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| Gateway Private School: 2018-2019 School Year |
| **Parent & Student Handbook** |
| 2054 Neenah Road Montross, VA 22520 |

Website:

http://www.gatewayprivateschool.com

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CONTENTS

[PHILOSOPHY 4](#_Toc489860387)

[MISSION 4](#_Toc489860388)

[HISTORY 4](#_Toc489860389)

[PROGRAMS & SERVICES/PURPOSE & OBJECTIVES 4](#_Toc489860390)

[FACILITY 5](#_Toc489860391)

[SCHOOL HOURS 5](#_Toc489860392)

[ADMISSION 5](#_Toc489860393)

[BEHAVIOR MANAGEMENT PROCEDURES 6](#_Toc489860394)

[GATEWAY’S LEVEL SYSTEM 7](#_Toc489860395)

[CODE OF CONDUCT - SAFETY CONTRACT 9](#_Toc489860396)

[DRESS CODE 9](#_Toc489860397)

[PROGRAM OF INSTRUCTION (490.K) 10](#_Toc489860398)

[CURRICULUM COMPONENTS 10](#_Toc489860399)

[ISAEP PROGRAM 11](#_Toc489860400)

[WORK STUDY 11](#_Toc489860401)

[VIRTUAL PROGRAMS 11](#_Toc489860402)

[RESOURCES 12](#_Toc489860403)

[MAKE-UP WORK 12](#_Toc489860404)

[TESTING & EVALUATIONS 12](#_Toc489860405)

[STATEWIDE ASSESSMENTS & SOL TESTS 12](#_Toc489860406)

[CONTACT POLICIES 12](#_Toc489860407)

[IEP/ IIP DEVELOPMENT POLICY 13](#_Toc489860408)

[ACADEMIC GRADING SCALE 13](#_Toc489860409)

[BEHAVIORAL GRADING SCALE 13](#_Toc489860410)

[PROGRESS REPORTS 14](#_Toc489860411)

[STUDENT RECORDS 14](#_Toc489860412)

[GRADUATION REQUIREMENTS 14](#_Toc489860413)

[STUDENT RIGHTS AND RESPONSIBILITIES 14](#_Toc489860414)

[GRIEVANCE PROCEDURES 15](#_Toc489860415)

[PROVISIONS FOR HEALTH 15](#_Toc489860416)

[PRESCRIPTION MEDICATION ADMINISTRATION 15](#_Toc489860417)

[OVER THE COUNTER MEDICATION ADMINISTRATION 16](#_Toc489860418)

[EMPLOYEE TRAINING PROGRAM 16](#_Toc489860419)

[SELF CARE 16](#_Toc489860420)

[FOOD SERVICES 16](#_Toc489860421)

[ATTENDANCE 17](#_Toc489860422)

[TARDINESS 17](#_Toc489860423)

[ILLNESS 17](#_Toc489860424)

[TRANSPORTATION 18](#_Toc489860425)

[ALTERNATE TRANSPORTATION 18](#_Toc489860426)

[OFF PREMISES ACTIVITIES 18](#_Toc489860427)

SCHOOL CRISIS MANAGEMENT PLAN…………………………………………………………………………………19

[FEES 19](#_Toc489860428)

[CANCELLATION POLICY 19](#_Toc489860429)

[ABUSE OR NEGLECT 20](#_Toc489860430)

[SAFETY CONTRACT 22](#_Toc489860431)

[GATEWAY PRIVATE SCHOO; 23](#_Toc489860432)

[POLICY ACKNOWLEDGEMENT 23](#_Toc489860433)

# PHILOSOPHY

GPS believes that all students can achieve excellence in a positive, challenging, educational environment that stimulates their interest, channels their energies and develops their abilities. At GPS, students are able to experience success and take pride in their own accomplishments as they rebuild their lives and discover a world where they are empowered to achieve. 

# MISSION

Gateway Private School is devoted to providing students with the tools necessary to develop strength, character and self-worth, thereby improving the individual’s will to achieve academic excellence. GPS will ensure that students have the opportunity and guidance to excel academically to the extent possible as defined by the individual goals and objectives of each IEP.

# HISTORY

Our corporation has been working with students and at-risk youth in the community since 1994. Following 12 years of successful outcomes with youth from all walks of life, Gateway Private School was opened in 2009 to address the ever changing needs of students who require a specialized program of academic instruction. Gateway Private School carries on the mission and goals of our parent company by adopting their proven successful behavioral modification strategies and implementing them within the classroom environment.

# PROGRAMS & SERVICES/PURPOSE & OBJECTIVES

Instructors at GPS provide students with needs-based individualized academic instruction. Content is developed based upon current level of functioning with the intent of bringing students up to an age and grade appropriate academic level. Our objective is always to improve academic functioning and stabilize behavior in order to return the student to the least restrictive environment, when possible. Upon placement, students receive an individualized academic and behavioral plan which is developed with regards to the student’s IEP, and current level of functioning. The student’s academic and behavioral progress is monitored and tracked by the IEP team to ensure that benchmarks are being met and sufficient progress is being made while making adjustments as necessary.

In all academic/core areas, GPS offers classes with varying degrees of support from the staff. The 1:4 teachers to student ratio at GPS allows for maximum learning opportunities while allowing one on one instruction and attention to the students when necessary. Students will be monitored by special education personnel monthly in conjunction with a review of current IEP goals and objectives. A ‘levels’ system, and different physical areas will be used to separate students based on their skill-sets and specific needs. Additional adaptations and materials will be provided as needs are identified to ensure that all students are given maximum opportunity to succeed and that GPS is meeting the specific needs of each child.

