



**SUMMARY OF CLARK SCHOOL BELL PROGRAM AND  
ADDITIONAL OPTIONS FOR DISTRICT OUTPLACEMENTS**



To: Directors of Outplacement, Local School Districts in Massachusetts

From: Jeffrey K. Clark, Head of School, Clark School, Rowley, MA

Dear Colleagues,

It is my pleasure to share with you that Clark School has begun the approval process with the Office of Approved Special Education Schools (OASES) to allow districts to place their students at Clark in a simplified manner. In the last five years, Clark has seen an increase in the number of students enrolled through district placement at our school. Most of these students have been placed as a result of settlements or legal dispute, but recently more districts have reached out to us to try to negotiate a direct placement. We recognize the need is growing and we have updated our policies to make our offerings more accessible to districts with the hope of providing an outstanding program, as well as filling a need in our communities.

In recent years, the biggest obstacle to the districts Clark has been working with has been our payment schedule. In anticipation of Clark being approved by OASES, we have amended our payment policy to accept payments in a way that makes sense for the district. We are now able to receive payment directly from the district, up to a 10-payment plan, for new contracts. We will also continue to accept payment from the family if the district has an agreement in place that requires reimbursing the family directly.

Since 1978, Clark School has provided a program that brings together students of all abilities and helps them to coexist as equals. In completing the approval process, we will be better able to partner with districts in a positive, non-adversarial fashion. Our offerings for students with such challenges such as executive functioning, dyslexia, anxiety, school refusal, attention deficit, and high functioning autism are a best-choice alternative when districts need to provide something more for a particular student. We recognize that amazing educators and options exist in all the public school programs, and we want to help support what you do by helping those students who may require more than is possible in your district.

Please review the enclosed documents which show our offering of a streamlined approach for districts to easily partner with Clark to benefit your students. I look forward to hearing from you.

Sincerely,  
Jeffrey K. Clark  
Head of School



## **SUMMARY OF BELL PROGRAM AND ADDITIONAL OPTIONS FOR DISTRICT OUTPLACEMENTS**

While many students benefit from a conventional public school experience, there are students who do not find success within that traditional academic setting. Clark School in Rowley is looking to help bridge the gap between what public schools offer and what is required beyond that capacity by students in need.

Clark School is flexible, structured and academically challenging. Students who need a smaller academic environment, smaller classes with low student-to-teacher ratios, or more attentive relationships with teachers are a good fit at Clark. Clark is also understanding of students who wrestle with anxiety-based school refusal. Although Clark is not a “therapeutic” school, our individualized attention and therapeutic environment set us apart from traditional and alternative schools, allowing students to make effective and meaningful progress academically, socially, and emotionally.

Students of various academic and social abilities co-exist on a day-to-day basis. They share ideas, classes, extracurriculars, and friendships. The hierarchies and peer-based pecking orders that often exist in other schools do not exist at Clark. Clark provides students with individualized attention to address their unique profiles and to celebrate their differences, in a no-bullying atmosphere.

We strive to work with both families and district staff to be the best placement choice for dispossessed students. We communicate and collaborate to create a successful experience while meeting the needs of both the district and the family. We have reservable rooms available on our campus to host most district-provided services the student may need, as well as a flexible academic schedule if services can only be provided during the school day. If the district requires a student to take the MCAS Tests, Clark will excuse the student from classes to take the test at a school in his or her district, or in our hosted space.

Clark works with students in the classroom and in small groups to progress through their individual profiles. Our proprietary social pragmatics program has been embedded in Clark’s day-to-day program for more than 40 years. Our welcoming environment complements our community and is one of our most celebrated successes. Students are welcomed and accepted for who they are and what they bring to our community.

Clark School is currently seeking approval from OASES. **Our Application Process has begun.** In the meantime, Clark has more than 35 students placed in our program through outplacement or settlement, or by the “Notification of Intent to Seek Approval for Individual Student Program”, 603 CMR 28.06(3)(e)(4) form.

Please contact our Admissions department at [admissions@clarkschool.com](mailto:admissions@clarkschool.com) or call us at 978-777-4699, ext. 112 with any questions or for more information.

*\*Upon successful completion of all required courses, students graduating from high school at Clark receive a Clark School diploma.*

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## 2023-2024 DISTRICT OUTPLACEMENT TUITION

*Includes Bell Program; see information on next page*

Grades K-3: \$23,000

Grades 4-8: \$34,050

Grades 9-10: \$37,150

Grades 11-12: \$37,650

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### STUDENTS/CHALLENGES CLARK SCHOOL SERVES:

- Dyslexia
- ADD
- ADHD
- High functioning autism
- Anxiety
- School refusal
- Mild to moderate processing delay
- NVLD
- Twice exceptional
- Social/emotional support
- Student in need of small class sizes
- Executive functioning support
- Postgraduates
- Professionals with travel demands.

