



POLICIES & PROCEDURE MANUAL

MISSION AND INTRODUCTION

Landmark School's mission is to enable and empower students 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 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. At Landmark, the goal for students at Landmark is for them to realize their full potential, both socially and academically, and to 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 Department of Early Education & Care, 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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TABLE OF CONTENTS

1. STUDENT ADMISSIONS.....	3
2. COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS & EDUCATIONAL PROGRAM COMPONENTS.....	9
3. DIPLOMAS.....	18
4. SUPERVISION OF STUDENTS.....	24
5. VISITING, MAIL, & TELEPHONES.....	25
6. PARENT INVOLVEMENT.....	28
7. CONSENT & ANNUAL NOTICES.....	31
8. REGISTERING COMPLAINTS AND GRIEVANCES.....	34
9. STUDENT TRANSPORTATION AND TRANSPORTATION SAFETY.....	37
10. STUDENT RIGHTS & ORIENTATION.....	39
11. STUDENT RECORDS.....	40
12. HEALTH CARE.....	42
13. ENGLISH LEARNERS.....	51
14. RUNAWAY STUDENTS.....	52
15. EVACUATION AND EMERGENCY PROCEDURES.....	53
16. BEHAVIOR MANAGEMENT.....	56
17. STUDENT DISCIPLINE CODE.....	64
18. STUDENT SEPARATION RESULTING FROM BEHAVIOR MANAGEMENT....	71
19. PHYSICAL RESTRAINT.....	72
20. PERSONNEL.....	77
21. NEW STAFF ORIENTATION AND TRAINING.....	83
22. ANNUAL IN-SERVICE TRAINING.....	86
23. STUDENT ABUSE: REPORTING AND TRAINING.....	88
24. NOTIFICATION AND REPORTING OF INCIDENTS.....	90
25. NOTIFICATION OF CHANGES & DESE APPROVAL.....	92
26. EQUAL ACCESS.....	94



POLICIES & PROCEDURE MANUAL

STUDENT ADMISSIONS

Contents

- General Information About Landmark School
- Admission Criteria
- Admission Procedures
- Interview Procedures
- Acceptance Procedures
- Preparation for Admitted Residential Students
- Requirement of Physical Examination Prior to Admission
- Emergency Placement Physical Examination
- Admissions Packet Information
- School District Information
- Post Admission Process

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

High-School Programs:

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



POLICIES & PROCEDURE MANUAL

Expressive Language Program: for students fourteen to twenty 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 fourteen to twenty who have progressed to within a year 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 175 ; at the High School Campus, enrollment capacity is 300, with an ideal mix of 50/50 day and boarding.

ADMISSION CRITERIA

Landmark School works with students entering grades 2–12 who have been diagnosed with a language-based learning disability (LBLD), such as dyslexia, which falls under the broader category of specific learning disability (SLD).

Landmark carefully considers each candidate to determine a student’s readiness to access the curriculum and instruction our teachers are trained to provide.

Most Landmark students possess average to superior cognitive abilities, as measured by the Wechsler Scales (WISC or WAIS) and have a healthy social and emotional well-being. They have well-developed reasoning and comprehension skills but often have relative weaknesses in processing speed and/or working memory. Landmark students are motivated to learn. Our students struggled in traditional classrooms because their reading, writing, computing, and organizational skills did not match their cognitive potential.

Landmark School is tailored to meet the needs of students who have one or more of the following primary diagnoses:

- SLD (Specific Learning Disability or Specific Learning Disorder)
 - With impairment in reading (dyslexia)
 - With impairment in written expression (dysgraphia)
- Expressive Language Disorder

Many of our students have a secondary diagnosis of ADHD and/or executive function deficits.



POLICIES & PROCEDURE MANUAL

Landmark's specific teaching model and the curriculum may not be suitable for all students who learn differently. Although each application is assessed individually to determine whether Landmark is able to provide the student with an appropriate program, students with the following learning profiles are likely better served by other schools or programs that have the expertise to meet their specific needs:

- Autism Spectrum Disorder
- Nonverbal Learning Disability
- Intellectual disabilities
- Emotional and/or behavioral disorders
- Complex communication disorders, including primary receptive and/or pragmatic language deficits.

Landmark School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. For more information read our non-discrimination policy.

ADMISSION PROCEDURES

The admission process begins at the point of inquiry from a family or school system. At certain times of year, an initial screening of appropriateness for Landmark School may occur. If the prospective applicant seems to be an appropriate candidate, the family is encouraged to complete the online application process. All prospective families are encouraged to attend an informational visit that includes 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 an online application, including required supporting materials. Upon receipt of the application, the admission office establishes a student database record. An email from an admission counselor acknowledges receipt of the application. This email lists any outstanding documents that must be received in order for the admission committee to formally review the application record. A complete application includes:

- Completed on-line application with fee.
- School records: transcripts and/or report cards, teacher references, and Individual Educational Plan (IEP) or 504, if applicable.
- A full neuropsychological evaluation or psycho-educational evaluation, within the past three years, including Wechsler Scale, academic testing, and a measure of psycho-social adjustment, with a primary diagnosis of Language-Based Learning Disabilities.
- Any additional evaluations; i.e., speech/language and/or OT, Summary of Counseling if applicable.
- Any reports by specialists who have worked with the applicant.



POLICIES & PROCEDURE MANUAL

Once completed, the Director of Enrollment Management and members of the admission committee review application materials. The members of this committee include, but are not limited to, the director of enrollment management, associate director of admission, admission counselors, campus directors, deans, school psychologists, and department chairpersons.

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 enrollment management and/or associate director will connect with the family directly. This conversation often includes recommendations for other programs and/or services that may be more appropriate.