Gateway contracts with providers for additional support services as determined by the IEP, such as Speech and Language, and Occupational Therapy.

In addition to the core curriculum taught with individualized accommodations, students also receive a comprehensive program and dedicated team members to assist with positive outcomes, students will receive:

Weekly Individual Counseling Sessions

Group Counseling

Structured TEACCHing Autism Program

Therapeutic Recreational Activities

Exploratory Group/ Art Therapy

Cognitive Behavioral Coping Skills

Individualized Behavior Support Teams

Independent Living Skills

Strong focus on Restorative Justice Modalities

1 to 4 staff to student ratio

One-on-one staff to student support available

9-week Academic Development Program

5 Week Extended School Year Program

Programs designed for students K – 12, experiencing difficulty in a traditional academic environment due to:

Emotional Disability - Intellectual Disability - Autism - Specific Learning Disability - Speech or Language Impairment - Other Health Impairment

# FACILITY

Gateway Private School currently has 3 campuses, each licensed to serve students in Kindergarten through the 12th grade. Our facilities are comprised of large classrooms for each age group and academic level of functioning, break out rooms for individualized instruction, therapeutic areas for regrouping, kinesthetic learning stations, a kitchen, lunch room, library, computer lab, outdoor area for structured physical activity, and multipurpose rooms for art, music and group activities. Each campus encompasses individuality and has additional spaces to offer. For images of our schools and individualized information, please visit our website at: [www.GatewayPrivateSchool.com](http://www.GatewayPrivateSchool.com)

# SCHOOL HOURS

Gateway Private School is open from 8am – 4pm Monday- Friday. Classes begin promptly at 8:30am and dismiss at 3:00pm.

# ADMISSION

Gateway Private School maintains and actively guards our policy of nondiscrimination for reasons of race, religion, national origin, or disability. Admission applications are reviewed by the regional academic director. In order to ensure that student placement is appropriate and to protect the safety and well-being of students enrolled in Gateway Private School, the following criteria must be met:

* Student must be in Kindergarten – 12th grade
* Be able to cognitively process verbal communication
* the youth is having severe difficulty in his/her situation in the home, school, and/or community;
* the mental, emotional, physical, or educational problems of the youth are not of such a severe degree that they would prevent him/her from functioning in a day school;
* the youth must be K – 12th grade, and have an appropriate maturity level to participate in the program;
* the youth gives some indication that he/she is dissatisfied with the present direction of his/her life, and that he/she will invest in the program;
* all parties must agree voluntarily to placement;
* the resources at GPS are appropriate for the needs of the youth;
* Be able to attend an all-day school setting (with accommodations for students with Emotional Disturbance, Learning Disability, Autism, Intellectual Disability, and Other Health Impairments)
* Have an IEP written by the LEA that includes private day school as placement or an Independent Instructional Plan written by GPS
* Be able to benefit from an individualized behavior management program

Students with the following characteristics will not be considered:

* Actively suicidal or homicidal
* Actively experiencing visual and/or auditory hallucinations when on medication or are so disoriented in thought processes that they present a safety hazard to themselves or others
* Persistent assaultive behaviors when on medication

The following information is needed from the LEA to consider a student for placement:

* Application Form
* Most current psychological, educational, and social history
* Most current eligibility documentations for students in need of special education
* A current IEP for students in need of special education
* A current psychiatric evaluation, if appropriate
* A medical history to include updated immunization records and a comprehensive
* physical examination
* Current school records including discipline records, report cards and transcripts of
* earned credits for high school students, and SOL testing results
* Juvenile offender history

Once the student referral has been reviewed, GPS will contact the parent/guardian for a pre-placement interview and tour of the facility. An acceptance letter will be given if all parties feel that the student would benefit from the programs and services at Gateway Private School.

# BEHAVIOR MANAGEMENT PROCEDURES

Gateway relies on helping youth improve their own behavior through teaching and implementing Restorative Justice practices throughout our school.

**All staff are trained in Safe Crisis Management**, which utilizes a compendium of techniques from least restrictive to most restrictive, for the purpose of teaching youth through effective behavior management strategies. The compendium includes tools such as reliance on elements of structure; organization and predictability (environmental cues and controls); ignoring, cueing, affection, tension decontamination, interpretation clarification, restructuring, direct appeal, confrontation avoidance skills, social reinforcements, proximity control and verbal /physical redirection.

* All practices for behavior modification will focus on teaching responsibility and self-worth.
* Behavior management will focus on immediate and natural consequences for a youth’s actions and encourage responsible decision-making. Each student will read the “Rules of Conduct” and be held accountable for consequences that naturally follow various behaviors. Teaching a child to be responsible for the choices they make helps them to ‘think through’ and recognize options before making impulsive decisions. ‘Natural Consequences’ refers to eliminating negative reinforcement that is typically associated with ‘punishing’; instead focusing on positive reinforcement by allowing the student to begin to recognize that he/she can alter outcomes by thinking through choices and predicting what will naturally follow a certain decision.
* All disciplinary measures will be logged into the student file.
* Any use of ‘physical restraint’ will be used only by fully trained staff and each incident will be reported on a Serious Incident/ Restraint report, and it will be notified to parents on the day of the physical restraint. The school division will be notified within 24 hours. The Serious Incident report will be filed in the student file and a copy provided to legal guardian and LEA. Legal guardians and local education agency will sign the informed consent at the end of the ‘Rules of Conduct’ stating that they have read and are aware of the forms of discipline used by trained Gateway staff.