### STUDENTS/CHALLENGES CLARK SCHOOL DOES NOT SERVE:

- Low functioning autism
- Profound processing delay
- Students generally three or more grades below grade level in 2 or more subjects
- Oppositional Defiant Disorder
- Students suffering from or challenged by addiction
- Students who may have an uncomplimentary combination of any number of the above, i.e. school refusal *and* high functioning autism *and* anxiety



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## **ADDITIONAL SERVICES OFFERED**

*Included in District Tuition*

### **BELL PROGRAM**

*Bell Program is a requirement of any student who is outplaced.*

The Clark School Bell Program is a structured, academic support period built into a student's schedule. This program provides students more time in the school day to work on school assignments in a guided setting. A small group of students will meet with a Bell Program teacher daily to work on academic assignments. Bell Program is offered to students in grades 4-12.

#### High School Bell Program

- Student meets with a Learning Center or Bell Program staff member in a small group setting (1-3 students)
- Student takes 3-4 core academic classes (M,W,F)
- Student has 2-3 Directed Learning periods (M,W,F)
- Student takes 1 elective course (T, Th)
- Student has 1 Directed Learning period (T,Th)
- Student has 1 block per day with Bell Program teacher in a small group setting receiving academic support
- Assignment focus - working on projects, essays, and daily work; extra time to work on assignments; student-specific curriculum modification; optional test/quiz pull out

#### Middle School Bell Program

- Student meets with a Learning Center or Bell Program staff member in a small group setting (1-3 students)
- Student takes a reduced elective schedule and substitutes Directed Learning time with a learning center professional
- Student has 2-3 Directed Learning periods ( T,TH )
- Bell-Focus during small group time (1 time per day)
- Assignment focus - working on projects, essays, and daily work
- Test/Quiz pull out

### **SPACE TO HOST OUTSIDE SPECIALISTS**

If a student is currently receiving additional services (i.e., Speech and Language, OT, PT, etc.) in the public school, Clark School has reservable space for these

services to continue to be provided during the school day at the Clark campus, as space is available and at no charge to the district.

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## **ADDITIONAL SERVICES OFFERED**

### *In Addition to District Tuition*

#### **CASTLE HILL COUNSELING — \$175 per hour**

*In addition to district tuition and invoiced separately, please request a quote.*

Castle Hill has the knowledge to create and implement the clinical 'road map' that will address the challenges that you, your family and your child are facing. Castle Hill uses a non-traditional clinical approach that is focused on renewing and strengthening relationships through communication, learning, understanding and a solutions-based approach. Castle Hill has an office at the Clark campus and provides the opportunity to counsel students during the school day.

Learn more at <https://www.castlehillcounseling.org/>

#### **READING SPECIALIST SERVICES — \$90/hr, available 2 to 3 days a week**

*In addition to district tuition and invoiced at the beginning of each academic quarter, reading specialist services are non-refundable.*

Bell Program students will work one-on-one with Clark's reading specialist who is certified in Orton-Gillingham, Wilson, LiPS and Lindamood-Bell as well as Clark School's reading support program.

#### **ALTERNATIVE TRANSPORTATION — \$4,000 annually**

*In addition to district tuition and invoiced separately at the beginning of the school year, transportation services are non-refundable.*

Clark School currently offers three transportation routes. Each route stops at one central location per town. Seating is limited.

- Salem/ Beverly/ Swampscott
- North Andover/ Methuen
- Burlington/ Lynnfield/ Danvers



### District cost worksheet

Grade	Tuition
K-3	\$23,000
4-8	\$34,050
9-10	\$37,150
11-12	\$37,650

Additional Services Offered	
In addition to district tuition; invoiced separately	
Transportation	\$4,000/year
Reading Specialist	\$90/hour
Castle Hill Counseling	\$175/hour

Student Name: \_\_\_\_\_

School Year \_\_\_\_\_ Tuition Cost \$ \_\_\_\_\_

Grade Attending \_\_\_\_\_ Transportation \$ \_\_\_\_\_

Reading Specialist \_\_\_\_\_ hours/month x 10 Reading Specialist Cost / Year \$ \_\_\_\_\_

Castle Hill Counseling \_\_\_\_\_ hours/month x 10 Castle Hill Counseling Cost / Year \$ \_\_\_\_\_

Total / Year \$ \_\_\_\_\_

NOTES:

# Notification of Intent to Seek Approval for Individual Student Program

## 603 CMR 28.06(3)(e)(4)

**Directions:** A school district must annually complete and submit:

- 1) all three pages of this form; and
- 2) the specified supporting documentation described on page 3 "Required Documentation Assurance Checklist".

