaccination
- Recognizing & Reporting Abuse and Neglect of Children
- No Smoking Procedures
- Toileting Procedures

This section's contents are shared with all personnel at Landmark School who are responsible for the care, safety, and supervision of students at any time.

FOOD AND NUTRITION

Landmark School contracts with Sage Food Services for provision of all food services at the school. Sage ensures that nutritional needs, well balanced meals, menus, snacks, and portions for students are provided. A nutritionist is on call and available twice a month for individual dietary needs for the students thru Sage.

AVAILABILITY OF LICENSED PHYSICIAN

Landmark School works with local licensed physicians in coordinating medical care necessary for students.



AVAILABILITY OF REGISTERED NURSE OR LICENSED PRACTICAL NURSE

Landmark School employs registered nurses in order to provide necessary nursing services to students. The following nurses provide care to Landmark students:

High School Campus

- Georganna El Heneidy, RN
- Sally Gagnon, RN
- Paula Deffer, RN
- Carol Florendo, RN
- Deborah Hadley, RN
- Lisa Gallant, RN

Elementary/Middle School Campus

- Margaret Corrigan, RN
- Sharon Gallant, RN

EMERGENCY FIRST AID AND MEDICAL TREATMENT

All new staff members are required to attend and complete a training program on Emergency First Aid/Standard First Aid within two weeks of their effective date of employment. Attendance is waived if a staff member provides the school with evidence of having completed such a program within one year prior to employment. Further, all new staff are required to have completed an orientation program of their campus Health Center within one week of employment.

Training

For First Aid training, Landmark contracts with the Beverly Chapter of the American Red Cross, the American Heart Association, or the Green Cross. First Aid and CPR trainings are provided every other year. In addition, AED training is now included with the CPR training on an every other year basis. There are AED's on the High School Campus and at the Elementary/Middle school.

Supplies

A complete inventory of first aid supplies, as prescribed by the Department of Elementary & Secondary Education regulations, is maintained in the school's Health Center, each residential house, the gymnasiums, and shop areas.

Manuals

Landmark's Health and Medical Services Manuals are kept with the first aid supplies.



Telephone Numbers

Important and necessary telephone numbers (e.g., Police, Fire, Hospital, and Poison Control Center) are posted on all telephones.

Emergency Care & Parental Consent

Absent parental consent, no emergency first aid or medical treatment will be administered to a student. Parental consent is obtained on an annual basis.

Illness and Emergency Procedures/Transportation

The following procedures are to be followed in the event of illness or medical emergency:

1. If a nurse is on campus, contact her immediately and inform the nurse:
 - What happened
 - Condition of the student
 - Your location
2. Tend to the student with emergency first aid. If possible, bring the student to the Health Center. If not, the nurse will arrive with the appropriate supplies for emergency care.
3. If the nurse is not on campus:
 - Assess the situation
 - Call for assistance (911 as needed)
 - Administer emergency first aid as necessary
 - If able, transport student to Beverly Hospital Emergency Room.
 - If not, call ambulance.
 - Obtain student's medical record from Health Center and take it with you. It contains Parent's Authorization Form and telephone numbers for emergency notification.
 - Notify parents as soon as possible from hospital or school
 - Return student to school, if released, and start follow-up care as ordered.
 - Leave student's medical record in Health Center
 - Ensure student sees nurse the next morning or as soon as possible.

Fire or Other Emergencies

The following procedures are to be followed in the event of fire or other emergency:

- Ensure student(s) is properly clothed with a jacket, shoes, or blanket covering.
- Follow emergency egress routes posted in Health Center out of the building.
- Wait for "All Clear" signal or instructions from Fire Department personnel before re-entering the building.

Notification of Parents Regarding the Administration of Medical Care

- If an emergency, telephone parents at home or at business and seek consent.
- If it is not an emergency, telephone parents, seek consent, and follow-up with a written health report to parents.
- If parents cannot be reached, contact "emergency contact" listed in student's record.



ADMINISTRATION OF MEDICATIONS

A. Medication Administration

1. No medication shall be administered to a student without written authorization from a parent. Such authorization must be renewed annually. A copy of each student's signed Parent Authorization To Treat Form is located in his/her medical file.
2. No prescription medication is to be administered to any student without a written order of the prescribing physician and without a signed copy of a Parent Medication Form or a current prescription labeled container.

B. Administration of Prescriptions

1. The only persons authorized to prescribe medications to Landmark students are their personal physicians or any other physicians treating the student. Only nurses and staff who have been trained thoroughly are authorized to administer medications to Landmark students.
 - i. All prescriptions administered shall be documented on the Individual Student Medication Check List form.
 - ii. The student's physician shall be notified immediately of any changes in the student's behavior or health following the administration of medication. Parents will be notified by Health Report or telephone call.
 - iii. Any significant side effects of medication shall be noted on the Health Center Medication Administration Health Form, and in the Student Health Record.
3. Landmark RNs pour all medications for students.
4. All staff must be oriented by an RN to Health Center policies and procedures. Selected staff administer medications and must be thoroughly trained. Landmark uses the Public Health Module for Medication Delegation in the school setting.
 - i. Landmark School provides training to selected staff who provide care to a student receiving medication. These non-licensed personnel are trained through the "Train the Trainer" model by a Registered Nurse. These staff members are trained in the nature of medication, potential side effects, and any special precautions or requirements.
 - ii. Copies of their competency tests and training materials are in the Health Center on the high school campus for review. Staff receive yearly reviews and updates each time they are "on duty." An RN is on call at all times.
5. Any change of dosage of medication must be authorized by a new order from a physician and duly noted on the student's health record.
6. A written record of the administration of prescribed medication to students must be maintained by use of the Individual Student Medication Checklist Form.
7. All medications are kept in a locked medicine cabinet in accurately labeled containers. Controlled drugs are kept in a separate locked box in the locked cabinet. A refrigerator is located in the Health Center for those medications requiring refrigeration.
8. The amount of medication kept on the premises at any given time for any student will be indicated by the labeled prescription, and no medication in excess of this amount is kept on the premises.



9. When requested by Landmark's public school liaisons/staff, a nurse will be present at appropriate IEP meetings where medication issues are of concern.
- C. Anti-Psychotic Medication. Landmark School shall not administer or arrange for the administration of any anti-psychotic medications except under the following circumstances. (Anti-psychotic medication shall mean drugs which are used in treating psychoses and alleviating psychotic states.)
1. Any anti-psychotic medication shall be prescribed by a licensed physician for the diagnosis, treatment and care of the child, and only after review of the student's medical record and actual observation of the student.
 2. If anti-psychotic medication is prescribed and is to be administered, the prescribing physician must have submitted a written report to the school detailing the following: the necessity for the medication; the staff monitoring requirements, if any; potential side effects that may or may not require medical attention; and the next scheduled clinical meeting with the student.
 3. No anti-psychotic medication shall be administered for a period longer than is medically necessary as determined by the prescribing physician after meeting with the student, reviewing the student's progress, and examining the student for potential side effects. All meetings with the student after the initial meeting shall be on a schedule determined by the physician to be sufficient to monitor the student while on anti-psychotic medication.
 4. No Landmark staff member shall provide care to a student receiving anti-psychotic medication unless he/she has been instructed regarding the nature of the medication, potential side effects that may or may not require medical attention, and required monitoring or special precautions, if any.
 5. Except in an emergency as described in 7 below, Landmark staff shall neither administer nor arrange for the prescription and administration of anti-psychotic medication unless informed written consent is obtained. Informed written consent shall be obtained in the following manner: If a student is in the custody of his/her parent(s), parental consent (in writing or in a witnessed conversation) is required. Parental consent to this subparagraph may be revoked at any time unless subject to court order. If the parent does not consent, or is not available to give consent, the referral source shall be notified and judicial approval shall be sought. If a student is in the custody of a person other than a parent, a placement agency, or an out-of-state public or private agency, the referral source shall be notified and judicial approval shall be sought.
 6. A school nurse, the medical director, or the prescribing physician shall inform a student twelve years old or older, consistent with the student's capacity to understand, about the treatment risks and potential side effects of such medication. Should the student refuse to take the medication, the parent(s), the prescribing physician, the Dean of Students, and the student's counselor shall be notified.
 7. In an emergency situation, anti-psychotic medication may be administered for treatment purposes without parental consent or prior judicial approval if an unforeseen combination of circumstances or the resulting state calls for immediate action and there is no less intrusive alternative to the medication. A treating physician must determine in his/her professional judgment that medication is necessary to prevent the immediate, substantial, and irreversible deterioration of a serious mental illness. If the treating physician determines that medication should continue, informed consent or judicial approval must be obtained.
- D. Unused Medications. Landmark disposes of or returns to parents any unused medicine.