The following forms of punishment are prohibited:

* Any action which is humiliating, degrading or abusive including ridicule or verbal abuse
* Deprivation of drinking water or food necessary to meet a student’s daily nutritional needs, except as ordered by a licensed physician for a legitimate medical purpose and documented in the student file.
* Denial of use of toilet facilities, or toileting assistance.
* Use of restraint as punishment, reprisal or for the convenience of staff
* Corporal punishment
* Deprivation of health care including counseling
* Use of mechanical and chemical restraints

Physical Restraints will be used as a last resort to ensure the safety of all students and staff members. The least restrictive means will always be used to manage behavior.

* Time outs will be used to de-escalate situations and to allow youth a cooling off period when necessary.
* All methods of managing behavior will be reviewed quarterly or as needed, by the Administration to determine effectiveness and appropriateness in response to individual student needs.
* All staff will be trained in ‘Safe Crisis Management’, which includes physical restraint methods, within the first 30 days of employment, and prior to working with any children alone.

# GATEWAY’S LEVEL SYSTEM

**A Positive Behavior Intervention System**

Gateway private School utilizes a level system as a positive behavioral intervention to teach our students about responsibility as well as to show the connection between responsible actions and corresponding privileges.

Students start on level one which is highly structured and supervised throughout the day and allows for maximum support. Responsible behavior choices allow students to move toward higher levels, each level representing increased choice and options. Students on higher levels are showing more positive behaviors and generally, are requiring less supports to be successful. The level system is developed to have a fading of support as success is reached over time.

The system utilizes token re-enforcers, such as points, earned every 15 minutes for positive behavior choices, these earned points are calculated daily to teach students basic banking skills and are counted toward the promotion to the next level.

The goal is to teach accountability – that responsible behavior choices are linked to corresponding privileges.

Overall, our focus in the implementation of the level system is to provide a safe, therapeutic and supportive environment.

Although the level system is implemented and utilized school-wide, it will be customized to better meet the needs of each individual student. Students will meet with staff quarterly to help determine specific rewards they wish to work toward.

**How You Move Up & Down Levels**

Gateway believes that behavioral patterns indicate a student’s true status. We believe that everyone is entitled to a “bad day” without affecting their level status. Again, it is the pattern of behavior that is a better predictor of behavior. Therefore, a pattern will be deemed two consecutive days of similar behavior. Two consecutive days of positive behavior allows a student to move up a level and conversely, two consecutive days of negative behavior causes a student to move down a level.

If a student has an “A” or a “B” for a behavior grade AND meets the expectations of the safety contract for two days in a row, s/he moves up a level. However, if a student earns a “C” or lower, for a behavior grade or does not fulfill the safety contract for two consecutive days, then they move down a level.

If someone has a “bad day” s/he may remain on that current level by showing more positive behavior or choices the next day.

**Preventative Measures and Supportive Interventions**

**Behavior Points:**

Up to 156 behavior points can be earned in a day. These points affect the final daily behavioral grade, and transfer to “Gateway Bucks”, which students enter into their “bank account”. Gateway Bucks can be used to purchase items in the school store, at monthly auctions, or for field trips where tickets or items need to be purchased. Gateway Bucks may also be charged to students in certain instances as deemed appropriate by staff members at GPS.

**Take 5: (TIME OUT)**

The students are able to “Take 5” as a coping mechanism for counteracting frustration, regrouping or reflection used when the student is experiencing stress. Students will also be encouraged with verbal prompts and/or tokens to help prevent behavior escalations. Students earn all points during a “Take 5” so as to encourage continued self-monitoring and positive choices. The appropriate use of a “Take 5” indicates a student’s ability to self-monitor and self-regulate during periods of frustration.

**Quiet Time:**

If the “Take 5” session is not utilized appropriately or exhibits a behavior that is inappropriate for the classroom, such as bullying, the student will be given a “Quiet Time”. “Quiet Time” is a 5-10 minute session outside the classroom to minimize disruption to others while regaining self-control. Once the student displays appropriate and safe behaviors, s/he may return to class. Please note that students do NOT earn all available behavior points while outside for “QT”.

**Reorientation Room:**

During crisis management, all supportive interventions previously listed will be attempted. If a student reaches an unsafe level despite earlier supports, s/he may be asked to enter the “Reorientation Room” to ensure the care, welfare, and safety of self and others. The “Reorientation Room” is a highly supervised area that allows for extra monitoring and increased support. Please note, when in the Reorientation Room, students do not earn any of the points available for each 15 minute period spent there.

**Students are awarded the opportunity to earn more privileges and a greater amount of freedom, as appropriate based on age and maturity level, as they move up in level.**

# CODE OF CONDUCT - SAFETY CONTRACT

Students will follow the rules of conduct as outlined in this handbook. Students will be responsible for following the safety contract and students, parent’s LEA’s and staff understand that a violation of the safety contract will result in the need for additional behavioral supports as well as an immediate drop to level 1. The safety contract will be signed by parents/ guardians and the student. Safety Contract can be found on the second to last page of this handbook.