INTERVIEW PROCEDURES

After initial review of a submitted application and prior to acceptance, the applicant and family will participate in an admission appointment which may include:

- A tour of the appropriate campus.
- Placement screening 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 screening allows the screener to observe the applicant's behavior while attempting tasks that may be difficult for them 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 screening results with the parents.
- A final meeting with the parents and director or associate director of admission 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 admission committee will send emails to the parents/guardians confirming the program recommendation, summarizing screening information, and outlining the requirements for enrollment such as funding arrangements and timelines for enrollment decisions.

During the admission process, the admission team generates file notes including: pertinent learning profile, academic history and family information, scores achieved, strengths, weaknesses, extracurricular interests, observed behavior, and a short summary of the student's observed learning style and housing recommendations, if applicable. These file notes are shared



POLICIES & PROCEDURE MANUAL

with the faculty administrators at the appropriate campus. The information is reviewed by the appropriate staff, and program determinations are 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 school's program.

For accepted and enrolled students, each Landmark campus provides an orientation for students and parents. Students and parents/guardians are provided with detailed emails as well as specific orientation sessions pertaining to academics, extracurricular activities, residential life if applicable, and the student handbook.

PREPARATION FOR ADMITTED RESIDENTIAL STUDENTS

Admitted residential students are provided a campus tour as part of the admission process. In addition, residential students receive information, guidance and orientation to the dormitory and the residential life program. Activities of Daily Living are discussed and described during this orientation. Residential Advisors (houseparents) and other faculty ensure ongoing instruction in these skill areas. In addition, house parents as well as other faculty assigned to the student's house 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:

Links to school webpages detailing 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, the Bullying & Harassment Policy and a document containing all of the required elements under 603 CMR 18.05.



POLICIES & PROCEDURE MANUAL

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 an email to the Special Education Director. The email indicates either the student is not an appropriate candidate (and explains why) 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/guardians, and the responsible school district if a funded student, with links to the following information:

- 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)



POLICIES & PROCEDURE MANUAL

COORDINATION/COLLABORATION WITH SCHOOL DISTRICTS & EDUCATIONAL PROGRAM COMPONENTS

Contents

- Consideration of Possible Placement at Landmark
- Contracts with School Districts
- Student Learning Time Requirements
- Massachusetts Curriculum Frameworks
- Massachusetts Physical and Health Education Requirements
- Procedures and Mechanisms for Placement in Least Restrictive Environment
- Statewide Assessments
- MCAS Alternate Assessment
- IEP Development/Implementation and Participation at Meeting
- Special Education Services and Related Services
- Written Progress Reports and Communication
- School District Monitoring of Student Progress
- Preparation for Return to Public School or Least Restrictive Setting
- 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



POLICIES & PROCEDURE MANUAL

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.

Although school districts develop and send Landmark the contract, Landmark works to ensure that each district contracts includes the following terms:

1. Landmark will comply with all elements of the IEP for the student and shall send progress reports aligned with the IEP;
2. Landmark will allow the district to monitor and evaluate the education of the student and shall make available within a reasonable period of time any records pertaining to the student to district personnel consistent with federal and state requirements relating to student records;
3. With reasonable notice, Landmark will allow a district to conduct site visits and to review all documents permitted under pertinent student records laws;
4. Landmark will afford all district funded students all of the substantive and procedural rights under 601 CMR 28.00 as well as other applicable policy guidance issued by DESE; and
5. Landmark School will not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness

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. Structured learning time is defined consistent with 603 CMR 27.02.



POLICIES & PROCEDURE MANUAL

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 the 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 Boston University, 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.



POLICIES & PROCEDURE MANUAL

- 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.



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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 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 the 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.



POLICIES & PROCEDURE MANUAL

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;



POLICIES & PROCEDURE MANUAL

- 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



POLICIES & PROCEDURE MANUAL

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.

AGE RANGE

Landmark ensures that the ages of the youngest child and oldest child in any instructional grouping shall not differ by more than forty-eight months (4 years).



DIPLOMAS

Contents

- Granting of School District High School Diplomas
- 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 Academic Dean 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.



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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 Kaufman Test of Educational Achievement 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 and/or Math every year a student is enrolled at Landmark
- 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.



POLICIES & PROCEDURE MANUAL

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 Letter and Word Identification on the Kaufman Test of Educational Achievement-III and*
- b) a minimum grade score of 50 on the Degrees of Reading Power Test (DRP) 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 50 is equivalent to that of an average middle school textbook.

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 90-100
- B –Expectations Met 80-89
- C –Expectations Partially Met 70-79
- D –Expectations Not Met 60-69
- 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



POLICIES & PROCEDURE MANUAL

if any senior fails any Landmark School course or courses for the fourth quarter, the student may not be granted a diploma.

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

8. Other Notes and Policies

a. A Notice of Performance 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: Administrative Responsibility
- Supervision of Students: School Related Activities
- Supervision of Students: Residential Program Ratios

SUPERVISION OF STUDENTS: ADMINISTRATIVE RESPONSIBILITY

The Administrator of the School (Head of School) or designee (Assistant Head, Campus Directors, Deans of Students) are on the premises of the campus during all times during school hours while the program is in operation. During the hiring process and during annual training sessions, Landmark instructs all staff about who is responsible for administration of the program during school hours of operation as well as how to contact administrators during the program's hours of operation.

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 staff appropriate for 100 students consistent with required staffing guidelines. Staff "types" are the following: campus



POLICIES & PROCEDURE MANUAL

- 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 staff appropriate for 100 students consistent with required staffing guidelines. 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 staff for 100 students consistent with required staffing guidelines. 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



POLICIES & PROCEDURE MANUAL

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 arrives 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 Student Life Office number is 978-236-3255. 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 emailed to the Student Travel Coordinator and/or life@landmarkschool.org.

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



POLICIES & PROCEDURE MANUAL

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 are asked to avoid calls during dinner and study hall, and after bedtime.

