

## Policy Title: Student Admissions

Benedictine Programs and Services Policy # 6.B.1

Effective Date: 8/2013

Board of Directors Approval: 7/28/17

Revised: 7/2017

### Purpose:

To establish criteria and protocols for prospective students to attend Benedictine School.

### Additional Authority:

COMAR 13A.09.10.09

Education Articles §4-122(a)(2), §4-122(b)(1) and (2) (out of state students)

### Scope:

Applies to school admissions coordinators, administrators, teachers, related professional services, resource and behavioral health, and residential supervisors

### Responsible Party:

Education Director x1321

Admissions Coordinator x1572

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## 1. Policy Statement

This policy has been established to ensure consistency of procedures for all students and family members, throughout the admissions process. The Benedictine School is an equal opportunity facility and places no restrictions on the applicant's race, color, religion, national origin, citizenship status, ancestry, age, sex, sexual orientation, and physical or mental disability.

## 2. Implementation Procedures

### A. Application

1. Referrals may be made by: Boards of Education, Departments of Social Services, other human service agencies, private professionals or parents. A complete referral packet must be submitted to the Admissions Office for consideration. The following information is required for a complete packet:

- a. Benedictine School Application Form (fee for private pay only)
- b. Current IEP with most recent school progress reports
- c. Current Functional Behavioral Assessment / Behavior Plan and Current Behavior Data
- d. Recent Psychological Evaluation/Review (must be within one year)

- e. Recent Psychiatric Evaluation (if appropriate)
- f. Medical Information (Medications, etc.)
- g. Current Clinical Therapy Evaluations (OT, PT, Speech), if appropriate
- h. Re-Evaluation/Eligibility Determination Report
- i. Social History
- j. Other Assessment Information, as appropriate

**Note:** All evaluations must be signed and dated by the evaluator.

2. Behavioral characteristics of students appropriate for admission may include those with limited or no communication skills, impulsivity, short attention span, poor judgment, resistance to change, difficulty making transitions, difficulty developing and maintaining relationships, repetitive behaviors, and obsessive insistence on sameness of routine. Also appropriate are prospective students with limited adaptive behaviors in some, or all of the following areas:
  - a. Self-care
  - b. Functional academics
  - c. Health and safety
  - d. Social skills
  - e. Home living
  - f. Community use
  - g. Self-direction
  - h. Work
  - i. Leisure
3. While each student is reviewed and evaluated on an individual basis, the following programming needs are **not** available at The Benedictine School:
  - a. Programming which requires a secure facility
  - b. Programming for substance abuse treatment
  - c. Programming for the deaf/blind
  - d. Programming for severe sex offenders
  - e. Programming for fire starters
4. The Admissions Office refers all completed Application Packets to the Admissions Committee for review. The Admissions Committee determines if the referral is appropriate for The Benedictine School. Once the Admissions Committee determines the referral is appropriate, an interview with the student, parents, and/or agency representative is scheduled by the Admissions Office. At the time of the interview, an informal evaluation of the student will be conducted by a team of appropriate service providers. The Admissions Committee may also send a team to observe the student in their current placement, if the committee

determines the need for better insight into the child prior to determining if Benedictine is an appropriate placement.

5. Upon completion of the referral and interview process, the Admissions Committee meets to render a decision. Each referral is reviewed on an individual basis to ensure appropriate accommodations can be made to meet the child's needs. Following acceptance and prior to admission, a parent/staff team meeting will be scheduled.

#### B. Classroom and Residential Placement

Classroom and residential placements are based on assessed cognitive abilities, social and emotional needs, physical size, and age.

#### C. Initial Admission and Acclimatization

1. During or prior to a student's admission to the school and/or residential program, the parent(s)/legal guardian, funding agency, and representatives from various disciplines within the Benedictine School will meet in order to complete a Safe Environment Plan (SEP). The purpose of this meeting is to establish the criteria whereby The Benedictine School and its programs can keep a child safely within the physical space as well as the programmatic constraints of the program. Among other things, behavioral problems and coping skills will be discussed and agreed upon. All participants must sign the SEP and a copy of this will be kept in the child's case file.
2. The Benedictine School does not solely determine what the appropriate and least restrictive placement for a child may be. This is usually completed in consultation between families, educational and vocational providers and case workers before we receive a referral. During the tenure of a resident with The Benedictine School we will participate in team discussions concerning least restrictive placement. In compliance with Education Article 4-122, Benedictine will notify Caroline County Public Schools of any incoming student/resident not placed by the local school system.
3. In keeping with our commitment to least restrictive placements, within 5 days of a DSS (Department of Social Services) placement with The Benedictine School, any student who is able to attend local school does so, unless the local school system informs us that they do not have the proper educational facilities or programming to service the educational needs of the child, in which case we will discuss an alternative educational placement with the family and DSS case worker.

4. Within 60 days after admission and actual entry into the residential program, parents/legal guardians, funding agency representative(s), as well as school staff will meet to review all existing IEPs, SEPs and the Three-day Assessment and formally agree upon whether or not the pre-existing plans will be followed until a new IEP meeting is held or if any alterations need to be made to better suit the goals and objectives of those plans to the current status of the child as well as the constraints or possibilities provided by the school and/or residential program. All parties must agree to and sign the resulting document, which will be included in the child's case file.
  5. Within three days of a resident's actual entry into the residential program, either the Residential Administrator or the Residential Coordinator will conduct a three-day assessment of all new residents. A copy of this assessment will be included in the child's case file.
- D. Parent/Guardian support

1. Upon admission, parents or legal guardians will be given a copy of our latest Parent and Student Handbook and will be asked to sign for the receipt of that handbook. The receipt will be inserted into the resident's case file along with other completed admissions documentation.
2. The Parent and Student Handbook will be revised annually or as needed. The Benedictine School will make every reasonable effort to assure that Parents or Legal Guardians are in receipt of the most current version.
3. Families are encouraged to come visit their child during their placement at Benedictine. Visits should be arranged through the school office.