# DRESS CODE

It is the responsibility of the student to be appropriately dressed for school as determined by the dress code. Student dress and overall appearance must meet basic standards of health, safety, cleanliness, and decency. Student dress and grooming that are disruptive to the orderly functioning of the program will not be allowed. Students will be required to change if an article of clothing is worn that is deemed inappropriate for any reason.

1. All attire will be clean and in good repair.
2. Clothing that contain diagrams, pictures, or words that may be interpreted as racially, religiously, ethnically, or sexually offensive, promoting alcohol, tobacco, or drug usage, or displaying weapons or violence are not permitted. Such clothing will be removed or worn inside out.
3. Attire and any accessories that may be associated with gang involvement are not permitted.
4. Wallet chains are not permitted.
5. Wristbands will not be worn in school.
6. Sunglasses will not be worn in the building.
7. No headphones are to be worn during school.
8. Hats, bandanas, ski/watch caps, and other headgear will not be worn in the building. No bandanas are to be brought in from home.
9. Pants/shorts will not be baggy enough to expose undergarments; belts are to be worn around the waist line, and not below, at all times.
10. All shorts and skirts/dresses must be mid-thigh length. Shorts/skirts are not permitted when they do not cover at least half of the student’s thigh.
11. Tight clothing, if deemed revealing or offensive, will not be permitted.
12. Necklines on shirt tops must not go lower than the top of the student’s armpits. In addition, bare-midriff shirts, halter tops, tube tops, and see-through clothing are not permitted.
13. Sleeping garments (including boxers and slippers) are not permitted.
14. Jackets and coats will not be worn in class unless temperatures dictate otherwise and student is given permission from the classroom staff.
15. Students will not bring make-up, hair picks, combs, or other personal grooming accessories unless allowed by individual class expectations where they will be given to staff upon arrival. In addition, students will not apply make-up during class.
16. No back packs, purses, duffel bags or other forms of luggage are allowed in class.

**Accessories worn to school will be removed upon entry into the school and given to the designated staff member until dismissal. Students who do not voluntarily turn over accessories may not earn all available points for the time periods affected, thus lowering their behavior grade for that day.**

**Items deemed inappropriate by the Director, whether specifically listed in the above dress code or not, will be subject to removal, change or confiscation. Confiscated items may be returned only to the parents/guardians and may be held until the end of the school year.**

**PROGRAM OF INSTRUCTION (490.K)**

GPS modifies educational services to provide specific skill development opportunities for all students to increase skills in social, emotional, behavioral, and academic and employment environments. GPS focuses on developing student potential for success by using flexible scheduling and student-based outcomes to adapt curriculum content, instructional strategies and student products.

The curriculum is designed to meet the educational needs of the students based on their Individualized Education Plan, the Virginia Standards of Learning, and the curriculum taught in his/ her base school, in addition to the student’s individual interests and transition goals.

Individual accommodations are utilized for all students based on requirements outlined within the IEP.

The elementary, middle and secondary program of study at GPS will meet the same requirements as those established by state law.  GPS maintains continuity with the local county curriculum’s pacing guides in order to help support those students who will eventually return to their home schools

**CURRICULUM COMPONENTS**

Students will be required to participate in all courses of study consistent with their grade level following ~~t~~he Virginia Department of Education Instructional Program regulations.

**Elementary 500.A &500.B**

In Kindergarten through third grade, reading, writing, spelling and mathematics shall be the focus of the instructional program. A minimum of 75% of the annual instructional time of 990 hours shall be given to instruction in the disciples of English, mathematics, science, and history/social science.

Students who are unable to read with proficient comprehension will receive additional instruction in reading using reading remediation materials. Additionally, each student will be provided the opportunity to gain appreciation for art and music.  
  
**Middle School 510, 510.B & 510.C**

Each student will be provided 140 clock hours per year of instruction in each of the four disciplines of English, Mathematics, Science and History/Social Science. Additionally, any student that is unable to read with comprehension will receive additional instruction in reading. Students will also be provided opportunities for career and technical exploration.

**High School 520.1, 520.2, 520.3**

Each secondary student will receive 140 clock hours in English, Mathematics, Science, and History/Social Science.

Each student will be provided a course of study that leads to graduation and postsecondary education, training, employment and independent living as appropriate.

Gateway Private School provides instruction in economics and personal finance and occupational readiness.   
  
**Functional Living Skills (520.4, 520.6)**

In order to ensure that students are able to read with comprehension, they will be provided a program that incorporates additional instruction in reading and functional living skills training utilizing the Failure Free Reading Program.

The Failure Free Reading program offers a life skills component by incorporating life skills topics into reading comprehension activities. Gateway Private School will offer hands on learning experiences which will incorporate the Life Skills Curriculum by providing experiences that relate to the literature. Examples of the Life Skills experiences available will include: Getting an apartment, preparing meals, eating meals out in the community, handling emergencies, preparing for bad weather, handling a car accident, career goals, and job interview skills. First, the students will participate by reading the material and then have the opportunity to experience supplemental activities provided to them in the community that will give them the chance to practice the skills they have read.

