

**THE GLADYS H. OBERLE
SCHOOL
Fredericksburg Campus
PARENT AND STUDENT HANDBOOK
and Code of Conduct**

**EMPLOYMENT RESOURCES INCORPORATED
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School Administrator's Message

Dear Students and Parents:

Welcome to The Gladys H. Oberle School. The staff and I are glad to have the opportunity to work with you. Our goal is to provide students with the skills they need to successfully transition back to their home school or to transition from here to the world of work or post secondary education.

Our Student Handbook addresses the expectations, rules, and policies governing the way The Gladys H. Oberle School students and staff interact. My expectation is that students, their parents, the base school and The Gladys H. Oberle School staff will work together to ensure that the school remains a safe and productive learning environment.

It is important that you and your child read this Handbook and discuss the rules as well as the consequences that may result from breaking the rules. Per law, you will be required to sign the enclosed statement acknowledging the receipt of the Handbook and our Student Code of Conduct.

If you have any questions or concerns, please call me at 372-6710 X126. I encourage parents to call and visit the school on a regular basis. Only through your active participation can your child achieve success!

Sincerely,

Dawna J. Vaughn
Principal

SCHOOL INFORMATION

Administrative Staff:

Joan P. McLaughlin, President of Employment Resources Incorporated
Pamela K. Simms, Vice President of Educational Services
Dawna J. Vaughn, Principal
Joyce Corbin, Office Manager

The Gladys H. Oberle School Staff:

Rossana Finegan - Teacher
Elizabeth Mark - Teacher
Renuka McMahon - Teacher
Ron Magin - Teacher
Patricia St. Clair - Teacher
Tonya Williams - Transition Specialist
Sean McGowan - Transition Assistant
Carol Sharp - Administrative/Teacher Assistant
Vicki McCarthy - Licensed Clinical Social Worker

Physical Address:

500 Lafayette Boulevard
Fredericksburg, VA 22401

Mailing Address:

P.O. Box 801
Fredericksburg, VA 22404

Telephone and Fax Numbers:

(540) 372-6710 or toll free (888) 371-0597
ERI's voice mail system operates 24 hours/day.
(540) 373-1791 Fax

For administrative matters or for information regarding a student's performance, contact Dawna Vaughn.

For information regarding a student's attendance, contact Carol Sharp.

**WE WELCOME AND ENCOURAGE
YOUR PHONE CALLS AND PERSONAL VISITS!**

ACADEMIC PROGRAM

The Oberle School staff works diligently with students, their parents, and the case management team to design appropriate and easily measured individualized educational plans for each student. The school's multi-media curriculum follows the Standards of Learning while providing students with individualized, flexible, and self-paced instruction. The physical layout of the facilities includes small, nurturing classrooms with a staff to student average ratio of 1:4. A computer lab and library is available to enhance research skills and to teach technology.

The staff utilizes creative instructional strategies to teach functional education skills. For example, a teacher may use photojournalism to improve our students' math, problem-solving, independent living and work-readiness skills. While basic technology training is required by the State, we have found that advanced computer applications such as clay animation, PowerPoint presentations and Web Page Design are a powerful tool to teach creative thinking, language, and writing skills.

ADMISSION

Admission Requirements:

Employment Resources Incorporated maintains and actively guards our policy of nondiscrimination for reasons of race, religion, national origin, or disability. In order to ensure that the placement is appropriate and to protect the safety and well being of students enrolled in The Gladys H. Oberle School, the following criteria must be met.