PREVENTATIVE HEALTH CARE PLAN

All students enrolling in the Landmark School shall have had a comprehensive physical and dental examination sometime between May 1st and when the child enters school. It should be reported on the form provided, or one provided by the examining physician. Exceptions to this requirement may occur with Health Center approval on an individualized basis.

1. The examination shall include vision, hearing, postural and other required screenings in accordance with DESE Regulations and M.G.L. Ch. 71, s.57.
2. A student with a reported communicable disease may remain at the school only with the authorization of a physician. In such case, the school shall notify all parents and referring agencies of the introduction of a reported communicable disease into the school. The local Board of Health shall also be notified. In the event a student with a reported communicable disease is sent home, he/she may not return to school without written authorization of a physician to do so.
3. Toxic substances, medications, and sharp objects shall be kept in locked, secured cabinets. Medications and medical supplies shall not be co-mingled with other toxic substances in common storage areas. Toxic substances shall be labeled with contents and antidotes, and the telephone number for the nearest Poison Control Center conspicuously posted.
4. The school shall, only upon request, and with parental knowledge and permission, provide or arrange the provision of family planning information to a student. Specific consultation is provided on an individual basis, and Landmark arranges for more in-depth consultation with healthquarters in Beverly, MA.
5. The school shall ensure that all necessary immunizations have been administered prior to admission of a student and that said immunizations are recorded on each student's medical form.

POLICIES AND PROCEDURES FOR STUDENTS WITH ALLERGIES

Allergy lists are maintained for each student known to have suffered allergic reactions to food, chemicals, and other substances. These lists are posted in the Health Center and are provided to houseparents, physical education and athletic department heads, and all other relevant department personnel, including the Duty Office. The Health Center alerts and meets with the dining services about all individual students with food allergies, and gives in-service on the use of Epi-Pens in case of emergencies.

SIGNED CONSENT FORMS

Parental Consent for emergency first aid or medical treatment is obtained annually through parent signatures at the bottom of the Parental Authorization to Treat Form.



RELIGIOUS BELIEFS

Based on religious beliefs, parents may object to the administration of medical treatment to their children on the ground that such treatment conflicts with their religious beliefs. In such an instance, Landmark will not require a student to receive medical treatment except in the case of an emergency or epidemic of disease declared by the Department of Public Health.

CARE OF STUDENT WITH DNR OR COMFORT CARE ORDER

If a student with a DNR or Comfort Care Order attends Landmark, then Landmark will develop with the family, and the student's physician, an individualized care plan. This plan will address two situations: 1) where the student is in distress but does not face imminent risk of death and 2) situations where the student is in serious distress and does face imminent risk of death. When a student is in distress but does not face imminent risk of death, the plan will include immediate consultation with parents and, consistent with the plan, contact with the local EMS provider for assistance.

When a student is in serious distress and does face imminent risk of death, the plan will address: 1) how the child will be moved to the health center or other designated area if serious distress should occur while at school; 2) upon movement to the health center or other designated area, what, if any, comfort measures should be given the child; 3) how the student's family should be notified; 4) who will do the pronouncement of death; and 5) how the deceased will be removed from the school.

When such a plan is in place, the health center will convey the details of the plan to appropriate school staff and administration. In addition, whenever a death does occur, Landmark will activate a crisis team to assist the family, staff, and students in coping with the loss of the student.

MENINGOCOCCAL DISEASE & VACCINATIONS

Landmark School provides each newly enrolled student at the High School campus with the Massachusetts Department of Public Health document, *Information about Meningococcal Disease and Vaccination and Waiver for Students at Residential Schools and Colleges*. See Attachment to this Manual. This document is provided to the student if he or she is at least 18 years old or to the parent/legal guardian if the student is a minor.

In accordance with state law, Landmark School adheres to the following additional requirements:

- All new students must provide written documentation that they have received 1 dose of meningococcal vaccine (within the last 5 years) at least two weeks prior to the beginning of classes unless they have a medical or religious exemption or have signed the waiver declining the vaccine.
- The exemptions allow students to begin classes without a certificate of immunization against meningococcal disease if: 1) the student has a letter from a physician stating that there is a medical reason why he/she cannot receive the vaccine (medical exemption); 2) the student presents a statement in writing that such vaccination is against his/her sincere religious belief (religious exemption); or 3) the student signs the Massachusetts Department of Public Health developed waiver stating that the student has received



information about the dangers of meningococcal disease, reviewed the information provided and elected to decline the vaccine (waiver exemption). A signed copy of the Department of Public Health information and waiver form must be kept on file at the Health Center.

RECOGNIZING & REPORTING ABUSE AND NEGLECT OF CHILDREN

Abuse means the non-accidental commission of any act against a child which causes or creates a substantial risk of physical, emotional, or serious injury to a child or the commission of a sex offense against a child or any sexual contact between a parent/caretaker and a child.

Neglect includes the failure by a caretaker either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, and other essential care.

Abuse and neglect of individuals with disabilities who are over the age of 18 may be exhibited via the following indicators:

- Injuries, bruises, welts, burns, abrasions, cuts, lacerations, punctures, wounds, sprains, dislocations, fractures, broken bones, internal injuries, or signs of sexual abuse
- Neglectful Conditions (related to living environment) or Action (by caretakers)

Any staff member who suspects any abuse or neglect of a child or individual with a disability who is over 18 is required to orally report this suspicion immediately to the Department of Family & Child Services or the Disabled Persons Protection Commission (individuals over 18) or to the Headmaster or Campus Director. If the staff member elects to orally report to the Department of Family & Child Services or the Disabled Persons Protection Commission, he or she must also make a written report within 48 hours. If the staff member orally reports to the Headmaster or Campus Director, then the Headmaster or Campus Director must immediately orally notify the Department of Family & Child Services or the Disabled Persons Protection Commission followed by a written report within 48 hours. Landmark also shares these suspicions pertaining to children with the Department of Early Education & Care, and the Department of Elementary & Secondary Education.

Staff may also confidentially share the suspicion of abuse or neglect 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. Students who may have been the subject of abuse or neglect have available to them several counselors on staff who have experience working with abused children. Students are encouraged to seek their help and, if necessary or preferred, the support and counseling help of professionals outside the school.

NO SMOKING POLICY

The Landmark School prohibits smoking inside its facilities and on school grounds.



TOILETING PROCEDURES

Students at Landmark do not require instruction in toileting procedures.

Throughout each campus, appropriate bathroom facilities are available for students. After using the bathroom, students should wash their hands with soap and water. Staff members shall also wash hands with soap and water after assisting any student with toileting. Clothing soiled by feces, urine, vomitus, or blood shall be double-bagged in plastic bags. All such bagged articles should be brought to the High School Health Center and put in receptacles for disposal under proper OSHA /Bloodborne pathogen guidelines.



LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Contents

Students with Limited English Proficiency

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Landmark School recognizes that students with language-based learning disabilities may also present with limited English proficiency. As part of its admission process, Landmark bases admission decisions on the diagnostic testing of an applicant to determine the existence of a language-based learning disability and the ability of an applicant, including those applicants with limited English proficiency, to benefit from and respond to Landmark's remedial program for students with language-based learning disabilities. As with any other applicant who applies to Landmark, Landmark will not discriminate against students with limited English proficiency in its admission process. The Director of Admission is responsible for all admission decisions, including those decisions for students with limited English proficiency.

Upon enrollment of any student, including students with limited English proficiency, Landmark's public school liaisons and assigned Academic Advisors provide coordination for educational programming with school districts. The sending public school district will be responsible for assessing the student's language proficiency and determining if the student qualifies as a limited English proficiency student. The Team will determine the language in which the student will receive special education services. As part of the program design for students with limited English proficiency, and consistent with Chapter 71A of Massachusetts General Laws, Landmark will provide appropriately licensed and trained teachers. Limited English proficient students will receive ELL services consistent with their IEP as well as any other services in their IEP.

If an IEP calls for instruction in special education to be delivered in English, Landmark will provide sheltered content material and English as Second Language services. As noted above and unless an IEP specifies otherwise, sheltered content instruction and additional instruction in English as a second language will be provided by trained, qualified, and appropriately licensed teachers.