**Prior** approval for an individual student must be obtained from the Department whenever a school district intends to place a student in a program that has not been approved by the Department. The only exception is unless a settlement agreement stipulates dates prior to the request by the school district

### Section I: Student Information

Student's First Name: \_\_\_\_\_ MI: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Male/Female: \_\_\_\_\_ Disability: \_\_\_\_\_

SASID Number: \_\_\_\_\_ Date of Current IEP: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

### Section II: Public School District Information

Public School District Name: \_\_\_\_\_ Public School District Code: \_\_\_\_\_

Public School District Contact Person: \_\_\_\_\_

Contact Address: \_\_\_\_\_

Telephone of contact: (\_\_\_\_) \_\_\_\_\_ E-mail of contact: \_\_\_\_\_

### Section III: Justification

The school district shall, in all circumstances, first seek to place a student in a program approved by DESE pursuant to the requirements of **603 CMR 28.09**. Preference shall also be given to approved programs located within the Commonwealth of Massachusetts if the choice of such program is consistent with the needs of the student and choice of such program complies with LRE requirements. (603 CMR 28.06(3)(d)).

**Briefly describe** why the student is being placed in the program setting. Include any and all steps taken to ensure:

#### Initial request:

- 1) List what Massachusetts approved special education schools were first considered and
- 2) Why the Team determined the unapproved program to be the appropriate educational setting for this student

#### Renewal request:

- 1) Provide a statement explaining why the Team determined the unapproved program continues to be the appropriate educational setting for this student



# Notification of Intent to Seek Approval for Individual Student Program 603 CMR 28.06(3)(e)(4)

## Section IV: Student Placement Information

Circle One: Day School **OR** Residential Program  
Day Summer Program **OR** Residential Summer Program

Circle One: Initial Placement **OR** Renewal

### FOR THIS APPLICATION:

Proposed Placement Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ (MM/DD/YYYY)

Proposed Placement End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ (MM/DD/YYYY)

### FOR RENEWAL REQUEST (if applicable):

Initial placement date at unapproved school: \_\_\_\_ (MM/DD/YYYY)

Authorized annual tuition for the prior IEP period: \_\_\_\_\_

## Section V: Unapproved Special Education School Placement Information

Agency Name: **Clark School** Primary Contact Person: **Jeffrey Clark**

Agency Address: **14 Forest Ridge Drive, Rowley, MA 01969**

Telephone of primary contact: **(978) 777-4699 x103** E-mail of primary contact: **jeff@clarkschool.com**

School/Program Name **District Placement / Bell** Program Code: \_\_\_\_ - \_\_\_\_ - \_\_\_\_ (4 digits)

School/Program Address: **14 Forest Ridge Drive, Rowley, MA 01969**

## Section VI: Public School District Special Education Administrator's Statement of Assurances

I hereby certify the following:

- (1) The student has a current, signed IEP AND PL1.
- (2) All appropriate DESE approved special education programs have been pursued and those educational programs have indicated that they cannot serve this student.
- (3) All required documentation as indicated on the attached checklist has been completed, and has been either sent to DESE where applicable or maintained in the student record where applicable, including a separate monitoring plan developed by the sending public school district.
- (4) The placement sought can provide the program and services in this student's IEP in appropriate settings by appropriately credentialed staff, such that the program can a) properly implement the student's IEP; b) provide for the student's health and safety; and c) provide the student with all of the safeguards to which the student is entitled under federal and state special education laws.
- (5) The placement sought (if in Massachusetts) has local school committee approval, or, if out-of-state, has the approval of the host state.
- (6) The school district is responsible for ensuring that this student participates in MCAS testing (on demand or alternate) as required.
- (7) SIMS data will be updated upon DESE approval for the placement.

\_\_\_\_\_  
Print Name of Special Education Administrator

\_\_\_\_\_  
School District

\_\_\_\_\_  
Signature of Special Education Administrator/School District

\_\_\_\_\_  
Date: MM/DD/YYYY

Notification of Intent to Seek Approval for Individual Student Program  
603 CMR 28.06(3)(e)(4)

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**Section VII: Unapproved Special Education School Special Education Administrator's Statement of Assurances**  
I hereby certify that the price to be charged by this program is the lowest rate charged to any other purchaser of equivalent services, and the school will abide by DESE regulations, including, but not limited to 603 CMR 28.06(3)(f).

