

Gateway Private School: 2022-2023 School Year

Parent & Student Handbook

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PHILOSOPHY

Gateway Private School 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 Gateway Private School, 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. Gateway Private School 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. Since the initial opening in of Gateway in Stafford, Virginia, Gateway has gone on to open schools in Montross, Gloucester and now Pulaski County. The Montross campus originally opened in the Colonial Beach area and eventually moved to a larger, pre-existing campus in Montross. Gateway has most recently closed the Stafford and Montross locations to focus on the other schools that have a higher enrollment. 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 Gateway Private School 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, Gateway Private School offers classes with varying degrees of support from the staff. The 1:4 teachers to student ratio at Gateway Private School 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 Gateway Private School is meeting the specific needs of each child.

Gateway contracts with providers for related 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 2 campuses, each licensed to serve students in Kindergarten through the 12th grade.

Our location in Gloucester, VA is comprised of 3 spacious classrooms, 3 therapeutic areas for regrouping, a kitchen/lunchroom, library, a multipurpose room for art, technology and a large sensory room. The Gloucester campus also provides a fenced in outdoor recreation area with a playground.

Our location in Dublin, VA is comprised of 3 large classrooms and an extremely spacious sensory room. We also have a therapeutic room for regrouping, space for indoor and outdoor recreational activities and a library.

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 Principal. 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 Gateway Private School 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 Gateway Private School.
- 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, Gateway Private School 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. [An additional Handbook, 'Behavior Support Plan', is available to all students/parents.](#)

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 Tracking:

Gateway uses class dojo to track positive and negative behaviors throughout the school day by all trained staff members. This system provides a positive behavior percentage. The individual behavior data that is collected is used to drive behavior decisions, IEP discussions, and educational placement decisions. Class dojo behavior reports are sent to parents/guardians weekly. LEA's are provided behavior reports quarterly or on an as needed basis. This is percentage affects 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 Principal, 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)

Gateway Private School modifies educational services to provide specific skill development opportunities for all students to increase skills in social, emotional, behavioral, and academic and employment environments. Gateway Private School 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 Gateway Private School will meet the same requirements as those established by state law. Gateway Private School 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 the 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 disciplines 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 and a course in Physical Education.

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. Each student will be provided the opportunity to gain appreciation for art and music and a course in Physical Education.

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. *Each student will be provided the opportunity to gain appreciation for art and music by having music embedded into the curriculum and through monthly themed music/art activities. Students will also take a course in Physical Education.*

Gateway Private School incorporates a variety of evidenced based instructional strategies such as direct instruction, cooperative learning, project based learning, direct feedback and flexibility with length and pace of assignments.

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.

VIRTUAL PROGRAMS

Gateway Private School will offer virtual learning opportunities to students through the Virginia Department of Education's approved online provider, Edgenuity, when appropriate. Students enrolled in virtual programs are proctored by a licensed teacher or by a trained para-professional who is supervised by a licensed teacher. A licensed teacher will always be available for a student for assistance with the program.

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. 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 Gateway Private School 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. Behavior grades are not associated with academic grades. 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.

STUDENT RECORDS

In order to protect the confidentiality of youth enrolled in Gateway Private School, 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, Gateway Private School 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 Gateway Private School from the LEA, the parent/ guardian may be responsible for providing new or duplicate copies to Gateway Private School.

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 Gateway Private School.

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 Gateway Private School 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 Principal in writing. The Principal 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 owner, [parents and/or student can contact The Virginia Department of Education at 804 225-2402.](#)

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.

COVID safety protocols are aligned with the CDC up to date recommendations. For quarantine and more detailed COVID protocols, see mitigation plan.

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).

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.

Any medication that is out of date will be disposed of according to MAT procedures or returned to the guardian of the student.

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. Gateway Private School 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 – If prepared on premises

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.

Morning Snack: Morning snack 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 morning snack 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: Gateway Private School 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.

*Dublin Campus has food delivery from satellite local public school.

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 Gateway Private School 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, Gateway Private School 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 98.6° 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.

School will provide space for care of students who become ill.

EARLY DISMISSAL

When possible, Gateway Private School 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.

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. Emergency procedures will be reviewed with all students and employees during the first week of each school year. The Principal shall be assigned the responsibility for ensuring that all requirements regarding the emergency preparedness and response plan and evacuation drill program are met.

Emergency Procedures:

Fire

In the event a fire is detected within a school building, proceed according to the following

plan:

1. Sound the FIRE ALARM by pulling the alarm system located in the halls or in specific rooms.
2. Close all doors and windows, including any doors separating sections of the

building and at stairwells to confine the fire.

