



MASSACHUSETTS
Department of Elementary
and Secondary Education

Landmark School, Inc.

**Landmark School Day Program
Landmark School Residential Program**

Mid Cycle Review Report

**Week of Onsite Visit: April 22, 2024
Final Report Issued: June 12, 2024**

**Department of Elementary and Secondary Education Onsite Team Members:
Christina Belbute, Chairperson
Alaena Podmore, Team Member**



**Russell D. Johnston, Ph.D.
Acting Commissioner**

Landmark School Day Program

Provisional Approval

Expires: December 12, 2024

Landmark School Residential Program

Provisional Approval

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

COLLABORATIVE MID-CYCLE REVIEW REPORT

OVERVIEW OF REVIEW PROCEDURES

INTRODUCTION

The Massachusetts Department of Elementary and Secondary Education (Department) is required under M.G.L. c. 71B, §10 to review special education programs in approved special education schools and collaboratives that serve publicly funded students under the provisions of Board of Elementary and Secondary Education Regulations 603 CMR 18.00, 28.00, and 46.00. Each year, the Department's Office of Approved Special Education Schools (OASES) conducts onsite visits to selected approved special education school and collaborative programs to verify the implementation of standard Mid-cycle Review criteria, as well as any criteria from the most recent Program Review that required follow-up due to procedural and programmatic requirements. In the Spring of the previous school year, the schools participating in the review cycle were notified of the dates of the onsite visits and were required to conduct a Data Collection before the onsite portion of the review using the Department's Communication Hub and Monitoring Portal (CHAMP). The statewide Collaborative Mid-cycle Review cycle together with the Department's six-year Program Review monitoring schedule is posted on the Department's website at <https://www.doe.mass.edu/oases/crs/6yrcycle.html>.

COLLABORATIVE MID-CYCLE REVIEW ELEMENTS

Criteria: The Mid-Cycle Review criteria encompass key elements drawn from 603 CMR 18.00, 28.09, 46.00 and the approved public day school program's application for approval. They also include those required by the federal Office for Special Education Programs (OSEP) and revised requirements of the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq. (IDEA-2004) as described in the Department's Special Education Advisories. Through the Desk Review the OASES chairperson examines the Data Collection submission and determines which criteria will be followed up on through onsite verification activities. The Data Collection and Desk Review are both described below.

Data Collection Phase: This is a requirement for all collaborative programs being monitored. It is completed for the onsite review and covers all of the Department selected criteria. The collaborative is responsible for completing the Self- Assessment for each individual program being reviewed, which consists of:

- Collaborative review of policies and procedures,
- Collaborative review of student documentation including a sample of student records.
- Collaborative review of facilities, buildings, and grounds.

Upon completion of these portions, the collaborative submits the Data Collection to the Department for review.

Desk Review Phase: The OASES chairperson assigned to each collaborative reviews the responses by the collaborative regarding the critical elements for appropriate policies, procedures, and practices, as well as actual documents and data submitted for each criterion. The OASES chairperson also reviews documents, student record data, and explanatory comments. The outcome of this review, along with 3-year trend data from the Problem Resolution System, restraint reports, restraint injuries, serious incidents and notification or prior approval from the Department, through its notification system, is used to determine the scope and nature of onsite activities.

Onsite Verification Phase:

This includes activities selected from the following:

- Interviews with administrative, instructional, and other staff consistent with those criteria selected for verification.
- Telephone interviews as requested by parents, guardians or members of the general public.
- Review of student records: The Department selects a sample of student records from those the collaborative reviewed as part of its data collection to verify the accuracy of the data. The Department also conducts an independent review of a sample of student records that reflect activities conducted since the beginning of the school year. The Department monitoring team will conduct this review using standard Department procedures to determine whether procedural and programmatic requirements have been implemented.
- Observation of classrooms and other facilities: The team observes a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

Team: Depending upon the scope of follow-up activities that have been identified based on the Department's Desk Review of the collaborative's Data Collection, a two-to-four-member Department team will conduct a one-to-five-day Mid-Cycle Review.

Final Report: A Final Report is then issued via CHAMP. The Final Report includes findings organized under 3specified compliance areas: Policies and Procedures, Student Documentation, and Building/Facilities.