RUNAWAY STUDENTS

Contents

Runaway Students

RUNAWAY STUDENTS

Whenever a staff member becomes aware that a student has missed a class or appointment during the school day or is rumored to have left campus without permission, the staff member must immediately report the absence to the designated school attendance person at either campus. After school hours, if a residential student is not accounted for as part of a scheduled activity or is rumored to have left campus without permission, then a staff member must report the absence immediately to the Student Life office.

Upon receipt of a report of a missing student, the Head of Campus or designee must determine if the student is on campus. If it is determined the student is not on campus and accounted for, the Head of Campus or designee will activate the Search Team who will immediately search the campus and interview students and staff who may know information about the student. The Search Team will also initiate a search of local roads, railroad stations, etc.

If the Search Team does not locate the student after two hours, the Head of Campus or designee will notify the student's parents, the Department of Elementary & Secondary Education, and any other necessary parties. The Search Team may contact the local police at any time to seek assistance but must contact the local police if the student is not located after two hours. The Search Team must provide the police with pictures, descriptions, and other pertinent information necessary to aid in the search.



EVACUATION AND EMERGENCY PROCEDURES

Contents

Evacuation

Fire

EVACUATION

Landmark posts building evacuation routes in each building and conducts evacuation drills twice each year for all students. All staff and students are trained annually in evacuation and emergency procedures.

FIRE

Fire Alarm System

All school student residences and academic buildings have automatic fire alarm systems directly connected to the Fire Department. Interior hallways have small red pull stations which will set off the building fire alarm system and automatically notify the fire department. All residences have automatic sprinkler systems which will notify the fire department if activated. The Tot Spot daycare is automatically connected to a monitoring company which then notifies the fire department.

Fires

In the event of fire:

Sound the alarm by pulling down on one of the red pull stations located in the hallway on each floor of every building. Pulling the red pull station 1) automatically activates all horns and strobes alerting everyone in the building, and 2) sounds the alarm at the Fire Department. In case of electrical failure, the fire alarm system will run on battery power for a short period of time. Once the battery power is no longer available, evacuate the building since there is no longer fire alarm protection. In the event of a fire, call 911 using a private or cell phone.

When speaking with the 911 dispatcher, make certain that you describe exactly where you are on campus. Do not hang up until the emergency vehicle has arrived.

1. Evacuate the building as quickly as possible. During the day, faculty and staff will check classroom and activity areas or athletic rooms/fields to be sure that all students have left the area. Residential teams, live-in staff, and/or house parents will check every room in the dorms to be sure all students have left the building.



2. All students will meet at the designated place for roll call. Assigned faculty and staff members will check and double check to see that all students are present, using attendance lists and/or housing list from red fire boards in the dorms. Campus Coordinators will update fire boards every night at lights out.
3. Assigned staff will use emergency equipment if practical until fire equipment arrives. Fire extinguishers are available in all buildings. Only staff members will attempt to use emergency equipment. All students and staff will remain outside. No students or staff are allowed to re-enter a building when the alarm is sounding.
4. The up-to-date list of all students in the dorms is on the fireboards. The lists will be immediately available to staff members who are responsible for taking a “head count” outside the building.
5. Remember that panic can be more deadly than fire. Every staff member should be alert to keep order and maintain a calm but firm control of all students in his/her vicinity should a fire occur.
6. In case of fire, it is imperative, following the evacuation of the building, that students and vehicles be cleared from all roadways and paths that might be needed by rescue workers. All adults who are present should see that the area around the building is completely cleared. The students must also be supervised in a safe place, well removed from danger.
7. Any malfunction or tampering with fire equipment should be reported immediately to the Dean of Students. Every effort should be made to ensure that all students understand the importance of proper care and maintenance of equipment as well as the significance of cooperating during all fire exercises.
8. Notify the Director of Facilities in writing about false alarms or problems with any life safety equipment such as exit signs and emergency lights. Please include the location of the smoke detector of equipment that caused the false alarm.



BEHAVIOR MANAGEMENT

Contents

- Behavior Management Policies and Procedures
 - General Philosophy
 - Expectations for Student Behavior
 - Responses to Unacceptable Behavior
 - Privilege and Level System for Residential Students
 - Protocol for Prevention of Violence to Self or Others

BEHAVIOR MANAGEMENT – GENERAL PHILOSOPHY

The Landmark School’s philosophy is that a structured, caring environment contributes most effectively to the growth of our students. Additionally, Landmark’s program strives to ensure the emotional, physical, and psychological well-being of students through the following policies and procedures.

EXPECTATIONS FOR STUDENT BEHAVIOR

Through the student handbooks, Landmark advises students and their parents of its philosophy and of its expectations in terms of student behavior. Specifically, the handbook notes:

The academic and residential 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 shows respect and dignity through the following:

- commitment to self discovery and growth.
- respect for the feelings, efforts, and physical well-being of others.
- commitment to a safe, clean, congenial, and productive learning and living environment.
- honesty in academic endeavors and in all aspects of campus life.
- respect for the privacy, property and materials of all members of the Landmark community.

Landmark students are expected to treat other members of the school community with respect and courtesy by using appropriate language, utilizing constructive actions, and observing the rights of others. Whether on



or off campus, all students should live by the ideals and rules of the school. Through respect, consideration, and kindness, students not only improve Landmark as a caring community, but themselves as contributing individuals within the community.

RESPONSES TO UNACCEPTABLE BEHAVIOR

There exists a range of consequences assigned to students who have engaged in inappropriate actions or unacceptable behavior:

- homework make-up sessions after class.
- detention sessions after class.
- daily class and/or residential sheets to monitor performance.
- temporary loss of privileges.
- temporary loss of travel permission.
- assignment to a work project.
- academic or residential probation.
- financial restitution for property damage.
- Suspension.
- Dismissal.

In addition, problem solving and strategy planning sessions are utilized with the student in order to develop alternatives to inappropriate behavior. In certain circumstances, Landmark may utilize these sessions to develop a behavioral plan to address a student's behavior. These sessions may include faculty members, the Dean of Students, Assistant Dean of Students, Academic or Residential Case Manager, Counselors, Parents, or a school district for funded students. A response to unacceptable behavior shall not include any withholding of, or delaying of, meals to a student.



PRIVILEGE AND LEVEL SYSTEM FOR RESIDENTIAL STUDENTS

High School Campus Privilege System

LEVEL ONE

To obtain these privileges, you simply have to be accepted to Landmark.

- 6:45 AM wake-up by staff
- 7:25 AM must leave dorm and room must be checked out by staff
- 8:00-9:30 PM structured study hall in classroom with staff in building
- 10:00 PM bedtime -must be in bed with lights out

At this level you must:

- maintain strict adherence to the dress code & respond appropriately to faculty
- demonstrate a constructive attitude toward the school.
- refrain from policy violations - must meet all time expectations

If you have difficulty meeting these expectations more than once in a week, you will not receive additional privileges, and there may be disciplinary consequences for not maintaining minimal expectations.

You must maintain this level for a minimum of one week.



LEVEL TWO

- 6:45AM wake up by staff
- 7:25 AM must leave dorm and room must be checked out by staff
- 8:00-9:30 PM structured study hall in dorm room with door fully open
- 10:00 PM bedtime – must be in bed with lights out.

At this level, you must:

- have met all the expectations of level 1 and demonstrate a higher level of productivity in your classes
- have gotten up and out on time in the morning
- have gotten to bed on time at night
- continue to maintain strict adherence to the dress code
- respond appropriately to faculty
- keep your room clean and organized
- have demonstrated the ability to complete dorm jobs
- maintain productivity in your classes/studyhall
- demonstrate a constructive attitude toward the school.

If you have difficulty meeting these expectations twice in one week you will lose these privileges.

You must maintain this level for a minimum of two weeks.



LEVEL THREE

- Independent wake-up - you must get yourself up
- Independent Check-out but must leave dorm by 7:25 AM
- 8:00-9:30 PM structured study hall in dorm room with door fully open
- use of headphones during study hall
- able to read on your bed
- bedtime – contingent upon age: 13-14 yrs. old 10:00 pm; 15-16 yrs. old 10:30 pm; 17 up 11:00 pm

At this level you must:

- have met all the expectations of previous levels and demonstrate a higher level of independence and responsibility
- have gotten up and out on time in the morning with no staff assistance or reminders
- continue to maintain strict adherence to the dress code with no dress code violations
- continue to maintain a clean and organized room
- be productive and behave appropriately in study hall
- have no concerns with homework
- remain awake and productive throughout the study hall period
- remain in your room during study hall without disturbing others, unless seeking help from staff
- be responsible for medication compliance and other health issues

Difficulty meeting these expectations twice in one week will result in the loss of these privileges.