Use of Cell Phones

Students may have cell phones. Cell phones are also part of the school emergency management system. While cell phones can be an aid to organization and learning, they can also be a distraction during class. Students are asked to avoid calls during dinner and study hall, and after bedtime. We ask that during class time, students adhere to the policy outlined below.

At the **EMS**, phones are not to be "on or out" during the school day.

At the **High School**, upon entering a classroom, students must place their phones in a cell phone box that will be provided for use in each classroom. During the class period, students may request teacher permission to access their phones to record assignments or utilize them for class purposes if a laptop is unavailable. Non-compliance with the cell phone policy will have a negative impact on class participation grades and will necessitate communication with parents/guardians.

Students may use cell phones during the school day between classes and after school; however, cell phones may not be used at any time in the dining room and their use is discouraged in other public areas where students congregate in person. Students are also discouraged from allowing others to use their cell phone.



POLICIES & PROCEDURE MANUAL

PARENT INVOLVEMENT

Contents

- Parental Involvement with Their Child's Education
- Parents Advisory Group
- Education Committee
- Mechanisms for Ensuring 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.

To help enable the LPA, Landmark employs a Director of Parent Engagement whose primary responsibility is 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 meetings occurring periodically for all Landmark parents. The LPA provides parents an informal forum for getting acquainted and sharing information and concerns at regularly scheduled educational presentations and social gatherings 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 as needed 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.



POLICIES & PROCEDURE MANUAL

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 Faculty/staff and student appreciation events; serving as parent representatives for admission and advancement efforts; volunteering at school wide events; establishing outstanding achievement awards for graduating seniors; serving with faculty on school-wide committees, and fundraising initiatives.

The LPA works to assure the awareness and involvement of the board in matters pertaining to Landmark's educational program. To achieve its goals, the LPA 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 Elementary and Secondary 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 ensure 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 Academic Advisor (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.



POLICIES & PROCEDURE MANUAL

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 Marketing & Communications shall be responsible for the implementation of this policy.



POLICIES & PROCEDURE MANUAL

CONSENT & ANNUAL NOTICES

Contents

- Emergency Medical Treatment
- Restraint
- Medication Administration
- Research
- Experimentation
- Fundraising and Publicity
- Observation
- Exception
- Behavior Support Policies & Procedures
- Bullying Prevention & Intervention Plan

EMERGENCY MEDICAL TREATMENT CONSENT

Each year, Landmark obtains consent from parents or guardians for emergency medical treatment.

If an emergency occurs, 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 the student's record.

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

MEDICATION ADMINISTRATION CONSENT

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 their medical file.

RESEARCH CONSENT



POLICIES & PROCEDURE MANUAL

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 Research Coordinator who explains consent requirements 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 NOTICE

When applicable, Landmark provides notification consistent with M.G.L. Ch. 71, Section 32A when the 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.



POLICIES & PROCEDURE MANUAL

BEHAVIOR SUPPORT POLICIES & PROCEDURES NOTICE

Each year, Landmark provides notice to parents and guardians that the Behavior Support Policies are available upon request and that the policies are contained in this Manual which is posted on the School's website. Such notice is documented in each student's record.

BULLYING PREVENTION & INTERVENTION PLAN NOTICE

Each year, Landmark provides notice to parents and guardians that the Bullying Prevention and Intervention Plan is posted on the School's website. Such notice is documented in each student's record.



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 Academic Advisor (educational) or Houseparent (residential). In addition to these individuals, parents may also contact the Campus Director, Academic Dean, or Dean of Students. Upon receipt of a parental concern or request, Landmark personnel investigate the concern, the following specific timelines and appeal process will occur:

- Convene a meeting as soon as practicable but no later than 48 hours after receipt of the concern. The meeting will be used to discuss the concern more fully with the parents and student
- Investigate, if necessary, the concern more fully within a reasonable period of time depending on the simplicity or complexity of the concern
- Convene a Team meeting if necessary and determine the best and most appropriate response to the concern
- If a parent is not satisfied with the outcome of the process, they may appeal to the Head of School

STUDENT COMPLAINTS REGARDING EDUCATION & CARE

A student may express concerns regarding their educational or residential program by contacting either their Academic Advisor (educational) or Houseparent (residential). In addition to these individuals, students may also contact the Campus Director, Academic Dean, or Dean of Students. 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 & PARENT COMPLAINTS REGARDING DISCRIMINATION



POLICIES & PROCEDURE MANUAL

If a student or parent has concerns relating to possible discrimination based on race, ethnicity, religion, sexual orientation, homelessness, color, national origin, gender, gender identity, genetic information, disability, sex, or age, then a student or parent may bring such concerns to the attention of the Campus Director who will investigate the allegations consistent with the procedural and substantive requirements of federal and state statutes. Specifically, the Campus Director will take the following steps:

- Convene a meeting as soon as practicable but no later than 48 hours after receipt of the concern. The meeting will be used to discuss the concern more fully with the student or parent.
- Investigate, if necessary, the concern more fully within a reasonable period of time depending on the simplicity or complexity of the concern
- Convene a meeting if necessary and determine the best and most appropriate response to the concern
- If a student or parent is not satisfied with the outcome of the process, they may appeal to the Head of School

EMPLOYEE COMPLAINTS REGARDING DISCRIMINATION

If an employee has concerns relating to possible discrimination based on race, ethnicity, religion, sexual orientation, homelessness, color, national origin, gender, gender identity, genetic information, disability, sex, or age, then the employee may bring such concerns to the attention of the Director of Human Resources. Landmark will then investigate the allegations consistent with the procedural and substantive requirements of federal and state statutes including applicable timelines.

Any reported incident will be promptly and thoroughly investigated as the particular circumstances warrant. Generally, an investigation will involve an interview with the individual making the complaint and interviews with persons identified as witnesses or otherwise having knowledge of the incident or conduct. While confidentiality cannot be guaranteed, all persons will be instructed to treat the investigation as confidential and not to discuss the allegations with other persons at the School, particularly those not involved in the incident or conduct. Also, all persons will be informed that retaliation against an individual who has complained in good faith is unlawful. The School will not tolerate any form of retaliation directed toward an individual who in good faith makes a complaint or participates or cooperates in an investigation.