Ratings: The findings explain the “ratings,” or determinations by the Department about the implementation status of the compliance criteria reviewed within each of these areas. The ratings indicate those criteria that were found by the OASES monitoring team to be “Implemented,” “Implemented Response Required,” “Implementation in Progress,” “Partially Implemented,” or “Not Implemented.”

Department Corrective Action Ordered:

The Department issues corrective action required to bring into compliance with the required statute or regulation in each area found to be not fully “Implemented”. In some instances, the team may have found certain requirements to be fully “Implemented” but made a specific comment on the school program’s implementation methods that also may require follow-up from the approved special education school program. **Under federal Special Education State Performance Plan requirements pursuant to IDEA-2004, public and approved special education school programs serving disabled students must demonstrate effective resolution of noncompliance identified by the Department as soon as possible but in no case later than one year from the issuance of the Department’s Final Program Review Report.**

REPORT INTRODUCTION

A two-member team conducted a visit to Landmark School, Inc. during the week of April 22, 2024 to evaluate the implementation of selected compliance criteria under the Massachusetts Board of Elementary and Secondary Education Regulations 603 CMR 18.00 (Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs) and 603 CMR 28.09 (Approval of Public or Private Day and Residential Special Education School Programs), 603 CMR 46.00 (Prevention of Physical Restraint and Requirements If Used), M.G.L c. 71B, the federal Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq, as amended in 2004 (IDEA--2004), and civil rights provisions that are pertinent to Approved Special Education School Programs. The team appreciated the opportunity to interview staff, to observe classroom facilities, and to review the program efforts underway.

The Department is submitting the following Approved Special Education School Program Review Report containing findings made pursuant to this onsite visit. In preparing this report the team reviewed extensive documentation regarding the operation of the school programs, together with information gathered by means of the following Department program review methods:

- Interviews of 3 leadership staff;
- Interviews of 3 related services staff;
- Interviews of 3 teaching staff; and
- Interviews of 1 direct care staff.
- Student record review: A sample of 12 Massachusetts student records was selected by the Department. Student records were first examined by the school program’s staff and then verified by the OASES monitoring team using standard Department student record review procedures to make determinations regarding the implementation of procedural and programmatic requirements. An additional number of randomly selected student records were also reviewed by the OASES monitoring team to ensure determinations regarding the implementation of procedural and programmatic requirements remain in effect.
- Observation of classrooms and other facilities: A sample of instructional classrooms and other facilities used in the delivery of programs and services was observed to determine general levels of compliance with program requirements.

1. Summary of Compliance Criteria Included In This Report Requiring Corrective Action Plan Development In Response to the Following Mid Cycle Review Report Findings

Implemented

- The requirement is totally or substantially met

Implemented Response Required

- The requirement is met, but the Agency is required to provide additional information.

Implementation in Progress

- This rating is used for criteria containing new or updated legal requirements and means that the agency has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year.

Partially Implemented

- The requirement, in one or several important aspects, is not entirely met.

Not Implemented

- The requirement is totally or substantially not met.

Policies & Procedures					
Criteria	Implemented	Implemented Response Required	Implementation In Progress	Partially Implemented	Not Implemented
1.2 Program & Student Descriptions, Program Capacity	All				
3.1(d) Evacuation and Emergency Procedures	All				

4.5 Immediate Notification	All				
6.1 Daily Instructional Hours/6.4 School Days Per Year	All				
9.1(a) Student Separation Resulting from Behavior Support	All				
9.7 Terminations	All				
11.1 Staff Policies and Procedures Manual				All	
12.1 New Staff Orientation and Training	All				
12.2 In-Service Training Plan and Calendar	All				

Staff Documentation

Criteria	Implemented	Implemented Response Required	Implementation In Progress	Partially Implemented	Not Implemented
11.4 Teachers (Special Education Teachers and General Education Teachers)	All				
11.5 Related Services Staff	All				
11.6 Staff Roster	All				

Student Documentation

Criteria	Implemented	Implemented Response Required	Implementation In Progress	Partially Implemented	Not Implemented
5.2(a) Contracts	All				
8.5 Current IEP & Student Roster	All				

Buildings/Facilities

Criteria	Implemented	Implemented Response Required	Implementation In Progress	Partially Implemented	Not Implemented
2.2 Approvals, Licenses, Certificates of Inspection	All				
2.3 EEC					