**Jeffrey Clark**  
Print Name of Special Education Administrator

**Clark School**  
Unapproved Special Education/School

\_\_\_\_\_  
Signature of Special Education Administrator/ Unapproved Special Education School      Date: MM/DD/YYYY

**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION ACTION:**

Date Form Received: \_\_\_ / \_\_\_ / \_\_\_      DESE Support Staff Member Initials: \_\_\_\_\_

Date Additional Documentation Requested: \_\_\_\_\_      Date additional Documentation Received: \_\_\_\_\_

Date All Documentation submitted: \_\_\_\_\_

ESE Staff Signature: \_\_\_\_\_      Date: \_\_\_\_\_

# Notification of Intent to Seek Approval for Individual Student Program

## 603 CMR 28.06(3)(e)(4)

**Note to Public School District:** As required under 603 CMR 28.06(3)(e)(4)(ii), the Department will notify the public school district within ten school days of receipt of this form if additional documentation is required.

<b>Required Documentation Checklist</b>	<b>Check box to indicate completion</b>
<p><b>Section 1: Evaluation of the Appropriateness of the Unapproved Program - to be kept on file locally in the public school district</b></p> <p>Detailed documentation must demonstrate a thorough evaluation of the unapproved placement sought, including evidence of site visit or rationale for not having conducted site visit, to ensure the following:</p> <ul style="list-style-type: none"> <li>• That the program can appropriately implement the student’s IEP in a safe and educationally appropriate environment.</li> <li>• That the program can and will provide the student with all rights that are accorded to the student under federal and state special education law.</li> <li>• That the school staff in the unapproved program has the appropriate special education certification, licensure or registration.</li> </ul>	<input type="checkbox"/>
<p><b>Section 2: Approval to Operate the Program – to be kept on file locally in the public school district</b></p> <ul style="list-style-type: none"> <li>• <b>For in-state programs:</b> Copy of the program approval to operate an approved special education school in Massachusetts.</li> <li>• <b>For out-of state programs:</b> Copy of the host state’s approval to operate an approved special education school or, if the host state does not have an approval process, then documentation from the program of its reputable accreditation.</li> </ul>	<input type="checkbox"/>
<p><b>Section 3: Pricing Information about the Unapproved Program - to be sent to DESE</b></p> <ul style="list-style-type: none"> <li>• <b>For in-state programs:</b> <ol style="list-style-type: none"> <li>1. Completed Pricing Forms using forms from the Operational Services Division (OSD) of Purchased Services within the Executive Office for Administration and Finance;</li> </ol> </li> </ul> <p>For Residential programs ONLY:</p> <ol style="list-style-type: none"> <li>1. Completed Placement Consent Form (PL1(3-5) or PL1(6-21)) and signed IEP (parent and school signatures).</li> </ol> <ul style="list-style-type: none"> <li>• <b>For out-of-state programs:</b> <ol style="list-style-type: none"> <li>1. Completed Pricing Forms using forms from the Operational Services Division (OSD) of Purchased Services within the Executive Office for Administration and Finance or Statement Setting Tuition Rate by the Host State</li> </ol> </li> </ul> <p>For Residential programs ONLY:</p> <ol style="list-style-type: none"> <li>1. Completed Placement Consent Form (PL1(3-5) or PL1(6-21)) and signed IEP (parent and school signatures).</li> </ol>	<input type="checkbox"/>
<p><b>Section 4: Contract – to be sent to DESE</b></p> <ul style="list-style-type: none"> <li>• School districts shall enter into signed written contracts with all out-of-district placements.</li> <li>• Contract Requirements (<a href="http://www.doe.mass.edu/lawsregs/603cmr28.html?section=06">http://www.doe.mass.edu/lawsregs/603cmr28.html?section=06</a>)</li> </ul>	<input type="checkbox"/>
<p><b>Section 5: Public School District Monitoring Plan - to be sent to DESE</b></p> <ul style="list-style-type: none"> <li>• Documentation of public school district’s plan to ensure that the program is implementing this student’s IEP (number of announced or unannounced onsite visits planned for the year, progress reports, dates of IEP meetings, or how often phone calls will occur)</li> </ul> <p><b>NOTE:</b> The public school district must also regularly update the student file based on actual monitoring it conducts as a result of monitoring activities (include a summary of the onsite visit that specifies the date and time, receipt of progress reports from the unapproved program dates onsite or participation in IEP meetings or documentation of phone calls with staff from the unapproved program).</p>	<input type="checkbox"/>

Notification of Intent to Seek Approval for Individual Student Program  
603 CMR 28.06(3)(e)(4)

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NOTE: All documentation referenced, a copy of the completed form, and copies of the documents sent to DESE must be kept on file locally in the public school district and be available for review when DESE completes the next scheduled Coordinated Program Review, and is to be made available to DESE at other times upon request.

Mail form to: Catherine Fanning, Problem Resolution System Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148