All persons involved in an investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, all claims require the honest and full disclosure of facts by all involved persons. False accusations will not be tolerated and may lead to disciplinary action.



POLICIES & PROCEDURE MANUAL

Any supervisory employee to whom an employee brings a complaint of discrimination, harassment and/or retaliation and who fails to report it as required above will be disciplined.

Any employee not satisfied with the outcome of the investigation may appeal to the Head of School.



POLICIES & PROCEDURE MANUAL

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).



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

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 all 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 off of the Public School Liaison Conference Room. 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 and HIPPA requirements. Access to student records by a third



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

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. The physician is available for consultations with the Health Center as well as appointments with individual students as needed. Landmark's consulting physicians are associated with Family Medicine Associates in Hamilton, MA.

AVAILABILITY OF REGISTERED NURSE OR LICENSED PRACTICAL NURSE

Landmark School employs registered nurses in order to provide necessary nursing services to students.



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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.

POLICIES & PROCEDURE MANUAL

(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



POLICIES & PROCEDURE MANUAL

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 updated annually during enrollment as well as "as needed" when the Health Center is informed by parents of new allergy information. Lists are posted in the Health Center and are provided to house parents, physical education and athletic department heads, individual faculty as deemed necessary, and all other relevant department personnel, including the Student Life Office at the High School. The Health Center alerts and meets with the dining services about all individual students with food allergies, and gives in-



POLICIES & PROCEDURE MANUAL

service on the use of Epi-Pens in case of emergencies. Each year, during Faculty Orientation and Training, the Health Center provides faculty with an overview of the incoming class, their allergies in general, and any related information pertaining to allergies that might be important for faculty to understand.

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



POLICIES & PROCEDURE MANUAL

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 Children & Families (children) or the Disabled Persons Protection Commission (individuals over 18) or to the Campus Director, the Head of School, or Director of Counseling. If the staff member



POLICIES & PROCEDURE MANUAL

elects to orally report to the Department of Children & Families or the Disabled Persons Protection Commission, they must also make a written report within 48 hours. Staff members are encouraged to allow the School to file the written report through the DCF Portal so that the report can be tracked and monitored more effectively. If the staff member orally reports to the Head of School, Campus Director, or Director of Counseling, then the Head of School, Campus Director or Director of Counseling must immediately orally notify the Department of Children & Families or the Disabled Persons Protection Commission followed by a written report within 48 hours. In certain situations, Landmark also shares these reports 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 Academic Advisor, a member of the counseling staff, and the Campus Director to determine whether follow up services should be arranged. Students are provided counseling services by the school and may access support and counseling help from 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.



ENGLISH LEARNERS

Contents

English Learners

ENGLISH LEARNERS

Landmark School recognizes that students with language-based learning disabilities may also present as English learners. 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 who are English learners, 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 who are English learners in its admission process. If a student meets the admission criteria, then a student who is an English learner will be afforded equal opportunities to access and participate in Landmark's services, activities, and benefits afforded to all other students admitted to Landmark. The Director of Admission is responsible for all admission decisions, including those decisions for students who are English learners.

Upon enrollment of any student, including students who are English learners, 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 an English learner. The Team will determine the language in which the student will receive special education services. As part of the program design for students who are English learners, and consistent with Chapter 71A of Massachusetts General Laws, Landmark will provide appropriately licensed and trained teachers. English language learners 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 via a research-based program 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 Campus Director or designee must determine if the student is on campus. If it is determined the student is not on campus and accounted for, the Campus Director 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 Campus Director 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



POLICIES & PROCEDURE MANUAL

EVACUATION AND EMERGENCY PROCEDURES

Contents

Evacuation

Fire

EVACUATION

Landmark posts building evacuation routes in each building and conducts evacuation drills twice during the day and residential program each year for all students. Evacuation drills focus on emergencies (ie., active shooter, etc.). Post-drill, staff provide designated time for students to process the drill procedure, debrief, and respond to questions and concerns. Landmark maintains a written log of drills or evacuations.

During orientation, staff instruct students in the reasons for the drills and the procedures. As part of staff instruction, Landmark provides specific instructions and guidelines for the evacuation of students with mobility impairments. Landmark's Emergency Response Team coordinates all evacuation drills and conducts an evaluation of each drill to identify any issues that need to be corrected.

All staff and students are trained annually in evacuation and emergency procedures. Training includes instruction in notification of the management team at each campus as well as the school management team via text message and the emergency alert system of the school. Depending on staff location during drills, staff are assigned specific responsibilities and tasks to ensure appropriate evacuation of buildings.

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.



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

- 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.