3. Evacuate the building immediately to at least 300 feet from the structure and out of the fire department's operational area.

4. Make special provisions for handicapped students.

- Specific persons, plus alternates, should be assigned to assist specific handicapped individuals.

- Evacuate plans for the handicapped should be reviewed and practiced and periodically updated.

5. Initiate roll. Each teacher should leave the room with the roll book to check student names. In order to avoid confusion, all student absences should be recorded.

6. Render first aid as necessary.

7. Notify utility companies of a break or suspected break in lines which might present an additional hazard.

8. Keep access roads open for emergency vehicles.

9. Have fire department officials declare the area safe before allowing students/staff to return to school.

NOTE: The custodial staff, administrators, and other appropriate personnel should be trained to use fire extinguishers to fight small fires. However, they should not endanger their lives in doing

CRITICAL INCIDENT/EMERGENCY MANAGEMENT

Overview

Intent

Critical incidents and emergencies involve threats of harm to students, personnel, and/or facilities and require immediate and effective responses.

Interagency Agreements

Gateway Private School has entered into agreements with various county governmental agencies, including mental health, police, and fire departments. The agreements specify the type of communications and services provided by one agency to another. The agreements also make school division personnel available beyond the school setting in the event of a disaster or traumatic event taking place in the community.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs (outlined in Section V, beginning page 65), imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self- and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child’s family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others — particularly if the child has a history of aggression or has attempted to carry out threats in the past.

- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health.

School Threat Assessment Response Protocol

Mission Statement

The purpose of this protocol is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The protocol is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out.

Procedures

The following procedure is separated into several sections to reflect those instances where a threatened act of violence may be received by specific individuals.

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer;
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer;
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school administrator their designee;
 - Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
 - Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
 - Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

5. The designated law enforcement officer, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious.
 - Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

6. Once the assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
 - A. If it is agreed the threat is credible:
 1. The law enforcement officer shall immediately consult with the Local County Commonwealth's Attorney.
 2. The school administrator shall take administrative action in accordance with GPS policy.
 3. The student's parents or guardian shall be notified in accordance with GPS policy.

 - B. If it is agreed that the threat is not credible, the school administrator shall assume responsibility to institute any further action deemed necessary.

7. Once the situation has been assessed and action taken, the school principal assumes the responsibility for reporting to the CAO/Owner.

Tornado/Severe Weather

GPS will participate in tornado drills annually. Procedures for both Tornado *Watch* and Tornado *Warning* will be practiced.

Each school should develop a map to determine *areas of shelter* to be used during a tornado emergency. Areas of large roof expanses (gyms and cafeterias), and areas with considerable

glass should not be used as shelters. The safest shelter areas are interior windowless rooms and hallways that have load-bearing walls and are on the lowest possible level.

Tornado Watch -

(No funnel clouds have been sighted but weather conditions exist that are conducive to their formation.)

Principal

1. Advise teachers and staff via the walkie talkie that a tornado *watch* is in effect.
2. Advise teachers to review the “drop and tuck” command and designated *areas of shelter* with students.
3. Designate staff to monitor NOAA and television broadcasts for additional information.
4. Bring students located outside of the building or in classroom trailers into the main building.
5. Advise the custodian or building engineer to be prepared to shut off the main gas supply valve in the event of a tornado *warning*.
6. Ensure that a plan is in place to assist special needs students and staff.
7. Have an alternate plan of communication ready should there be a loss of power (e.g., bull horn, phone tree, runners, etc.)

Teachers

1. Review the “drop and tuck” command and designated *areas of shelter* with students.
2. Close windows and blinds.
3. Be prepared to “drop and tuck” under desks if the immediate command is given over the walkie talkies

Tornado Warning -

(A funnel cloud(s) has been sighted or indicated on radar. The approximate location and direction is usually broadcast during the warning.)

Principal

1. Advise teachers and staff of the tornado *warning*.
2. Advise all teachers to escort classes to their pre-designated *areas of shelter*.
3. Notify pre-designated staff to keep a look out in order to “spot” tornado funnels. Depending on their position, these staff may need a means to make immediate contact with the Principal if a funnel cloud is sighted.
4. Be prepared to give the “drop and tuck” command via the WALKIE TALKIES system if danger is imminent. Occupants may need to “drop and tuck” under desks if they have not yet been moved to *areas of shelter* in the school.
5. Delay bus departures.
6. Parents picking up students should be advised of the tornado *warning* and persuaded to stay with their child.
7. Have immediate access to the contents of the “Emergency Management Kit” and distribute flashlights as necessary.