You must maintain this level for a minimum of two weeks.



LEVEL FOUR

- Independent wake-up
- Independent Check-out but must leave dorm by 7:25 AM
- use of headphones during study hall
- able to read on your bed
- 8:00-9:30 PM structured study hall in dorm room with door fully open
- food ordering at appropriate times (the appropriate times for food delivery are between 5:00 PM and 7:15 PM. After study hall time with delivery no later than 10:00 PM (this may be subject to specific dormitory constraints)
- bedtime – contingent upon age: 13-14 yrs. old 10:00 pm; 15-16 yrs. old 10:30 pm; 17 up 11:00 pm

At this level, you must:

- continue to meet all expectations for previous levels
- have gotten to assigned areas on time
- continue to be productive during study hall
- have developed a high level of trust to complete all previous tasks and demonstrate a high level of independence
- adhere to the allotted times for food ordering; behave appropriately at Landmark; adhere to all rules and regulations
- have demonstrated a high level of independence
- demonstrate the ability to remain in your room during study hall without disturbing others, unless seeking help from staff.
- demonstrate an ability to manage your time (i.e. how much time your homework will take)
- demonstrate an appropriate skill level of money management
- at this level, a higher level of trust between the student and staff is necessary
- be responsible for medication compliance and other health issues

Difficulty meeting these expectations twice in one week will result in the loss of these privileges.

You must maintain this level for a minimum of three weeks.



LEVEL FIVE

At this level, students must:

- Independently demonstrate organization, time management, and self-advocacy skills
- Demonstrate a high level of trust and independence
- Exceed the expectations of all previous levels
- Be considerate of others and their needs
- Be respectful of peers and staff
- Independently communicate all medical needs with the Health Center

In order to earn Level 5, students must complete the following steps:

- Complete 10 hours of community service
- Submit a letter of intent outlining why they believe they have earned the right to be considered for Level 5
- Plan, organize, initiate, and complete an initiative that demonstrates the skills necessary to be considered for Level 5 (e.g., house night planning, community service project, weekend trip, other proposals considered and approved by Dean of Students)

Level 5 Privileges:

- Independent wake-up/check out
- 7:25 AM you must leave house
- 8:00-9:30 PM quiet time in room
- May close door during quiet time
- May move between Lopardo Lounge, 5-6 study hall and room with staff permission
- Open "food ordering" privileges
- Bedtime - contingent on age (13-14 = 10:00PM; 15-16 = 10:30PM; 17+ = 11:00PM)
- Students may have 3.0 cubic refrigerator
- May have TV/DVD
- May have fish tank in room with permission of house parent

A minimum of six weeks of meeting these expectations is required for application to the next level.

Additionally, the Academic Advisor and teachers must give approval to apply for Level 6.



LEVEL 6

Level 6 is designed for the student who easily meets, maintains, and masters the skills of the current level system including level 5. It is for the student who possesses a natural ability through his/her own maturity to positively impact the Landmark Community. This individual effortlessly maintains both academic and residential expectations of the system. They are highly involved in the community, are willing to volunteer and they give back to others without asking for rewards. A Level 6 individual naturally goes above and beyond the expectations.

In order to earn Level 6, students must complete the following steps:

- A written reflection on their accomplishments at Level 5. The reflection should identify the skills the student has mastered at Level 5; their level of independence and trustworthiness within the residential system; and the initiatives and actions they have taken as a Level 5 student to contribute positively to the Landmark community.
- An interview with representative of the Student Life staff to be scheduled with the Dean of Students

Level 6 Privileges:

- Independent wake up/check out
- 7:40 am you must leave house
- 8:00-9:30 pm: quiet time: may move between room, house lounge, Lopardo Lounge, and 5-6 study hall with staff permission
- May close door during quiet time
- May have TV/DVD
- Open food ordering
- May have 3.0 cubic refrigerator
- 12:00 AM bedtime
- May have fish tank in room with permission of House Parent
- May be in residence without supervision if granted permission by Campus Coordinator, Houseparent, or Dean of Students

Seniors at Level 6 additional privileges:

- Seniors at Level 6 may be issued a key to their house by the Dean of Students - key may be used only by and for the individual to whom it was issued; if key is lost or misplaced, student will incur a \$100 fee and jeopardize their Level 6 status
- Sign off campus until 9:30pm, check in with Student Life Office when signing out and upon return
- 10:00pm curfew - must be in house by this time
- No bedtime or room curfew

It is expected that a student at Level 6 has mastered the skills necessary to independently meet the expectations of the residential program at Landmark.



PROTOCOL FOR PREVENTION OF VIOLENCE TO SELF OR OTHERS

Any school employee who is concerned about a student's potential risk for self-harm or violence to others will report to his/her supervisor.

A staff member should remain with the student until a counselor, or administrator arrives, or until a staff member can accompany the student to the counseling department.

If the student is in possession of lethal means, the area should be secured as best and as quickly as possible. Immediate notification of supervisors must occur in order to access Landmark's emergency protocols.

When a member of the counseling department arrives, the counselor will conduct a risk assessment.

The counselor will develop a plan, in coordination with the family and school administration. This may include follow-up by the Landmark counseling department, referral to an outside agency or therapist, evaluation for hospitalization, and/or any other intervention deemed appropriate.

Parents are always notified when there appears to be any risk of harm to self or others, unless such notification would exacerbate the situation.

If the situation requires transportation to a hospital emergency department, the student will be accompanied by the administrator on call, or the parent/guardian.

No student will be sent home alone or to an empty house.

If a parent or guardian refuses to obtain services for a student up to age 18, and the student is believed to be at risk for self-harm or harm to others, a report will be filed with the Department for Children and Families (DCF).

Follow up and coordination of care will be carried out by a member of the counseling department, in collaboration with the parent/guardian, and appropriate agencies or outpatient therapists.



STUDENT DISCIPLINE CODE

Contents

- General Philosophy on Discipline
- Student Discipline Code
- Descriptions of Discipline
- 3-5 Days of Suspension
- 10+ Days of Suspension
- Terminations
- Readmission

GENERAL PHILOSOPHY ON DISCIPLINE

Discipline at Landmark is also focused on the belief that a structured, caring environment contributes most effectively to the growth of our students. During the admissions process, acceptance criteria are based on the belief that applicants will be able to accept and live by Landmark's stated policies and procedures. Discipline is individualized, and more serious infractions are dealt with on a case-by-case basis through the Standards (discipline) 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.

STUDENT DISCIPLINE CODE

At the beginning of each school year, Landmark notifies parents that a copy of Landmark's *Student Handbook* is available on the Landmark website. The *Student Handbook* describes expectations and responsibilities for students in the areas of personal appearance, harassment, substance abuse, tobacco use, hazing, and respect for others.

Whenever a student commits a serious infraction and violates the *Student Handbook*, an assessment is conducted by the Team at the beginning of the Standards Committee (SC) process which includes all the regular members of the SC and/or the Team. The assessment may include a formal or informal clinical evaluation of the student and will determine whether the student's disability (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 Standards Committee process. The Team then considers an action plan on a case-by-case basis. The student has the opportunity to speak to the



members of the Standards Committee, as do the parents and other concerned or involved parties.

A Standards Committee may be composed of the following voting members:

- Head of School or designee when termination or change of placement is a possible outcome.
- Program Director.
- Dean of Students, Assistant Dean of Students.
- Academic Advisors.
- Public School Liaison (as appropriate).
- Head of Campus.
- Academic Dean.
- Faculty Representative

Non-voting members can include counselors, involved teachers and/or non-Landmark personnel. The decision of the Standards Committee may result in any one or a combination of the following outcomes:

- Reprimands and warnings.
- Voluntary work project.
- Probationary status
- 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.
- Out of school suspension.
- Termination or dismissal.

DESCRIPTIONS OF DISCIPLINE

Work Project

A Work Project involves cleaning, grounds maintenance, or other work around the school community. Work projects are deemed strictly voluntary. A student is not mandated to do work projects.

Detention

Detention may be assigned by a Head of Campus, Academic Dean, Dean of Students, Assistant Dean of Students, Academic Advisor, Houseparent or Department Head. Sessions meet after school. Detention does not occur in isolation; rather, it occurs in an open space, often with other students and staff present. Records of Detention are maintained by the Dean's Office.