POLICIES & PROCEDURE MANUAL

PRIVILEGE AND LEVEL SYSTEM FOR RESIDENTIAL STUDENTS

High School Campus Privilege System

See Pages 60-63

	“Residential Probation” Pink	LEVEL 2 White	LEVEL 3 Orange	LEVEL 4 Yellow	LEVEL 5 Green	“Proctor” Blue
Focus	Intervention & Assistance	Time Management	Organizational Skills	Self-Advocacy & Community Building	Trust, Responsibility & Leadership	Independence
AM check-out	<ul style="list-style-type: none"> 6:45 AM - wake up by staff 7:25 AM - must check out of house with staff 	<ul style="list-style-type: none"> 6:45 AM - wake up by staff 7:25 AM - must check out of house with staff 	<ul style="list-style-type: none"> Independent wake-up 7:25 AM - must check out of house with staff 	<ul style="list-style-type: none"> Independent wake-up 7:25 AM - must check out of house with staff 	<ul style="list-style-type: none"> Independent wake-up 7:25 AM - must check out of house with staff 	<ul style="list-style-type: none"> Independent wake-up Arrive to first period on time at 7:50 AM
After School 3:30-5pm	<ul style="list-style-type: none"> After School Activity Required 	<ul style="list-style-type: none"> After School Activity Required 	<ul style="list-style-type: none"> After School Activity Required 	<ul style="list-style-type: none"> After School Activity Required 	<ul style="list-style-type: none"> After School Activity <i>Optional</i> 	<ul style="list-style-type: none"> After School Activity <i>Optional</i>
6:15 Check-in	<ul style="list-style-type: none"> Check-in with staff in house In house from 6:15-6:30 	<ul style="list-style-type: none"> Check-in with staff in house In house from 6:15-6:30 	<ul style="list-style-type: none"> Check-in with staff in house In house from 6:15-6:30 	<ul style="list-style-type: none"> Check-in with staff in house In house from 6:15-6:30 	<ul style="list-style-type: none"> Check-in with staff in house Freetime immediately after check-in 	<ul style="list-style-type: none"> Check-in with house or SLO Freetime immediately after check-in
7:30 Check-in	<ul style="list-style-type: none"> Check-in with staff in house 	<ul style="list-style-type: none"> Check-in with staff in house 	<ul style="list-style-type: none"> Check-in with staff in house 	<ul style="list-style-type: none"> Check-in with staff in house 	<ul style="list-style-type: none"> Check-in with staff in house 	<ul style="list-style-type: none"> Check-in with house or SLO
Room Clean Up 7:30-8pm	<ul style="list-style-type: none"> Door must be open 	<ul style="list-style-type: none"> Door must be open 	<ul style="list-style-type: none"> Door must be open 	<ul style="list-style-type: none"> <i>Doors open till 10/9</i> Door can be closed 	<ul style="list-style-type: none"> Door can be closed 	<ul style="list-style-type: none"> Independent
Study Hall 8-9:30pm	<ul style="list-style-type: none"> Mandated Study Hall Turn in electronics 	<ul style="list-style-type: none"> Mandated Study Hall (<i>After 10/9</i>) Do not turn in electronics 	<ul style="list-style-type: none"> In room Door must be open 	<ul style="list-style-type: none"> <i>Doors open till 10/9</i> In own room Door can be closed 	<ul style="list-style-type: none"> Quiet time in room, house lounge, a level % room, or Lop Lounge Door can be closed Off campus study hall trips 	<ul style="list-style-type: none"> Independent
9:30 Check-in	<ul style="list-style-type: none"> Check-in to the house for the night (cannot leave after) 	<ul style="list-style-type: none"> Check-in to the house for the night (cannot leave after) 	<ul style="list-style-type: none"> Check-in to the house for the night (cannot leave after) 	<ul style="list-style-type: none"> Check-in to the house for the night (cannot leave after) 	<ul style="list-style-type: none"> Check-in to the house for the night (cannot leave after) 	<ul style="list-style-type: none"> Check-in with house or SLO Must return to campus by 9:30pm 10:00 PM house curfew
Bedtime	<ul style="list-style-type: none"> 10:00 PM 	<ul style="list-style-type: none"> 13/14= 10:00 PM 15/16= 10:30 PM 17+= 11:00 PM 	<ul style="list-style-type: none"> 13 = 10:00 PM 14-16= 10:30 PM 17+= 11:00 PM 	<ul style="list-style-type: none"> 13 = 10:00 PM 14-16= 10:30 PM 17+= 11:00 PM 	<ul style="list-style-type: none"> 13 = 10:00 PM 14-16= 10:30 PM 17+= 11:00 PM 	<ul style="list-style-type: none"> Independent Midnight bedroom curfew
Weekends <i>Levels 1-5 are the same</i>	Fridays: <ul style="list-style-type: none"> Out of house 5-6pm & attend 6pm meeting 10pm house check-in for night Midnight bedtime 	Saturdays: <ul style="list-style-type: none"> Out of house 11am-12pm & attend 12pm meeting in Lop Out of house 5-6pm & attend 6pm meeting in Lop 10pm house check-in for night Midnight Bedtime 	Sundays: <ul style="list-style-type: none"> Out of house 11am-12pm & attend 12pm meeting in Lop 6:15pm, 7:30pm, 9:30pm house check-ins Normal Bedtime 		<ul style="list-style-type: none"> Allowed to stay in house during meals & meetings Call SLO for check-ins at 12pm & 6pm 	