**Licensure
(Residential
Programs Only)**

All

Policies & Procedures

11.1 Staff Policies and Procedures Manual

Requirements

The program shall develop and implement written policies and procedures for staff, maintained in a manual that describes:

1. Criteria and procedures for hiring. This must include the program's Criminal Offender Record Information (CORI) policy regarding CORI checks on employees, volunteers and interns whose responsibilities bring them into direct and unmonitored contact with students. Such checks shall be conducted upon initial hire and every three years thereafter. **NOTE:** A residential program licensed by EEC does not need to conduct independent CORI checks where those checks have been done through EEC;
2. Procedures for Criminal History Record Information (CHRI);
3. Procedures for the evaluation of staff including frequency and requirement that evaluations are signed and dated by reviewer and employee;
4. Procedures for disciplining of staff (including suspensions and dismissals);
5. A plan for using volunteer and/or intern services; and
6. Statement of equal employment/educational opportunities in regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or age.

Legal Standards

[18.05\(11\)](#); [18.05\(11\)\(c\)\(1\)](#); [28.09\(7\)](#); [28.09\(11\)\(a\)](#);

[M.G.L. c. 71, § 38R](#); [DESE Advisory on CORI revised 5/7/07](#); [603 CMR 26.00](#)

Confirmed Findings

Applies To	Rating	Response Required	Finding Description
All	Partially Implemented	Yes	A review of documentation, staff interviews, and staff records indicated that current Criminal Offender Record Information (CORI) checks were not evident for all staff. Furthermore, a review of staff records indicated that not all staff received CORI or CHRI fingerprinting within the expected new hire timeframe.

Corrective Action Plan

Department Order of Corrective Action -

Due Date: Progress Report 1 - 07/12/2024

Required Elements: Progress Report 1 - For the July 12, 2024 progress report, the program must submit documentation to show that all current staff have current Criminal Offender Record Information (CORI) checks by including staff name, date of hire, staff position title, UFR#, and date of most recent CORI.

Due Date: Progress Report 2 - 09/12/2024

Required Elements: Progress Report 2 - For the September 12, 2024 progress report, the program must submit 1) a narrative to describe updated plan/procedure to avoid lapse of annual CORI checks as well as CORI checks and CHRI fingerprinting within expected timeframes upon hire; 2) designation of staff position titles who will be responsible for the collection of CORI/CHRI data, the maintenance of data, the submission of data into staff records, and the administrative review of data; and 3) designation of the specific timeline/cycle for administrative review of data.

LANDMARK SCHOOL, INC.
Landmark School Day Program

a public special education program operated pursuant to
603 CMR 18.00 and 28.09 is granted

Provisional Approval

This approval status expires on December 12, 2024 and is a result of a Mid Cycle Review conducted in the 2023-2024 school year. The next expected Program Review will be conducted in the 2026-2027 school year.

Program-Specific Information

Primary Program Address: 429 Hale Street. P.O. Box 227, Prides
Crossing, MA, US, 01965

Program Type: Day Program

Number of Months in Session: 10 months

Current Enrollment:

Ages Served: 8-18

School Level Served: Elementary; Middle; Secondary

Issued by the Office of Approved Special Education Schools:

Alaena Podmore

Alaena Podmore, M.Ed., Educational Specialist

Joanne K. Morris

Joanne K. Morris, M.Ed., Supervisor

Jannelle K. Roberts

Jannelle K. Roberts, M.Ed., Director

Date Issued: June 12, 2024

LANDMARK SCHOOL, INC.

Landmark School Residential Program

a public special education program operated pursuant to
603 CMR 18.00 and 28.09 is granted

Provisional Approval

This approval status expires on December 12, 2024 and is a result of a Mid Cycle Review conducted in the 2023-2024 school year. The next expected Program Review will be conducted in the 2026-2027 school year.

Program-Specific Information

Primary Program Address: 429 Hale Street. P.O. Box 227, Prides Crossing, MA, United States, 01915
Program Type: Residential Program
Number of Months in Session: 10 months
Current Enrollment: 115
Ages Served: 8-18
School Level Served:

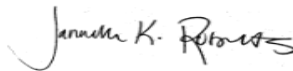
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