**Family Life (560.A &560.B)**

Students Receive Family Life instruction which will address topics in Family Living and Relationships, Human Reproduction and Contraception, Human Sexuality, Abstinence, The Origin, Prevention, and Effects of STD’s, as well as Abuse, Assault and Harassment. Students will be introduced to the topics in a sequential manner which strictly follows the state guidelines for the Standards of Learning. Parents may request more information and curriculum components.  Written parental consent is required for students to participate, or parents may also opt their child out of any portion of the Family Life curriculum by requesting and completing an opt-out form from the school.

**ISAEP PROGRAM**

Gateway Private School does not currently offer an approved ISAEP Program. We are working closely with our licensing personnel to gain approval for the implementation of such a program in order to better meet the needs of our students.  

# WORK STUDY

Students at Gateway Private School may be eligible to participate in our work study program for course credit. Students who are eligible for the work study program must be at least 15 years of age, have an attendance record of at least 90% attendance, maintain an “A” average behavior grade and a 2.5 minimum GPA in enrolled courses, and have no serious incidents for 4.5 consecutive weeks.

Internship opportunities at local area businesses will be offered to students who qualify and are wishing to participate in the work study program. Students will receive an individualized schedule that will incorporate the internship in to their structured school day.

Internships may be paid or unpaid. GPS Director will ensure that any and all employment sites are compliant with the applicable laws governing the employment of children.

# VIRTUAL PROGRAMS

Gateway Private School will offer virtual learning opportunities to students through the Virginia Department of Education’s Virtual Virginia Program, when necessary.

Virtual Virginia is a program of the Virginia Department of Education serving students in Virginia middle and high schools by providing flexible options for the diverse educational needs of students and their families. The program offers equal access to online courses for students who might not be able to take Advanced Placement, world language, core academic, and elective courses due to the lack of a highly-qualified instructor, too few students to offer the course, or scheduling conflicts within the school.

# RESOURCES

Students and staff in all classrooms will have access to the internet via classroom computers. Additional opportunities for technology use will be available through field trips to the public library, as scheduled by the individual teacher, but will occur no less than once per month.

Student will have access to current text books for the subjects in which they are enrolled and will also have ample access to resource books and learning tools based on individualized needs.

Academic and therapeutic resources for student success are available to staff and students at each campus.

A complete listing of all available resources is available at each campus.

**MAKE-UP WORK**

The school is required to provide each student with the opportunity to make-up work during an excused absence. The student will receive a grade for make-up work when the absence is excused. It may also be required for students to make-up work when no grade will be given. Without doing the class work and keeping up with the instructional material it is often difficult to maintain satisfactory progress.

It is the responsibility of the student and/or parent to request and receive work for time missed.

# TESTING & EVALUATIONS

Upon admittance into Gateway Private School students will be evaluated on reading, writing, and math ability using [The Brigance Comprehensive Inventory of Basic Skills](http://www.curriculumassociates.com/products/detail.asp?title=BrigCIBS). This test will help the staff identify the student’s strengths and weaknesses.  Additionally, the test results will be utilized in helping to differentiate instruction to help the student succeed academically. Finally, the testing will be used for both IEP development and measurement and for measuring student progress. Students will be retested after two semesters to determine progress.

Students will undergo Triennial Evaluations conducted by their LEA every three years in accordance with the state and local regulations regarding Triennial Evaluations.

# STATEWIDE ASSESSMENTS & SOL TESTS

Students will participate in all statewide assessments as determined by their IEP, IIP or 504 Plan. The school Administrator will collaborate with the LEA to ensure that all appropriate tests are being conducted based on the student’s history of passed tests as well as current courses enrolled in.

# CONTACT POLICIES

Parent/ guardian contact will be made in the event of a student absence or serious incident during the school day. Additional contact to the parent or guardian by GPS will be made on an individualized basis as requested by the parent/ guardian. We encourage parents to limit contact with their students during the school day to cases of emergencies, so as not to disrupt academic time.

Gateway Private School will maintain regular monthly contact with the student’s LEA to ensure that all parties are being kept up to date on academic and behavioral progress or lack thereof.

Parents/ Guardians and LEA’s will receive Progress Reports every 4.5 weeks.

# IEP/ IIP DEVELOPMENT POLICY

Each student is given the opportunity to work with the team of teachers and professionals to identify areas of concentration, and to develop plans and solutions. Each student is assigned a case manager who will assist with the development of the individualized plan, with collaboration from teachers, parents, counselors, LEA’s and if necessary, social workers, probation officers and other therapeutic staff. Specific goals with objectives and time lines are identified. Students are held accountable for their behaviors and taught respect for authority figures.

Students placed by local school divisions will have an IEP in place prior to attending Gateway Private School. Gateway will ensure that all components of the IEP are appropriate and will develop an educational plan based on the contents within the IEP. The IEP will be reviewed by the IEP team at least annually.

Privately placed students will receive an Individualized Instructional Plan (IIP). Administration will work alongside the student’s teacher and parent and/or guardian to determine the Present Level of academic, social/ emotional, and behavioral performance in order to develop appropriate and measurable goals.

Teachers will report on the progress the student is making towards IEP goals every 4.5 weeks during the regular school year. Progress will be shared with parents/ guardians and LEA’s.

# ACADEMIC GRADING SCALE

Students earn their grades for each course based on a total point grading policy.  In a given quarter the total points of all the assignments, tests, quizzes, essays, projects and participation are weighted equally.  Their grade is the percentage of the points they earned out of what was available to earn.