Level System Privileges

	“Residential Probation” Pink	LEVEL 2 White	LEVEL 3 Orange	LEVEL 4 Yellow	LEVEL 5 Green	“Proctor” Blue
Passes	<ul style="list-style-type: none"> No Weekday Day Passes Overnight passes must be turned into HP 48 hours in advance Must return to campus by 7:30pm 	<ul style="list-style-type: none"> Weekday Day Passes must be turned into HP 24 hours in advance & must attend after school activity Overnight passes must be turned into HP 48 hours in advance Must return to campus by 7:30pm 	<ul style="list-style-type: none"> Weekday Day Passes must be turned into HP 24 hours in advance & must attend after school activity. Overnight passes must be turned into HP 48 hours in advance Must return to campus by 7:30pm 	<ul style="list-style-type: none"> Weekday Day Passes must be turned into HP 24 hours in advance & must attend after school activity. Overnight passes must be turned into HP 48 hours in advance Must return to campus by 7:30pm 	<ul style="list-style-type: none"> Last minute day passes Must return to campus by 9:30pm 	<ul style="list-style-type: none"> Can sign off campus individually Parent permission needed if leaving w/ others Last minute day passes Must return to campus by 9:30pm
Food Ordering	<u>Weekends Only</u> Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm	<u>Weekends Only</u> Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm	<u>Weekends Only</u> Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm	<u>Weekends Only</u> Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm	Mon-Thur: 3:30-7:30pm & 9-10pm Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm	Mon-Thur: 3:30- 10pm Friday: 3:30pm-10pm Saturday: 9:30am-10pm Sunday: 9:30am-7:30pm
Car	<i>No car on campus</i>	<i>No car on campus</i>	<i>No car on campus</i>	Car for home travel ONLY	Full Car Privileges	Full Car Privileges
Other					<ul style="list-style-type: none"> TV/Gaming Systems 	<ul style="list-style-type: none"> TV/Gaming Systems Seniors - Key to dorm
Content Filter Access to ... Social Media, Sports, Entertainment & Shopping	Weekdays: 3:15pm-7:30pm 9:30pm-bedtime Friday: 3:15pm-12am Saturday: 6am - 12am Sunday: 6am-7:30pm 9:30pm-bedtime	Weekdays: 3:15-7:30pm 9:30pm-bedtime Friday: 3:15pm-12am Saturday: 6am - 12am Sunday: 6am-7:30pm 9:30pm-bedtime	Weekdays: 3:15-7:30pm 9:30pm-bedtime Friday: 3:15pm-12am Saturday: 6am - 12am Sunday: 6am-7:30pm 9:30pm-bedtime	Weekdays: 3:15-7:30pm 9:30pm-bedtime Friday: 3:15pm-12am Saturday: 6am - 12am Sunday: 6am-7:30pm 9:30pm-bedtime	Weekdays: 3:15pm-11pm Friday: No Limit Saturday: No Limit Sunday: 6am-11pm	No Limits

Level Up Application

Level Applications are due by Monday night each week

Level	Expectations	To Apply
1	<p>For 1 Week focus on...</p> <ul style="list-style-type: none"> ● Get out of the house in the mornings on time ● Participate in intervention meeting with HP, Dean & AA to create a plan to regain level 2 status 	<p>To apply for level 2:</p> <p>Submit a <i>1 paragraph statement</i> (3-4 sentences) of intent to your houseparent describing how you implemented the plan from your intervention meeting. Explain what you did and why you are now ready to move up to level 2.</p>
2	<p>For 2 Weeks focus on <u>Time Management</u></p> <ul style="list-style-type: none"> ● Get out of the house in the mornings on time ● Check-Ins on time for evening check-ins ● Go to Bed on time 	<p>To apply for level 3:</p> <p>Submit a <i>1 paragraph statement</i> (3-4 sentences) of intent to your Houseparent outlining how you have met the time management expectations of level 2 including evening checking ins, getting to bed on time and out of the house in the mornings.</p>
3	<p>For 3 Weeks focus on <u>Organization</u></p> <ul style="list-style-type: none"> ● Continue to maintain time management expectations. ● Maintain a clean and organized room 	<p>To apply for level 4:</p> <p>Submit a <i>2 paragraph statement</i> of intent to your Houseparent outlining</p> <ol style="list-style-type: none"> 1. How you have continued to meet time management expectations 2. Maintained room cleanliness and organization.
4	<p>For 4 Weeks focus on <u>Self-Advocacy & Community Building</u></p> <ul style="list-style-type: none"> ● Continue to maintain expectations of previous levels. ● Complete 10 hours of Community Service <ul style="list-style-type: none"> ○ <i>Or 5 hrs if you are involved in 3 seasons of athletics or performing arts</i> ● Plan & execute a Community Event (proposal form) ● Submit a list of 3 recommendations to houseparent. <p><i>Please be sure to ask them if you can list them.</i></p> <ul style="list-style-type: none"> ○ 1 House Staff ○ 1 Current Teacher ○ 1 LMK Staff 	<p>To apply for level 5:</p> <p>Submit a <i>3+ paragraph letter of intent</i> to your Houseparent outlining</p> <ol style="list-style-type: none"> 1. How you have continued to meet time management and room organization expectations. 2. Explain how you've been an active member of the community and how you've used self-advocacy skills and how it has been helpful in your life. 3. A reflection on your community event including what your event was, how it benefitted the community, and what some challenges were in planning or running the event.
5	<p>For 5 Weeks focus on <u>Trust, Responsibility & Leadership</u></p> <ul style="list-style-type: none"> ● Continue to maintain expectations of previous levels. ● Complete 20 hours of Community Service <ul style="list-style-type: none"> ○ <i>Or 10 hrs if you are involved in 3 seasons of athletics or performing arts</i> ● Meet with HP to discuss your interest in becoming a proctor. ● Schedule a meeting with Fauci where he will review proctor expectations and give you questions to help you prepare for your proctor interview. ● Provide Resume & letter of intent ● Interview w/ Houseparent, Dean, and Academic Advisor 	<p>To apply for Proctor:</p> <p>After meeting with Mr. Fauci to discuss your interest in becoming a proctor, please submit to Mr. Fauci and your houseparent.</p> <ol style="list-style-type: none"> 1. A letter of intent outline why you wish to become a proctor and how you've grown at Landmark. 2. A resume including your community service and how you've been involved in the community. <p><i>They will then set up a time for an interview.</i></p>
6	<ul style="list-style-type: none"> ● Continue to be an active member & leader of the community ● Maintain 20 hours of community service yearly ● Mentor younger students (examples) <ul style="list-style-type: none"> ○ Help with weekend passes ○ Help peers with Room Clean Up ○ Or other duties as asked by HP/SLO 	

***Reminder** 2 level warnings in one week will result in a level drop.
 You cannot apply to level up in the same week you received a level warning



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

- 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:

- If applicable, Landmark notifies the school system of the need for a meeting in order to plan and develop a written termination plan for the student. Landmark provides notice ten (10) days in advance of the intended date of the meeting, which may be a Team meeting to review the IEP of a funded 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.



POLICIES & PROCEDURE MANUAL

- With mutual agreement of Landmark and the school system, terminations may be delayed for longer than two calendar weeks.
- Landmark immediately notifies the Department of Elementary & Secondary Education via a Form 2 through the DESE Security Portal

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 Advisors, 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.