"DAY" OF SUSPENSION DEFINED

Landmark defines a "day" of suspension as sending a student home early without services or serving an in-house suspension without instruction from a Landmark faculty member. The Dean of Students' Office tracks and records all days of suspension through the Standards Committee process..

3-5 DAYS OF SUSPENSION

If a student's presence imposes a continuing danger to persons or property, or threatens to disrupt the academic or residential process, the student may be immediately suspended and removed from the school premises. Landmark immediately notifies the parents/guardians and the responsible school district of the suspension via phone call and follows with a written statement explaining the reasons for suspension. Landmark will not send a student home unless a responsible adult is available to receive the student.

Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, Landmark, the parents, and the school district will explore all possible modifications to the program in an attempt to prevent further, or total, suspension of the student from Landmark.

An appeal process may be pursued following a suspension decision. A written letter of appeal must be submitted to the Head of School or Assistant Head of School within one week of the meeting. Once reviewed, an appeal meeting will be scheduled.

TEN PLUS DAYS OF SUSPENSION

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

When a student on an IEP accumulates ten or more days of suspension in a school year or if a pattern of suspensions occur, the Public School Liaison will notify the LEA Special Education Administrator via phone call and letter because such suspension status may constitute a change in placement for the student. The Administrator will then conduct a Team review of the student's IEP and may include the following steps: develop or review a FBA, determine the appropriateness of the student's placement or program, identify any alternative programs, or conduct a manifestation determination as discussed below. If the Team conducts the manifestation determination and concludes that the student's conduct is directly related to the student's disability or is the result of an IEP not fully implemented, then the Team will evaluate the student's needs and, if necessary, modify the IEP so that it is 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 disability or the IEP was implemented appropriately, then the Team will decide what further disciplinary steps are necessary which will include a provision for delivery of special education services during the period of suspension as well as a modification to the IEP to reflect a long-term plan (including



discipline code expectations) designed to ensure the student's attendance in a special education program. The Team may also consider whether the IEP reflects an appropriate Landmark placement for the student and may modify the IEP to reflect a more appropriate program or placement better able to meet the student's needs.

An appeal process may be pursued following a suspension decision. A written letter of appeal must be submitted to the Head of School or the Assistant Head of School within one week of the meeting. Once reviewed, an appeal meeting will be scheduled.

TERMINATIONS

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 in identifying an alternative school placement. Landmark will make every attempt to follow all regulatory procedures including, when prescribed, retaining a student for a period of time until an appropriate alternative placement can be found.

Behavior and Actions That May Lead To Dismissal

- Withholding or misrepresenting of any pertinent information generated prior to the application process or during the enrollment period that 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).
- Any behavior or conduct that is deemed by the school's Standards Committee to be detrimental to Landmark, whether on or off campus or any school trip or activity. This includes conduct deemed to be dangerous, harmful or threatening to others, or to the Landmark community.
- Any activity performed by any number of students under the guise of "initiation" that is threatening, harmful, or uncomfortable to another student (Hazing).
- Any violent, unprovoked attack on others.
- Any involvement in sexual misconduct or sexual harassment. This includes any behavior construed as verbal or physical sexual abuse or harassment. (See Student Handbook).
- Any theft from students, teachers, or the school, both on campus or during any school-sponsored activity.
- Violation of any state or federal law, or any charge brought against a student based on state or federal statutes.
- Arrest.
- Repeated cheating or plagiarism on any school work while attending Landmark.
- Continuous or excessive absenteeism.
- Continued failure to follow the dress code.
- Refusal to obey and follow teachers' instructions.
- Violation of the Substance Abuse Policy, including tobacco. (See Student Handbook).
- Vandalism.
- Lighting of any substance in, under, or on a school building, including cigarette smoking.
- Possession of any item which may be used as or deemed to be a weapon.



Non-Emergency Dismissals/Terminations

Whenever a student's dismissal/termination is not deemed an emergency, Landmark follows these steps:

- Landmark notifies the school system of the need for a meeting in order to plan and develop a written termination plan for the student.
- The plan will describe the student's specific program needs, the short- and long-term educational goals of the program, and recommendations for follow-up and/or transitional services.
- Landmark will thoroughly explain the dismissal/termination procedure to the student, the parents, and the administrator of special education for the school district.
- The written termination plan will be implemented in no fewer than thirty days unless all parties agree to an earlier date.

Emergency Dismissals/Terminations

Whenever a day or residential student's dismissal/termination is deemed an emergency where the student presents a clear and present threat to the health and safety of him/herself or others, Landmark follows these steps:

- Landmark notifies the student and parents of the emergency termination.
- Landmark notifies the school system of the emergency termination.
- At the school system's request, Landmark will delay termination of the student for up to two calendar weeks to allow the school system the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from Landmark.
- With mutual agreement of Landmark and the school system, terminations may be delayed for longer than two calendar weeks.
- Landmark notifies the Department of Elementary & Secondary Education

Appeal

An appeal process may be pursued following a termination decision. A written letter of appeal must be submitted to the Head of School within one week of the meeting. Once reviewed, an appeal meeting will be scheduled.

READMISSION POLICY & PROCEDURE

Readmission will be considered only at the beginning of the September and January terms or the Summer Session and must have followed a period of at least eight full weeks away from the school by the dismissed student.

A readmission committee consists of the Head of School (or designee), the Director of Admissions, the Head of Campus, the campus Academic Dean, the student's Residential and Academic Case Managers, the Dean of Students, and the Assistant Dean of Students. The Director of Admissions serves as liaison between Parents/guardians and Landmark School with regard to readmission.



The nature of the offense which results in dismissal may disqualify a student from readmission if it is regarded by the Standards 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 readmission.

A student who desires to be readmitted to Landmark must submit a letter of appeal which contains his/her reasons for requesting readmission as well as any further statements which he/she feels the committee should consider. This letter should be addressed to the Director of Admission and be received within ten days of dismissal.

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 school work completed may also be required.

The readmission committee will conduct an on-site personal interview with the reapplying student before making its decision on readmission.

A unanimous vote of the committee is required to effect readmission.

In all cases, Landmark School encourages Parents/guardians of students who have been dismissed to engage in discussions with the guidance personnel and/or the appropriate Head of Campus with regard to alternative placements.



STUDENT SEPARATION RESULTING FROM BEHAVIOR MANAGEMENT

Contents

- Student Separation Resulting From Behavior Management
- DESE "Time Out" Requirements

STUDENT SEPARATION RESULTING FROM BEHAVIOR MANAGEMENT

Landmark does not separate or isolate students due to behavior in the context of placing a student in a "time-out" room. There is no use of "time out" at Landmark.

The following consequences relating to the concept of "student separation" do occur at Landmark:

Detention

Detention may be assigned and supervised by the Head of Campus, Academic Dean, Dean of Students, Assistant Dean of Students, Academic Advisor, Houseparent or Department Head. Sessions meet after school under the direct supervision of Landmark faculty. Detention does not occur in isolation; rather, it occurs in an open space, often with other students and staff present. Records of Detention are maintained by the Dean's Office.

In-House Suspension

In-House Suspension consists of the following:

1. No participation in the regular day-to-day routine, including classes, and
2. Assignment of community service on campus with supervision by a faculty member, and
3. Make-up of missed class work in a structured study hall which includes direct supervision by Landmark faculty.



DESE "TIME OUT" REQUIREMENTS

As noted above and re-stated here for emphasis, Landmark does not separate or isolate students due to behavior in the context of placing a student in a "time-out" room. There is no use of "time out" at Landmark.

Nonetheless, Landmark recognizes that the Department of Elementary & Secondary Education requires that the following information regarding the use of "time out" must be included in its Policy Manual.

If a student was placed in "time out," then the student must be observed continuously by staff and a staff member must be with the student or immediately available to the student at all times.

If a student was placed in "time out" and the student continued to be agitated to the point where additional time out extended beyond 30 minutes, then the Campus Director (Principal) must review the situation and approve time out beyond 30 minutes.

If a student was placed in "time out" and the student has calmed, then the student must be released from the time out session.