A 90 – 100

B 80-89

C 70-79

D 60-69

F 59 and below

# BEHAVIORAL GRADING SCALE

Behavior grades are earned separately based on the student’s Individualized Behavior Points System. Students earn a daily behavior grade which is earned by averaging the amount of points the student earned of the total possible points the student was able to earn for that day. Students earn points by following the policies and procedures of the Level’s System as well as completing individualized behavioral goals.

A 95-100

B 90-95

C 85-90

D 80-85

F 80 and below

# PROGRESS REPORTS

Students and parents receive a progress report every 4.5 weeks.

|  |  |  |  |
| --- | --- | --- | --- |
| Report Cards | | Interims | |
| November12th | End 1st nine weeks | October 4th |  |
| February 1st | End 1st semester | December 12th |  |
| April 12th | End 3rd nine weeks | March 1st |  |
| June 21st | End 2nd semester | May 10th |  |
| Report cards and interims will be mailed to Parents/ Guardians and LEA’s within 2 business days of the end of each reporting period. | | | |

# STUDENT RECORDS

In order to protect the confidentiality of youth enrolled in GPS, access to formal group meetings and student files will be restricted to staff members, home school personnel and licensing regulators. All student files will be stored in a locked, restricted area and maintained for three years after student discharge.

Upon enrollment in to the program, GPS staff will have a release signed and will request all required records including a Comprehensive Physical Examination and current Record of Immunizations. Should any of the required records be unavailable to GPS from the LEA, the parent/ guardian may be responsible for providing new or duplicate copies to GPS.

In the case of a student being terminated, withdrawn or the school closing, a copy of student’s record is forwarded to the LEA and the original records are stored at GPS.

A “Contact Log” will be utilized for documenting contact with parents, guardians and local school divisions of relevant information pertaining to the student’s performance within the program.

# GRADUATION REQUIREMENTS

Each student who attends our program is eligible to graduate with a high school diploma from his or her base school. Students must complete the required units of academic and verified credits based on state guidelines and their IEP.

In the case that a student does not graduate from GPS for any reason, all credits received while attending Gateway Private School will transfer back to the student’s LEA and will count towards the overall credit count for his or her graduation.

All students are different, and progress and transition planning are carefully monitored for each student to determine what the best placement is for the student as they advance. Gateway administration will work closely with the student’s LEA to ensure that proper progress is being made towards completion of all required credits.

# STUDENT RIGHTS AND RESPONSIBILITIES

**EDUCATION:** The right to an education shall be recognized without regard to race, religion, sex, creed, national origin, handicapping condition, or intellectual ability. Student responsibilities include regular school attendance, conscientious effort in classroom work, conformance to school rules and regulations, and the responsibility not to interfere with the education of fellow students or the orderly operation of the school.

**ENVIRONMENT:** Students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning. Students have a responsibility to assist the school staff in operating a safe school by abiding at all times by the laws of the United States, the state, the local government, and the school.

**RESPECT:** Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students. Students have the responsibility to respect personal property rights of other students, teachers, and administrators, as well as the school’s property, including building and equipment.

**EXPRESSION:** Students have the right to freedom of expression, to address policies publicly, privately, in writing, or orally. Students have the responsibility to see that expressions do not interfere with the educational program. Students have a responsibility not to use obscene, slanderous, or libelous statements and disruptive tactics.

**GRIEVANCE:** Students have the right to file a grievance to school staff regarding decisions made by staff members considered not in the student’s best interest. Students have the responsibility to follow grievance procedures.

# GRIEVANCE PROCEDURES

Grievances may be reported at any time to the Program Director in writing. The Director will present the grievance to the accused staff member with or without the accusing person. Written follow up will be provided within 5 business days to the individual who made the grievance.

If at any time, the individual with a grievance feels that their needs have not been met with the resolution of the grievance by the Program Director, a request in writing may be made to speak with the Program Director’s supervisor at Gateway Private School for further consideration of the grievance and resolution process.

# PROVISIONS FOR HEALTH

A report of a comprehensive physical examination by a qualified healthcare provider and an up to date immunization record and current TB test shall be on file for each student and staff member. Any student or staff suffering from a communicable or infectious condition will not be permitted back in the school until a written notice is provided by the attending physician.

An OSHA certified First aid kit will be stored in the front office and all school vehicles. Office manager will do inventory monthly and maintain adequate supplies within the kit.

# PRESCRIPTION MEDICATION ADMINISTRATION

Prescription medication will only be administered to students with signed consent from parent/ legal guardian and the prescribing doctor. Medications must be in their original, labeled container and kept in the main office. Without the assistance of a clinic aide or nurse, the school reserves the right, on a case by case basis to determine our ability to properly dispense or administer medications. All medications that are dispensed will be dispensed by a Certified Medication Technician, who has received a minimum of 32 hours of initial instruction. Medication certifications will be renewed as required to remain current.

Non-student specific Epinephrine will be maintained on school premises and school outings and may be used by trained staff on a student who is believed to be having an anaphylactic reaction (severe allergic reaction).

# OVER THE COUNTER MEDICATION ADMINISTRATION

Over-the-counter medications (aspirin, pain relievers, cough/allergy medicine etc.) can only be taken at school when accompanied by parental/guardian written permission. As with prescribed medications, over-the-counter medications must be brought to the school by a parent/guardian and must be in the original packaging and unopened.

All Medications must be transported to the school by a parent or legal guardian. Students are not permitted to bring their own medications to school.