Teachers

1. Escort students to the pre-designated *areas of shelter*.
2. Take a class roster and account for all students.
3. Ensure that students sit quietly against a wall on the floor and that they understand the “drop and tuck” command.
4. Close all fire doors and gates along the corridor to minimize injury from flying debris.

Custodian

1. Shut off main gas supply valve.
2. Be prepared to shut off all other utilities if necessary.

Bus Drivers

1. Drive at a ninety-degree angle from the funnel cloud and seek shelter in the closest building if there is time.
2. If no building is available, highway underpasses can provide protection. Park the bus downwind so it will not be blown back to your position. Escort the students to shelter up under the underpass.
3. If caught near the open, escort the students to a low area such as a ditch, ravine, or culvert.
4. Have students lie face down with hands covering their heads.
5. Report in as soon as danger has passed.

Building Is Struck by a Tornado -

Principal

1. Ensure utilities are shut off.
2. Call 911 and give a situation report.
3. Determine who was injured and administer first aid.
4. Carefully evacuate damaged areas.
5. Risk Management & Security
6. Take roll and conduct a search for missing students and staff, if safe to do so.
7. Account for and release students to parents only after a complete roll call has been reported.
8. Maintain a list of all injured students and staff. Keep an accurate record of the hospitals to which any were sent.
9. Establish a means to disseminate information to parents and media.

Tornados

Danger Signs:

Severe Thunderstorms - thunder, lightning, heavy rains, and strong winds

Hail - pellets of ice from dark-clouded skies

Roaring Noise - like a hundred railroad locomotives; a crashing thunderous sound *Funnel* - dark, spinning “rope” or column from the sky to the ground

Drop and Tuck

- *Protect Yourself -*
- *Lie Face Down -*
- *Draw Your Knees Up Under You -*
- *Cover The Back of Your Head with Your Hands –*

Lockdown Procedure Commonwealth Gateway Private School

In cases of an emergency requiring lockdown, the following procedure will be followed by staff and students.

1. Principal or his designee will announce that a lockdown is in effect.
2. One of the secretaries will be directed to call 911 and notify the police of our emergency and the need for immediate police assistance.
3. The following announcement will be made:

A. Class in Session (no lunches in progress)

“Students and Staff” – It is necessary at this time to begin a school wide lockdown. All students are to remain in class. Students in the hall report immediately back to your room. Teachers lock your classroom door. No one is to leave the classroom until an all clear announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.

B. Class Change in Progress

“Students and Staff” – It is necessary at this time to begin a school wide lockdown. All students and teachers report immediately to your next class. Teachers, be at your classroom door and lock as soon as the students have arrived. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.

C. During Lunch Bells

“Students and Staff” – It is necessary at this time to begin a school wide lockdown. Students in the cafeteria are to report immediately to the (life skills classroom –whichever is appropriate). Teachers lock your classroom doors. Students outside of their classroom at this time are to report back to your class immediately. No one is to leave their classroom or designated area until an all clear announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.

During the lockdown announcement, the administrator and head custodian will lock the exit doors.

Teachers are to do the following:

- Lock your door.
- Tell the students that we have an emergency and you don’t know what it is.
- Get the students to go to an area of the room that is away from the door and away from the windows.
- Have students stay there until an announcement is made. Members of the crisis team will come to your room and update you.
- Communications among administrators will be by walkie-talkie to assess situation and plan next course of action

Behavior Coaches will report to the nearest classroom and maintain radio contact with administrators.

Hostage Situations/Barricaded Captor

Overview

- A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker(s). Certain demands are usually made of outside officials in return for the release of the hostages.
- All hostage situations are dangerous events.

- A hostage taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee's spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands to achieve some resolution.
- Likewise, the dynamics of a hostage situation vary greatly and no two incidents will be the same.