RESTRAINT

Contents

- Restraint Policy
- Parental Engagement
- Chemical, Mechanical, Prone Restraint, Seclusion, Meal Withholding Prohibited
- Physical Restraint in General & As Last Resort
- Physical Restraint Methods & Procedure
- Restraint Training Requirements
- Restraint Reporting Requirements

RESTRAINT POLICY

Landmark is committed to using the least restrictive methods to assist students who may present challenging behaviors that rise to the level of danger to self or others. Though philosophically opposed to the use of restraint, Landmark acknowledges the Massachusetts Department of Elementary & Secondary Education's, as well as state law, requirements that restraint may be necessary in the extreme circumstances when a student may pose a danger to self or others. In addition to DESE requirements, Landmark is licensed by the Department of Early Education and Care and complies with its requirements under 102 CMR 3.00 during residential hours.

PARENT ENGAGEMENT

During the admission and enrollment process, Landmark informs all parents that Landmark does not use restraint on its students. Landmark explains to parents as part of its educational philosophy, restraint is not an acceptable intervention for its students. Through its student handbook, Landmark outlines its behavioral process for each parent to review and acknowledge. Admission or enrollment is not contingent on providing consent to the use of restraint.

CHEMICAL, MECHANICAL, & PRONE RESTRAINT, SECLUSION, AND WITHHOLDING OF MEALS PROHIBITED

In addition to Landmark's opposition to the use of physical restraint, Landmark is opposed to the use of any chemical, mechanical, and prone restraint as well as the use of seclusion. As such, Landmark does not implement chemical, mechanical, or prone restraint or seclusion. Nor does Landmark withhold meals under any circumstances.



Although Landmark does not use any restraint on students, the following language on prone restraint is noted here as required by the Massachusetts Department of Elementary & Secondary Education. Prone restraint is prohibited in programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal (Head of Campus); and
6. The program has documented 603 CMR 46.03(1)(b) 1 - 5 in advance of the use of prone restraint and maintains the documentation.

PHYSICAL RESTRAINT IN GENERAL & AS LAST RESORT

The Massachusetts Department of Elementary & Secondary Education has established regulations governing the use of physical restraint of students. As a private school licensed in Massachusetts, the Landmark School abides by these regulations. If ever necessary, the use of physical restraint is limited to extreme circumstances or emergency situations only after other less intrusive and intensive alternatives have failed or been deemed inappropriate. Physical restraint should be administered only when needed to protect a student or other students and staff from serious, imminent physical harm, and should be administered in the least intrusive manner possible.

PHYSICAL RESTRAINT METHODS & PROCEDURE

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical escort is defined as the touching or holding a student without the use of force for the purpose of directing the student. Physical escort is **not** physical restraint and is not covered by these procedures. Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of the school community members, Landmark School has adopted the following procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint.



1. Physical restraint may be used only in the following circumstances:
 - a. When non-physical interventions would be ineffective; and
 - b. A student's behavior poses a threat of imminent, serious harm to self and/or others
2. Physical restraint is prohibited in the following circumstances:
 - a. As a means of punishment; or
 - b. As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to a student or to others, physical restraint is appropriate.
3. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer floor or prone physical restraint on students with, whenever possible, one adult witness present who does not participate in the restraint. Such restraint shall not occur except when, in the judgment of the trained staff member, such restraint is required to provide for the safety of the student or others present. The training requirements, however, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
4. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious, physical harm.
5. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may be administered only by a staff member who has received in-depth training as specified in this policy, and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.
6. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.
7. Additional safety requirements:
 - a. A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.
 - b. If at any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and the school staff shall take steps to seek medical assistance.
 - c. Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
8. At an appropriate time after release of a student from physical restraint as well as if any complaint is received from a student, parent, or staff member regarding restraint, a school administrator or other appropriate school staff shall:
 - a. Investigate & review the incident with the student to address the behavior that precipitated the restraint,



- b. Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed,
 - c. Consider whether any follow-up is appropriate for students who witnessed the incident, and
 - d. Make any other findings and recommendations deemed necessary.
9. The staff member who administered physical restraint shall orally verbally inform the Dean of Students of the restraint as soon as possible and by written report no later than the next school working day. If restraint is used on a student which results in serious injury of a student or staff member requiring medical attention or if a restraint lasts more than twenty (20) minutes, the Dean of Students shall notify the parents/guardians of the student and the DESE immediately consistent with DESE or DEEC regulations.
10. Students with Disabilities:
 - a. Restraints may be administered to a student with a disability in accordance with the student's Individualized Education Program or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:
 - i. The limitations on chemical, mechanical, and seclusion restraint as stated in DESE Regulations shall apply, meaning that no chemical or mechanical restraint shall be used on a student unless authorized by a physician and approved in writing by the parent or guardian
 - ii. Any use of seclusion restraint is prohibited
 - iii. The training and reporting requirements described in this policy shall apply.
11. Record of Restraint & Periodic Review of Data
 - a. The Dean of Students shall maintain an on-going record of all instances of physical restraint.
 - b. As part of the maintenance of restraint records, the management teams will conduct periodic review of the data and documentation to ensure compliance with applicable rules and policies.
 - c. Such data shall be made available to DESE upon request.

12. Complaints, Investigation, & Reporting Regarding Restraint Practice

A parent, student, or staff member may express concerns regarding a child's educational or residential program, including complaints regarding restraint practice, by contacting a child's Academic Advisor (educational), houseparent (residential), the Academic Dean, the Dean of Students, or the Landmark liaison.

Any complaint regarding restraint practice will be assigned to a school administrator or other appropriate school staff who shall:

- b. Investigate & review the incident with the student to address the behavior that precipitated the restraint,
 - c. Review the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed,
 - d. Consider whether any follow-up is appropriate for students who witnessed the incident,
 - e. Make any other findings and recommendations deemed necessary, and
 - f. Report any findings to DESE and to parents/guardians



RESTRAINT TRAINING REQUIREMENTS

1. At the beginning of each academic year, all faculty receive restraint training on all of the policies in this section, applicable DESE regulations on restraint, and other behavior training methods deemed appropriate. In addition, Landmark designates key staff on each campus for more intensive restraint training consistent with DESE requirements. These key staff serve as restraint resources for the program.

- a. Staff Members Trained at Landmark are Kirk Swanson (EMS), Robb Genetelli (HS), Tim Mahoney (HS), and Scott Jamieson (HS).
- b. The Merrimac Valley Special Education Collaborative provides training and certification.

RESTRAINT REPORTING REQUIREMENTS

1. Landmark reports all restraint-related injuries to the Department of Elementary & Secondary Education. When a physical restraint has resulted in an injury to a student or staff member, Landmark sends a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. Landmark also sends the Department a copy of the record of physical restraints maintained by the Head of Campus pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. In addition, Landmark shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.



PERSONNEL

Contents

- Hiring, Supervision, and Evaluation
- Discipline and Dismissal
 - The "On Review" Process
- Criminal Offender Record Information
- Interns & Volunteers

HIRING, SUPERVISION, AND EVALUATION

Applicants for employment must submit a written application to the Faculty Recruiter (HS) or Head of Campus (EMS).

In addition to the written application, all teaching applicants provide a resume, three written references, transcripts and evidence of certification(s). Applicants for teaching positions also submit a written personal statement. All applicants visit campus for a full day of interviews and completion of a writing sample. A personal interview is scheduled based on a review of the completed candidacy file. All applicants must fill out a CORI form which is processed before an applicant begins any work with students.

Applicants may also be required to submit to a physical examination, which may include drug testing.

Landmark posts all positions internally and advertises in local and national publications, as need dictates.

Landmark does not reimburse applicants for expenses involved in the application process unless otherwise agreed to at the time the interview is arranged.

Applicants may be asked to take skills tests appropriate to the position for which they are applying.

Members of the professional staff are regularly evaluated by their supervisors (e.g. teachers by their Academic Advisors and department heads).

The first three months of a new non-academic employee's employment are considered an evaluation period. During this period the employee's overall performance will be assessed by his/her supervisor. At the end of the three-month period, the supervisor will meet with the employee to evaluate job performance and will complete an evaluation form. Continued employment may be determined based on a review of this performance evaluation.



DISCIPLINE AND DISMISSAL

THE “ON REVIEW” PROCESS

When an issue concerning staff performance arises, despite support given through regular supervision, the following *On Review Process* will be implemented.

Determining When Someone Should Go On Review

Any employee engaged in the direct supervision of another may initiate the *On Review Process*. Causes for initiating this process can be disciplinary issues or inadequate performance in any aspect of job responsibility. This process should be initiated only after all reasonable attempts have been made to improve performance through reasonable supervision.