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE MANUAL

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.



POLICIES & PROCEDURE 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.





POLICIES & PROCEDURE MANUAL

PHYSICAL 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:



POLICIES & PROCEDURE MANUAL

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

POLICIES & PROCEDURE MANUAL

- 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 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,



POLICIES & PROCEDURE MANUAL

- 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), Tara Joly-Lowdermilk (EMS); Claire Sullivan (EMS); Robb Genetelli (HS), Bill Barrett (HS), Scott Jamieson (HS), Tucker Harrison (HS), Ariel Martin-Cone (HS), Jeff Fauci (HS), Chase Collins (HS), Andrea Meade (HS).

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.



POLICIES & PROCEDURE MANUAL

PERSONNEL

Contents

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

EQUAL EMPLOYMENT

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Landmark School are based on merit, qualifications, and skills.

The School is committed to a policy of non-discrimination and equal opportunity for all employees and qualified applicants without regard to race, color, religion, sex, pregnancy, pregnancy-related conditions, sexual orientation, gender identity, national origin, ethnicity, ancestry, age, physical or mental disability, genetic information, veteran status, military service, application for military service, or any other characteristic protected by applicable law.

The School will seek to make reasonable accommodations for qualified individuals with known disabilities, including pregnancy and pregnancy-related conditions, in accordance with applicable law.

This commitment is evident in all aspects of employment practices and policies, including recruiting, hiring, job assignment, promotion, compensation, discipline, termination, benefits, and training.

Employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor, the Director of Human Resources or the Head of School.

HIRING, SUPERVISION, AND EVALUATION

Applicants for employment should submit a written application to the Director of Faculty Recruiting & Hiring (HS) or Head of Campus (EMS).

In addition to the written application, all teaching applicants are asked to provide a resume, three written references, transcripts and evidence of certification(s). Applicants for teaching positions



POLICIES & PROCEDURE MANUAL

also submit a written personal statement. All applicants typically visit campus for a full day of interviews and may be asked to complete a writing sample. A personal interview is scheduled based on a review of the completed candidacy file. All persons offered employment at the School must fill out a CORI form, along with other required pre-employment checks. No employee will be allowed unsupervised contact with children prior to a satisfactory completion of the background checks.

To help assure employees are able to perform the essential functions of the job, with or without reasonable accommodation, employees may be asked to obtain a post-offer, pre-employment physical at no expense to them.

Landmark typically 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.

The School believes that periodic performance evaluation is imperative for good employee development, strengthening individual skills, and general improvement of the School. Performance evaluation at Landmark School is intended to be positive in nature and should be viewed as an attempt to foster professional growth. Members of the professional staff are regularly evaluated by their supervisors (e.g. teachers by their Academic Advisors and Department Heads).

SUPERVISION OF RESIDENTIAL STAFF

House parents and campus coordinators meet daily with supervising Deans of Students. These daily meetings are conducted in order to share student information and to discuss individual student's needs. In addition, the house parents and campus coordinators are offered training and guidance from the Deans about the supervision of the staff working within their dormitories and on their coverage teams; house parents conduct weekly meetings with the dorm staff that they directly supervise. Formal written evaluations of house parents and campus coordinators occur annually by the Deans of Students, and dorm staff are evaluated annually by their corresponding houseparent and campus coordinator.

DISCIPLINE AND DISMISSAL



POLICIES & PROCEDURE MANUAL

Employment at the School is employment at will, subject to termination at the will of the School or at the will of the employee at any time and for any lawful reason or for no reason.

Employees are expected to conduct themselves as good citizens and behave in a professional manner following all rules of conduct to protect all members of the community. Unacceptable behavior or performance may result in discipline up to and including termination of employment.

THE “ON REVIEW” PROCESS

A supervisor may, but is not required to, follow the On-Review Process when useful for helping an employee improve his or her unacceptable work performance.

Issue Definition with the Review Team

The Head of School or Campus, Director of Human Resources or Department Head will assemble a Review Team to define the issue(s) and determine if there is consensus that the On-Review Process is appropriate. If so, the Review Team will establish the criteria and the timetable for the employee’s performance improvement including specific goals and actions the employee is expected to address and/or accomplish while On Review.

Communication with the Employee

Some or all of the Review Team members will meet with the employee to inform the employee of his or her performance failure, the expectations and timetable for improving his or her performance and the ramifications of his or her failure to meet the expectations of the Review Team. The employee may be permitted to have an individual (work colleague, etc.) join them for any On Review meetings for moral and informational support.

Documentation

All aspects of this process, including the performance failure which led to the On-Review process, the goals and timetable of the performance improvement plan, and the ramification of the employee’s failure to meet the expectations of the Review Team, should be documented in writing. A copy of this documentation will be given to the employee and placed in his or her personnel file.

Reevaluation

Near the end of the time allotted for performance improvement, the Review Team will evaluate the employee’s performance and determine whether he or she has met the expectations of the On-Review Process and what employment action, if any, will be recommended to the Head of School. One possible employment action is to continue the On-Review Process. Landmark maintains the right to make immediate decisions on continued employment during any part of the On Review process such as in the case of a significant policy violation or misconduct that may occur during the On Review period. This information should be shared, in writing, with the employee within three days of the decision. A copy will be placed in the personnel file.



POLICIES & PROCEDURE MANUAL

CRIMINAL OFFENDER RECORD INFORMATION

Pursuant to Department of Elementary & Secondary Education regulations, as well as those of the Massachusetts Department of Early Education & Care. Each person offered employment at the School must complete a CORI (Criminal Offender Record Information) check, a Massachusetts-mandated fingerprint supported National Criminal History Record Information (CHRI) report, a SORI (Sexual Offender Record Information) check, and a background record check and must agree to reapply for a further CORI and SORI investigation every three years thereafter.