Plan of Action: - Buildings

Upon notification of a hostage situation within any activity, event, school, or building under the control of the Gateway Private Schools, the following procedures should be implemented:

- **Principal:** The principal/administrative head or designated individual will assume command of the situation until the arrival of the Local Police Department at the scene. Behavior Coach should work closely with the principal/administrative head/designee to ensure that this plan of action is safely achieved. School radios should be utilized when it is established that the hostage taker does not have one. If he does, radios should not be used.
- **Containment:** Appropriate actions should be taken to isolate the hostage taker and the victims under his control. It is important that no additional individuals be exposed to the hostage taker.
- **Evacuation:** Using a pre-arranged signal, immediately evacuate the building and ensure that egress of students and personnel is done in a manner that they do not go near the area controlled by the hostage taker. All individuals should proceed to a prearranged location out of sight of the building so that the possibility of injury from gunfire is minimized. Students are to remain under supervision
- **Re-entry:** Ensure that no individuals enter or re-enter the building.
- **Contact 911:** Immediately have a staff member contact 911 and give all available information to the dispatcher who will relay the information to the local Police Department. Ensure that the caller remains on the line with the 911 dispatcher until police actually arrive at the scene. This will ensure that accurate, detailed information is relayed to responding officers and school officials can respond to requests of the police department.
- The principal or building administrator should maintain contact with the local Police Department and report to the Command Center when it is operational. *It is important that the items such as building keys and detailed building plans be made available to the police department.* Important information such as camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, availability of phones, *et cetera*, must be conveyed to the police department. Anecdotal information regarding the cause of the incident, identity of the hostages and hostage takers, and their location in the building is of great importance. The principal, custodial staff, and plant personnel who are

knowledgeable of the building design need to describe the premises using the detailed building plans.

- **Closure:** Upon the arrest of the hostage taker and the release of the hostages the control of the school or building will be returned to Gateway Private Schools.
Employee Victim-Hostage
- A situation may arise in which you become a hostage.
- Other individuals, such as students, employees, and citizens may become hostages at the same time.
- Remember that each incident involving hostages is different. Variables such as hostage takers, hostages, motivation for the act, and location of the incident make each occurrence unique. Sound judgment, good decision making, knowledge of school and police procedures in handling such incidents, and training are the items that will be of greatest assistance to you should you become a victim.

Responsibility:

- The major responsibility of individuals who have become hostages is to remain calm and act in a manner that will preserve their life, as well as the lives of other hostages.
- If in fact the other hostages are students, GPS personnel have the additional duties of ensuring that these children are aware of the behavior that will be required of them so they will be safe and do not inflame an already volatile situation.
- Initially, you may be the person who is thrust into the role of negotiating with the hostage taker(s). Always remain calm and request that the situation end by the release of the hostages or the escape of the hostage takers from the area. At all times, remain neutral regarding the reasons given by the hostage taker(s) for taking this action. Your concern is safety and the release of the hostages. Further, responses of the hostage taker may be irrational or illogical, depending upon his/her mental condition and/or the stress of the situation.

INTERVENTION WITH STUDENTS WHO MAY BE SUICIDAL OR REPRESENT A POTENTIAL THREAT TO OTHERS

Students Who May Be Suicidal

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

- 1) Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
- 2) Immediately report concerns to an administrator.
- 3) **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

Response to a Suicide Attempt Not Occurring at School

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Team meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A Suicide Attempt Becomes A Crisis To Be Managed By School Staff Only When One Or More Of The Following Conditions Exist:

- a) Rumors and myths are widespread and damaging.
- b) Students witness police action or emergency services response.
- c) A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.
- d) When one or more of the above conditions exists, the following should be implemented:
- e) Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
- f) If school office staff members heard the report, tell them to repeat or give out any information within or outside school unless they are specifically told to do so.
- g) Have the Crisis Response Team member closest to the survivor talk to the most profoundly affected friends and determine the type support they need.
- h) Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

School Re-entry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his or her reentry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, our school will follow these steps:

- Obtain a written release of information for signed by the parents. This makes it possible for confidential information to be shared between school personnel and treatment providers.
- Inform the student's teachers regarding the number of probable days of absence.
- Instruct teachers to provide the students with assignments to be completed, if appropriate.
- Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
- Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a Crisis Response Team member should attend the discharge meeting at the hospital.
- The Crisis Response Team member should convey relevant nonconfidential information to appropriate school staff regarding the aftercare plan.
- Once the student returns to school, a Crisis Response Team member should maintain regular contact with him/her.
- The school should maintain contact with the parents provide progress reports and other appropriate information, and be kept informed of any changes in the aftercare plan.

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 Principal.

CANCELLATION POLICY

A parent or guardian, placing agency or school may decide to terminate the agreement to receive services for said child; or Gateway Private School 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 Gateway Private School 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
SAFETY CONTRACT

I understand and agree that the following behaviors will be deemed *unsafe* and will require extra supports: **Please see Behavior Support Plan. Copies are available to all students/parents.**

- 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 Principal 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: _____