Step One: Issue Definition with the On Review Team

Once a supervisor recommends a staff member be put On Review, the Review Team will meet to define the issue(s) and determine if there is consensus that the *On Review Process* is appropriate. This team will be chaired by the campus director and/or dean. Its members may also include supervisors of the staff member, representatives from the residential program, and/or, when appropriate, representatives from the non-academic support departments.

During this meeting, criteria for performance should be determined and goals/actions set for what the staff member is expected to address/do while “On Review.” Possibilities include, but are not limited to:

- Weekly/daily meetings with supervisor.
- Lesson plans handed in each week/day.
- Suspension for any number of days.
- Probation.
- Dismissal (immediate or at end of term/year).

During this initial meeting, the team also determines the duration of the *On Review Process* for the staff member. A date for reconvening at the end of that period is established.

Step Two: Communication with the Staff Member

Soon after the team initially meets, a meeting is held with the staff member to inform him/her that the team has met and determined that the staff member should be placed On Review. This meeting may include the entire team or any representative(s) it may choose as a group.

The following must be shared in writing to the staff member during this meeting:

- The seriousness of being placed On Review.
- An explanation of why this process was initiated (defining the issues and reviewing what routine supervisory steps were tried without success).
- A review of expectations during this *On Review Process* and final goals to be met.



- The dates on which this process is to end and a reevaluation is to take place.
- The possible consequences should expectations not be met.
- The staff should be informed that copies of this documentation will be included in his/her personnel file.

Step Three: Reevaluation

As the date approaches for evaluating the progress of the staff member during the On Review Process, the team should reconvene to determine what course of action should be taken. The choices may include, but not be limited to, those options listed in Step One.

Within three days of the evaluation, the team decision should be conveyed to the staff member by the entire team or representative(s) of the team.

This decision should be documented in writing. A copy should be given to the staff member and a copy placed in the personnel file.

It is possible that if some progress has been noted, but there is still a problem with performance, the team may decide to continue the On Review Process with the same or additional goals, expectations and consequences.

CRIMINAL OFFENDER RECORD INFORMATION

Pursuant to Department of Elementary & Secondary Education regulations, as well as those of the Massachusetts Department of Early Education & Care, every applicant for employment is required to file, through Landmark's personnel office, a request for a Criminal Offender Record Information (CORI) check. Employees must also obtain a Fingerprint based criminal records check. Finally, a Sexual Offender Record Information check may also be required.

Landmark designates one professional staff member, currently the Head of School, to act as the school's Hiring Authority. He is responsible for being thoroughly familiar with all aspects of Massachusetts CORI requirements. The Hiring Authority may not discuss, disseminate, or otherwise share information contained in a CORI report with any other person except the person on whom the CORI report has been issued.

No candidate for employment or employee shall have unsupervised contact with students until the school has received a CORI finding of "no record," and, in the case of a presumptive disqualification finding, until the Head of School has approved the hiring of the candidate. No candidate whose CORI Report reveals a mandatory disqualifying offense may be hired.



INTERNS AND VOLUNTEERS

In selecting interns and volunteers, Landmark seeks to fulfill three goals: 1) to select interns and volunteers who possess sincere motivation and desire to be of assistance to the students of Landmark School, 2) to select interns and volunteers who wish to learn new skills, and 3) to identify individuals who will contribute to the intellectual, physical and/or emotional development of students and to the well being of the school in general.

All departments at Landmark may select interns and volunteers to work in their respective departments. In selecting interns and volunteers, the following process should be followed:

1. Applicants should submit a cover letter and resume (or its equivalent) to the Department Head.
2. The Department Head must screen each applicant through a personal interview.
3. The Department Head must also complete and process a CORI check on the applicant and assure that TB tests are current.

Upon selection, the intern or volunteer shall receive an orientation consistent with the New Staff Orientation as specified in this Manual.

The Landmark School does not discriminate on the basis of race, gender, age, religion, ethnic origin, marital status, or disability in its screening and selection of interns and volunteers.



NEW STAFF ORIENTATION AND TRAINING

Contents

- New Faculty Orientation
- Mentor Program for New Faculty
- Ongoing Training for New Faculty

NEW FACULTY ORIENTATION

Newly hired teaching personnel are to be trained in both the school's philosophy and educational practice in orientation sessions commencing in the summer and continuing into and throughout the school year as part of the school's in-service training program. All new faculty orientation training is coordinated by the Directors of Faculty Recruiting at each campus.

All areas of training mandated by the Massachusetts Department of Elementary & Secondary Education and other relevant regulatory agencies (e.g. Massachusetts Department of Early Childhood & Care) are covered in this training. These may include but are not limited to:

- A. Landmark's philosophy, organization, mission, program, practices, goals
- B. Abuse and neglect of students & DESE Form 2 Reporting Requirements
- C. Runaway Students
- D. CPR certification and first aid training.
- E. Medication administration.
- F. Transportation safety.
- G. Student records and confidentiality issues.
- H. Evacuation and emergency procedures (e.g. alarm systems, evacuations in instances of fire or natural disaster).
- I. Special Education Law, Civil Rights (no discrimination or harassment based on race, color, sex, gender, identity, religion, national origin, sexual orientation, disability, and homelessness), Teacher Liability
- J. Student Discipline & Behavior support & management policies and procedures.
- K. Restraint procedures as described in this Manual including de-escalation methods used.
- L. Curriculum alignment with Massachusetts Curriculum Frameworks.
- M. Procedures for inclusion of all relevant students in MCAS testing and/or alternate assessment.
- N. Introduction to Reading, the Reading Process, Reading Instruction
- O. Diagnosis & Identification of Learning Disabilities
- P. Technology Protocols & Procedures
- Q. Current Topics in Special Education
- R. Medication Overview
- S. Lesson Planning
- T. Tutorial Practices: Reading, Syllabication, Comprehension, Study Skills
- U. Composition
- V. Expressive Language
- W. Classroom Management



- X. Library Usage
- Y. Residential Programming Issues
- Z. OSHA
- AA. Bullying Prevention & Policy
- BB. Emergency Procedures including evacuation drills and alarm systems

New staff may not be assigned direct care duties with students until they have participated in all DESE mandated trainings.

Any faculty hired during the school year, i.e., after the presentation of the above training sessions, will attend specially scheduled sessions with appropriate trainers.

MENTOR PROGRAM FOR NEW FACULTY

To supplement the orientation process, each new faculty member is assigned to either a senior faculty mentor (HS) or to a Faculty Training Coordinator (EMS) to meet and work with for the first year. In addition, each new faculty member is supervised by a minimum of two Residential program supervisors at the High School and two Academic program supervisors. All new faculty members meet as a group two to three times per month with Landmark's New Faculty Recruiter/Lead Mentor (HS) or have a daily designated class period throughout the first term to meet with the Training Coordinator (EMS); as well as individually with the Recruiter/Lead Mentor/Training Coordinator as often as needed. Finally, all new faculty not already certified in Moderate Special Needs are enrolled in a Simmons College graduate program focusing on instruction of children with moderate special needs.

ONGOING TRAINING FOR NEW FACULTY

In addition to Orientation procedures and training, new faculty also participate in ongoing training for all faculty at Landmark. As part of this ongoing training, Landmark prepares a detailed in-service training plan annually. The plan specifies the required number of training hours and includes:

- A. All training topics to be offered, with mandatory training highlighted
- B. Name and job title of persons conducting the training sessions
- C. Identification of employee groups for whom the training is intended (e.g. teachers, residential care staff, support personnel)
- D. Dates and times training topics are to be offered.
- E. Length of time allotted for each topic
- F. Any plans for outside training (e.g., conferences, off-site seminars)



Prior to the start of each new school year in September, Landmark submits to its Department of Early & Secondary Education Liaison all of the above information together with the names of those staff persons responsible for the development and implementation of the in-service training programs. The staff persons responsible for coordination and implementation of orientation training are the Head of Campus as well as the Dean of Students.

Landmark maintains on-site a roster of staff attendees at each session of its annual in-service training program. Landmark also places in each individual attendee's personnel file a confirmation of his/her participation in both its own training program sessions as well as outside conferences, seminars, and other training experiences relevant to the attendee's employment.