# EMPLOYEE TRAINING PROGRAM

Upon hire, all staff members, regardless of title, undergo a 40-hour Pre-Service Training which includes:

Gateway Private School’s Complete Staff Orientation

16 Hour Safe Crisis Management Training

Classroom Observation

Staff Shadowing Program

Prior to working with our youth, staff are tested on their knowledge of the program Policy and Procedure. Upon designation of position, staff are closely monitored. Performance evaluations are conducted 3 times per year during the employee’s first three years of employment.

All licensed staff members are responsible and held accountable for keeping up their professional licensure and affiliations.

All staff are certified in First aid and CPR. GPS has resources available for staff who are unsure of how or where to receive their certifications, however does not provide the training.

All staff receive professional development hours during the course of the academic year. All staff also undergo extensive annual retraining and stay current on the trends in education and behavioral modification as well as current state and national standards on Special Education and evidence-based practices within the classroom environment.

# SELF CARE

Proper self-care such as bathing, brushing teeth, grooming hair and wearing clean clothes and underwear, is expected daily. Students may keep personal care items in the classroom to assist with appropriate self-care with teacher permission. Observations of poor self-care will require students to tend to the problem or face possible restrictions and/or level change until rectified.

**FOOD SERVICES**

All Menu components meet the National School Lunch Program standards and are certified by the Federal US Department of Agriculture prior to dispersal. Menus will be distributed to students each month so they can prepare accordingly if they do not care to eat what is being served.

**Breakfast:** Breakfast is served daily from 8:15am-8:40am. The cafeteria is closed at 8:45am. Students who arrive to school after 8:40am will not be served Breakfast unless prior arrangements are made by a parent or guardian and approved by administration.

**Lunch:** Gateway will provide a healthy lunch daily which meets all components of the National School Lunch Program. Students may also bring their own lunches, prepared at home. All students will remain on school grounds during lunch and will eat during their classroom’s specified lunch period each day in the location which coincides with their classroom assignment and level. Students are granted 30 minutes for lunch. Students who are tardy to lunch for reasons not related to a classroom postponement, will not receive additional lunch time.

**Snack:** GPS will serve a basic, healthy snack each day. Snack times are determined by class and may either occur in the am or pm depending on the class lunch schedule. Snacks are not a required component of the student’s school day. If a student is absent or unavailable during snack time, the time will not be made up. Exceptions may be made at staff discretion depending on the circumstances for missing the appropriate snack time.

Food may only be consumed in the cafeteria and during the specified time in which the student is allowed to eat. Students may be required to eat at their desk in the classroom based upon the student’s individualized behavior plan and earned level.

**ATTENDANCE**

Teachers will take daily attendance at the start of each day. A student is expected to be in attendance each instructional day of the school year.In the event of an absence, parents/guardians should call GPS as early as possible, preferably by 9:30 a.m., to inform staff that the student will not be in school that day. Upon return to school, a written note should be provided explaining the reason for the absence. If a student is not present by 10:00am, GPS will call the parent or legal guardian to report the absence.

**TARDINESS**

Prompt arrival in the classroom is expected of all students. Late arrival disrupts class and causes a loss of instructional time. A student is considered ‘tardy’ if he/she is not in the classroom and seated by 8:30am. Excessive unexcused tardiness to school or class will result in making up the time missed during scheduled break times.

**ILLNESS**

Staff will call parents/guardians to discuss a student’s illness and may request pickup or medical treatment if student has or is displaying:

* A temperature above the normal 98.6º F
* Vomiting
* Signs of a potential communicable illness (pink eye, ringworm, unexplained rash, etc.)

If a student is suspected to have a communicable illness, a doctor’s note stating it is safe to attend school will be needed before s/he may return.

EARLY DISMISSAL

When possible, GPS will expect that parent/guardian will submit a written note requesting early dismissal that provides a time and reason for early dismissal. A parent/guardian can also call and inform office manager of the need and time for early dismissal. When picking a student up early, parent/guardian is required to come into the school and sign the student out.

**TRANSPORTATION**

1. Transportation to and from Gateway Private School is provided by the public-school system.
2. Students are to remain on the bus, or in the car, and be fully supervised until 8:15 a.m.
3. Students are to follow the transportation rules established by their respective city/county transportation department as well as those included in the Student Code of Conduct at Gateway Private School.
4. Drivers are authorized to write bus referrals for inappropriate behavior as unruly behavior can distract the driver thus causing safety concerns.
5. Multiple referrals and/or any serious infraction of the rules will result in a conference with the parents and with the sending school staff and transportation personnel.
6. If, at the end of the school day, a student’s behavior is sufficiently out of control as to be a safety concern, transportation will not be held past 3:05 p.m. In those cases, parents/guardians will be responsible for providing transportation home. In the event that neither the parents/guardians, nor approved alternatives are available to pick up a student, parents can opt to pay for a taxi to transport the student home. **As a last resort,** if neither parent/guardian can be reached, staff may have to contact the Department of Social Services.