No employee will be allowed unsupervised contact with children prior to a satisfactory completion of the CORI, CHRI and/or SORI investigations. An unsatisfactory investigation will result in withdrawal of the job offer or termination if the documentation arrives or is first reviewed after the employee has begun employment. In the case of a presumptive disqualification finding, the Head of School must approve the hiring of the candidate. No candidate whose CORI Report reveals a mandatory disqualifying offense may be hired.

Landmark designates one professional staff member, currently the Head of School, to act as the school's Hiring Authority. They are 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.

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.



POLICIES & PROCEDURE MANUAL

3. The Department Head must also work with the Human Resources Office to ensure that all interns and volunteers complete a CORI form with a satisfactory background screening process.

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, ethnicity, religion, sexual orientation, homelessness, color, national origin, gender, gender identity, genetic information, disability, sex, or age.



POLICIES & PROCEDURE MANUAL

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. Reporting Requirements including, but not limited to, abuse and neglect of students & DESE Form 2 Reporting Requirements
- C. Runaway Students
- D. CPR certification and first aid training.
- E. Medication administration.
- F. Discussion of medications that students are currently taking and their possible side effects
- G. Transportation safety.
- H. Student records and confidentiality issues.
- I. Emergency procedures including, but not limited to, evacuation drills, emergency drills, utilization of the alarm system, and evacuations in instances of fire or natural disaster.
- J. Civil Rights of Students (no discrimination or harassment based on race, color, sex, gender identity religion, national origin, sexual orientation, disability, or homelessness).
- K. 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
- L. Student Discipline & Behavior support & management policies and procedures.
- M. Restraint procedures as described in this Manual including de-escalation methods used.
- N. Curriculum alignment with Massachusetts Curriculum Frameworks.
- O. Procedures for inclusion of all relevant students in MCAS testing and/or alternate assessment.
- P. Introduction to Reading, the Reading Process, Reading Instruction
- Q. Diagnosis & Identification of Learning Disabilities
- R. Technology Protocols & Procedures



POLICIES & PROCEDURE MANUAL

- S. Current Topics in Special Education
- T. Medication Overview
- U. Lesson Planning
- V. Tutorial Practices: Reading, Syllabication, Comprehension, Study Skills
- W. Composition
- X. Expressive Language
- W. Classroom Management
- Y. Library Usage
- Z. Residential Programming Issues
- AA. OSHA
- BB. Bullying Prevention & Policy

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 Boston University 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



POLICIES & PROCEDURE MANUAL

- 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 Campus Director 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
- Academic Year 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)

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 Heads of Campus as well as Deans of Academics and Student Life.

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.

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. Discussion of medications that students are currently taking and their possible side effects.
- F. Transportation safety.



POLICIES & PROCEDURE MANUAL

- G. Student records and confidentiality issues.
- H. Emergency procedures including, but not limited to, evacuation drills, emergency drills, utilization of the alarm system, and evacuations in instances of fire or natural disaster.
- I. Civil Rights of Students (no discrimination or harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness).
- J. Student discipline and Behavior Support policies and procedures.
- K. Restraint procedures 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. Bullying Prevention & Policy, including Hazing Prevention.

ACADEMIC YEAR IN-SERVICE TRAINING

All staff, including new employees, must participate in annual in-service trainings on average of at least two hours per month. Interns also participate in any applicable in-service training during their internship at the School. Landmark does not utilize volunteers for any work with students; therefore, volunteer training is not applicable.



POLICIES & PROCEDURE MANUAL

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 Campus Director, the Head of School, or Director of Counseling. If the staff member



POLICIES & PROCEDURE MANUAL

elects to orally report to the Department of Children & Families or the Disabled Persons Protection Commission, they must also make a written report within 48 hours. Staff members are encouraged to allow the School to file the written report through the DCF Portal so that the report can be tracked and monitored more effectively. If the staff member orally reports to the Head of School, Campus Director, or Director of Counseling, then the Head of School, Campus Director or Director of Counseling must immediately orally notify the Department of Children & Families or the Disabled Persons Protection Commission followed by a written report within 48 hours. In certain situations, Landmark also shares these reports 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 Academic Advisor, a member of the counseling staff, and the Campus Director to determine whether follow up services should be arranged. Students are provided counseling services by the school and may access support and counseling help from 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. They will document the submission of the report and maintain a confidential record of the report with accompanying details. 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, file email reports to the Student Life Office, or report in person.

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 DESE Form 2 via the CHAMPS Security Portal system in the following situations that occur during school hours (except for the death of students or an emergency termination, which is for both school and residential hours) involving any students (Massachusetts, Out of State, or Privately Funded) enrolled at Landmark:

- Filing of a 51A report with DCF or a report to 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 or urgent care 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 runs 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



POLICIES & PROCEDURE MANUAL

- Department of Developmental Services
- Department of Mental Health
- Any other appropriate parties

Landmark submits Form 2 Reports via the DESE Security Portal system, supplies information required in the CHAMPS 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.



POLICIES & PROCEDURE MANUAL

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 via a Form 1 submission through the Security Portal. In addition, Landmark provides notice to the Department of any sudden and/or unexpected changes that may impact the overall health or safety of students or the delivery of services required by IEPs.

Landmark provides such written notice in advance so as to allow sufficient time for the Department to assess the need for the proposed change and the effects of the proposed change on the educational program. Written notification is provided via the DESE Form 1 document and its guidelines and filed through the CHAMPS Security Portal system.

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; closure of a program or site; 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 20% 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.



POLICIES & PROCEDURE MANUAL

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, 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) 20% 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 or designee.



EQUAL ACCESS

Contents

- Equal Access Statement
- Announcements
- Participation Requirements
- Physical Facilities Requirements

EQUAL ACCESS STATEMENT

Landmark School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness. All students are entitled to equal access to services, facilities, activities, and benefits provided by Landmark.

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.