ANNUAL IN-SERVICE TRAINING

Contents

Annual In-service Training

ANNUAL IN-SERVICE TRAINING

Landmark prepares a detailed in-service training plan annually. The plan specifies the required number of training hours and includes:

- A. All training topics to be offered, with mandatory training highlighted
- B. Name and job title of persons conducting the training sessions
- C. Identification of employee groups for whom the training is intended (e.g. teachers, residential care staff, support personnel)
- D. Dates and times training topics are to be offered.
- E. Length of time allotted for each topic
- F. Any plans for outside training (e.g., conferences, off-site seminars)

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Specific topics addressed during annual training include but are not limited to:

- A. Reporting Requirements, including, but not limited to, abuse and neglect of students and DESE Form 2 Requirements
- B. Runaway Students
- C. CPR certification and first aid training (provided every other year)
- D. Medication administration.
- E. Transportation safety.
- F. Student records and confidentiality issues.
- G. Evacuation and emergency procedures (e.g. alarm systems, evacuations in instances of fire or natural disaster).
- H. Civil Rights of Students (no discrimination or harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness).
- I. Behavior management policies and procedures.
- J. Restraint procedures including de-escalation methods used.
- K. Curriculum alignment with Massachusetts Curriculum Frameworks.
- L. Procedures for inclusion of all relevant students in MCAS testing and/or alternate assessment.
- M. Bullying Prevention & Policy



STUDENT ABUSE: REPORTING AND TRAINING

□Contents

Recognizing Abuse and Neglect of Children

Recognizing Abuse and Neglect of Individuals with Disabilities Who Are Over 18

Staff Responsibilities

Recording of Reports

Staff Training

RECOGNIZING ABUSE AND NEGLECT OF CHILDREN

Landmark's policy on child abuse and neglect helps staff members recognize, report, and resolve any such cases and seeks to protect a student in an expeditious, sensitive, and appropriately confidential manner.

Abuse means the non-accidental commission of any act against a child which causes or creates a substantial risk of physical, emotional, or serious injury to a child or the commission of a sex offense against a child or any sexual contact between a parent/caretaker and a child.

Neglect includes the failure by a caretaker either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth, and other essential care.

RECOGNIZING ABUSE AND NEGLECT/INDIVIDUALS WITH DISABILITIES WHO ARE OVER 18

Abuse and neglect of individuals with disabilities who are over the age of 18 may be exhibited via the following indicators:

- Injuries, bruises, welts, burns, abrasions, cuts, lacerations, punctures, wounds, sprains, dislocations, fractures, broken bones, internal injuries, or signs of sexual abuse.
- Neglectful Conditions (related to living environment) or Action (by caretakers).

STAFF RESPONSIBILITIES

Any staff member who suspects any abuse or neglect of a child or individual with a disability who is over 18 is required to orally report this suspicion immediately to the Department of Children & Families (children) or the Disabled Persons Protection Commission (individuals over 18) or to the Head of School, Assistant Head of School, or Head of Campus. If the staff member elects to orally report to the Department of Children & Families or the Disabled Persons Protection Commission, he or she must also make a written report within 48 hours. If the staff member orally reports to the Headmaster or Head of Campus, then the Headmaster or Head of



Campus must immediately orally notify the Department of Children & Families or the Disabled Persons Protection Commission followed by a written report within 48 hours. Landmark also shares these suspicions pertaining to children with the Department of Early Education & Care and the Department of Elementary & Secondary Education.

Staff may also confidentially share the suspicion of abuse or neglect with the child's case manager, a member of the counseling staff, and the Head of Campus to determine whether follow up services should be arranged. Students who may have been the subject of abuse or neglect have available to them several counselors on staff who have experience working with abused children. Students are encouraged to seek their help and, if necessary or preferred, the support and counseling help of professionals outside the school.

RECORDING OF REPORTS

Whenever a report of abuse or neglect of a student under or over the age of eighteen is filed with the appropriate regulatory agency, the Director of Counseling Services will be notified. He/she will document the submission of the report, maintain an official record of the outcome, and provide follow up, and enter a final disposition of each reported case. This information will be kept in a confidential file in the counseling department's offices.

STAFF TRAINING

Training of faculty is designed to heighten awareness and symptoms of identification in cases of suspected abuse or neglect, and to help staff feel more comfortable with any intervention required. Landmark's mental health professionals regularly make presentations and distribute literature at faculty meetings, as do residential program directors at residential staff meetings. Representatives from regulatory agencies also address the faculty and residential staff periodically.



NOTIFICATION AND REPORTING OF INCIDENTS

Contents

Procedures for Notification and Reporting of Incidents

NOTIFICATION AND REPORTING OF INCIDENTS

All incidents are reported to the Head of Campus and Dean of Students for each campus for review and appropriate action. To report incidents, staff complete incident report forms and may also make entries in the duty log, file email reports to the Student Life Office, or use the phone.

In the event of a general incident involving a student, Landmark immediately notifies the parents of any student involved in the incident via verbal and electronic notification.

In addition to the notification requirements under general incidents, Landmark will also notify the Department of Elementary & Secondary Education using a hard copy DESE Form 2 as well as immediate electronic notification in the following situations that occur during school hours involving any students (Massachusetts, Out of State, or Privately Funded) enrolled at Landmark:

- Death of a student
- Filing of a 51A report with DCF or DPPC against the school or a school staff member for abuse or neglect of a student
- Any action taken by a federal, state, or local agency that might jeopardize the school's DESE approval
- Any legal proceeding brought against the school or its employees arising out of circumstances related to the care or education of any of its students regardless of residency
- The hospitalization of a student (including out-patient emergency room visits) due to physical injury at school or previously unidentified illness, accident, or disorder which occurs while the student is in the program
- A student run from the program
- Any other incident of a serious nature that occurs to a student or staff in the program (police involvement, media involvement, weapons, fire setting, alcohol or drug possession or use in the program).
- The emergency termination of a student which occurs during school or residential hours.

In each of these situations, Landmark also notifies immediately the following entities as deemed appropriate via verbal and electronic notification:

- Responsible school district
- Department of Children and Family Services
- Department of Early Education and Care
- Disabled Persons Protection Committee
- Department of Developmental Services
- Department of Mental Health
- Any other appropriate parties



Landmark submits Form 2 Reports via the DESE WBMS system, supplies information required in the WBMS system until the Form 2 is complete, and responds to DESE requests for information related to the Form 2.

DESIGNATED REPORTER

All of the notices in this Section are coordinated at Landmark by the Assistant Head of School or designee.



NOTIFICATION OF CHANGES & DESE APPROVAL

Contents

- Advance Notice of Proposed Program Facility Changes
- Immediate Notification
- 15 Day Notice
- DESE Prior Approval
- Designated Reporter

ADVANCE NOTICE OF PROPOSED PROGRAM/FACILITY CHANGE

Prior to any substantial change to Landmark's program or physical plant, Landmark provides written notification of intent to change to the Department of Early & Secondary Education. Written notification is provided via the DESE Form 1 document and its guidelines.

In addition, if Landmark implements new policies or procedures, or changes existing policies and procedures, then Landmark notifies school districts and parents of such changes via letter, email, or website posting.

IMMEDIATE NOTIFICATION

Landmark provides immediate notice to DESE for any unexpected building changes due to an emergency; changes in financial status that impacts the health and safety of students; or program closure.

15 DAY NOTICE

Landmark provides fifteen (15) working day notice to DESE if there is a 10% decrease in enrollment bases on last approved DESE budget; a change in program ownership; a change in program name; or a vacancy in approved staff positions not filled by other licensed or waived staff that have a direct impact on service delivery to students.



DESE PRIOR APPROVAL

Landmark notifies DESE and receives prior approval for the following: 1) changes to school buildings not due to an emergency but due to relocation or expansion of buildings; 2) changes made to DESE required policies and procedures; 3) increase or decrease in age of students; 4) change in gender served; 5) 10% increase in enrollment based on last approved DESE budget; and 6) adding, eliminating, or changing staff positions.

DESIGNATED REPORTER

All of the notices in this Section are coordinated at Landmark by the Assistant Head of School.



EQUAL ACCESS

Contents

- Announcements
- Participation Requirements

ANNOUNCEMENTS

When posting notices regarding extracurricular activities, Landmark provides announcements in the languages represented by its student population.

PARTICIPATION REQUIREMENTS

Landmark reviews the participation requirements for intramurals, sports, and clubs to ensure that students are not excluded on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

PHYSICAL FACILITY REQUIREMENTS

Landmark complies with requirements of the Americans with Disabilities Act Amendments and Section 504 of the Rehabilitation Act of 1973. As a result, Landmark ensures that students with limited mobility have access, which is free from barriers to their mobility, to those areas of the buildings and grounds to which access is necessary for implementation of their IEPs.