Colonial Beach (804)-224-0906 Gloucester (804)-693-2671

Fauquier County (540)-349-8466 Fredericksburg City (540)-372-1123

King George County (540)-775-5833 Spotsylvania County (540)-582-5125

Stafford County (540)-374-8575 Westmoreland (804)-493-9491

Louisa County (540)-894-4237 Culpeper (540)-825-5446

Hanover (804)-365-6520 King & Queen (804)-769-5003

# ALTERNATE TRANSPORTATION

Students will be sent home on regular transportation unless notice of an alternate plan from a parent/guardian is received before regular transportation leaves. If the student is to be picked up by someone other than regular transportation, the school should receive a signed note or be called **before 2:00 p.m.**

# OFF PREMISES ACTIVITIES

Gateway Private School engages in off premises activities during the academic day to encourage students to engage in their program of studies, gain knowledge of real world practices and help students to generalize the curriculum components. Activities are organized to enhance rather than interrupt the instructional program.

A school calendar will be sent out at the beginning of every month indicating all off premises activities. Parents may opt their child out of off premises activities by informing the school in writing. Students will be provided with an alternate instructional strategy on the day’s lesson.

Although we can provide assistance in helping parents and students locate engaging extracurricular activities, Gateway Private School does not sponsor any extra-curricular activities.

All outings are pre-planned and approved by administration. Safety plans are devised prior to leaving premises. Licensed and insured drivers, and CPR and First aid certified staff will accompany students on all off-premises activities. Gateway will use fully insured, company owned vehicle to transport students on any planned, approved outing. Vehicles are fully insured, maintained and inspected according to statewide laws. Students are under the direct supervision of staff members at all times.

Medications that are needed during off premise activities will be transported by a designated staff in a locked file box.

**School Crisis Management Plan**

Gateway Private School has developed procedures for dealing with existing and potential student and school crisis. The Comprehensive Crisis Management plan includes Intervention Procedures, Crisis Response Procedures, and Critical Incident Procedures. An important component of the Plan is a set of interagency agreements with various county agencies to aid timely communication and help coordinate services between the agencies and Gateway Private School. Parents, Guardians, LEA’s will be notified should a crisis occur via phone, e-mail with follow up correspondence regarding the incident/crisis. A copy of our School Crisis Plan is available for review from the Office Manager and a hard copy is available for review at the school

# FEES

All school fees for deposits, books, supplies and other related expenses will be included in the tuition. A rate sheet is available upon request to the Program Director.

# CANCELLATION POLICY

A parent or guardian, placing agency or school may decide to terminate the agreement to receive services for said child; or GPS may decide to terminate a contract. The amount to be paid or refunded for the services shall be reduced on a pro-rated basis for the number of school days of actual attendance compared to the number of days specified for in the contract. Two weeks prior notice of termination shall be required.

DISCHARGE

Gateway Private School may discontinue services for a student in placement for the following reasons:

* Repeated and/or purposeless absences from school
* Displayed inability or lack of desire to invest in the program
* Consistent refusal to help self and/or others
* A decision by staff that all resources have been exhausted and minimal results achieved
* Irretrievable lack of support from parents, guardians, workers, or community of the youth
* Breakdown of contract between GPS and the school division or placing agency
* Extreme and continual aggressive behavior which endangers the staff and/or other students

In these cases, proper written notice will be made thirty days in advance to the placing source, except in emergency situations.

**TRANSITION SERVICES**

The student’s academic and behavioral progress is monitored and tracked by the teachers and IEP team to ensure that benchmarks are being met and that sufficient progress is being made while making adjustments, as necessary, to promote a timely and successful transition back to public school or to least restrictive setting. Consideration of other possible needs of each student are also considered during each review of progress, such as vocational training, integrated employment, adult service, independent living, etc.

# ABUSE OR NEGLECT

Any case of suspected child abuse or neglect will be reported immediately to the local child protective services unit as required by the Code of Virginia. Any case of child neglect or abuse that is related to the facility or staff will be immediately reported to the department and the placing agency and to the parent or legal guardian. An incident report will be written for any report of abuse.

**GATEWAY PRIVATE SCHOOL**

**2054 Neenah Road**

**Montross, VA 22520**

# SAFETY CONTRACT

I understand and agree that the following behaviors will be deemed *unsafe* and will require extra supports:

* Threats to self (self – abusive behavior, statements or gestures)
* Assault (verbal or gesture – either direct or indirect and with or without intent)
* Battery (pushing, tripping, hitting, kicking, or spitting, etc.)
* Bullying/ Harassing
* Property destruction
* Sexual assault
* Sexual harassment
* Stealing
* Leaving supervision and/ or leaving school grounds
* Bringing contraband to school (weapons, tobacco, lighter, controlled substances, etc.)
* Additional actions deemed *unsafe* by the Director of Gateway Private School

I understand that all safety concerns are serious and will require extra supports. I also understand that safety infractions require increased supervision throughout the day and may limit certain privileges afforded me by my attained level.

I have read, understand, and agree to the safety expectations and program rules listed above.

Student Signature Parent/ Guardian Signature

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# GATEWAY PRIVATE SCHOO;

2054 Neenah Road

Montross, VA 22520

# POLICY ACKNOWLEDGEMENT

Complaints can be filed with the: Office of Private Day Schools for Students with Disabilities

Virginia Department of Education

P.O. Box 2120, Richmond, VA 23218-2120

GPS represents that it does not discriminate on the basis of race, sex, national origin handicap, or religion in the provision of services or employment.

I have received a copy of this policy and procedure/ student handbook including the code of conduct.

I have read and understand the behavior management policy and am aware of the techniques to be implemented by trained personnel, using the least restrictive means.

Please detach this page and send back to school with your student.

Student Date

Legal Guardian Date

LEA Date