- Be at least 12 and no older than 21 years of age
- Be able to cognitively process verbal communication
- Be able to attend an all day school setting (with accommodations for students with Serious Emotional Disturbance, Learning Disability, Autism, Mild Mental Retardation and Other Health Impairments)
- Have an individualized educational plan written by the LEA that includes The Gladys H. Oberle School as the least restrictive setting
- Be able to benefit from a small, flexible, self-paced instructional environment
- Be able to benefit from an individualized behavior management program
- Be able to benefit from comprehensive transitional services
- Be able to manage their own medication

Students with the following characteristics will not be considered:

- Actively suicidal or homicidal
- Severely and profoundly retarded
- 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 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 current medical history to include updated immunization records and a comprehensive physical examination
- Current school records including report cards and transcripts of earned credits for high school students
- A current juvenile offender history

After the initial interview, ERI shall determine, in consultation with the referring school system, the appropriateness of the placement. Employment Resources Incorporated shall accept for admission a student with a disability from a local education agency after the LEA has conducted a meeting to develop an IEP. While ERI does not write the IEP, we encourage the LEA to invite a representative from our agency for input.

A letter of admission will be sent to the parent/guardian upon acceptance. In the event that a placement at ERI is not deemed appropriate and therefore admission is denied, ERI shall make every effort to suggest a more appropriate placement, making referrals when possible.

ADMISSION PROCEDURES

Schools, social service agencies, mental health agencies, court systems, family assessment and planning teams (FAPT), parent/guardians or students may make referrals. Relevant data such as a student's current academic performance, expected educational goal(s), diagnosed disability, current medication plan, and behavioral observations must be furnished by the referral source. Once a referral has been made and the student's records and identified needs have been examined, an interview and tour of the school is scheduled with the prospective student and parent/guardian. If the student is accepted into the program, parents/guardians will be given an enrollment packet that must be completed and returned to The Gladys H. Oberle School prior to the student's start date.

The referring school system is required to provide us with copies of Individual Educational Plans, including forms relating to the Standards of Learning Assessment, Family Life Education, and Transition Services (for students ages 14 and over). These items must be submitted to The Gladys H. Oberle School prior to the student's placement so that we can ensure that an educational plan is implemented on his or her start date. A checklist of required records is furnished to the Local Educational Authority (LEA) to ensure that the confidential student record maintained by ERI is in compliance

with the Commonwealth of Virginia.

It is the responsibility of the referring school system to obtain the necessary medical consultation to plan and/or evaluate each student's program. On-going medical services are to be set-up by the referring school system and/or parent and plans relayed to the school staff. The Gladys H. Oberle School allows students to leave the school as indicated in this plan. Each student's record includes notations of the student's health status, including complaints, injuries and treatments.

Parents/guardians are required to complete a Medical Information/Permission to Treat Form prior to the student's enrollment. This form outlines the student's allergies, medications (name and dosage information), permission to assist the student in managing his/her medication, and permission to treat in case of emergency medical/psychiatric crisis and emergency contacts.

After admission of a student to The Gladys H. Oberle School, the parent or guardian and student receive an orientation of the relevant practices and procedures of the school. This orientation includes the Student Handbook, school calendar, a staff roster, and the procedures for contacting school personnel.

Students are enrolled on a 30-day trial basis. The student's performance is measured, documented and reported. Unless extreme circumstances call for immediate action, no student will be terminated without a conference with the parent/guardian, student, ERI/The Gladys H. Oberle School representative and public school representative.

ATTENDANCE



Students who attend school on a regular basis perform better academically and behaviorally. Students who attend school on a regular basis also meet their goals more quickly than those students who attend school sporadically. We understand that occasionally students must be absent from school. The school uses the following to determine if an absence is excused or unexcused:

Excused Absences:

- illness or injury of the student (Doctor's note needed after 3 days)
- illness in the family household necessitating the presence of the student
- death in the family
- family emergency of an unforeseen nature
- medical appointment (provide note upon return)
- religious holiday
- subpoenaed court appearance (provide copy of subpoena or court papers)

- principal approved absence

To receive consideration for an excused absence, a note of explanation must be provided to the school by the parent/guardian upon return of the student to school. A written note does not necessarily mean the absence is excused.

Unexcused Absences:

- truancy, which shall include: absence of the student from school without the knowledge and permission of his/her parents or guardians or school authorities; absences of the student which are excessive and/or which interfere with the student's educational program; absence of the student for any reason other than one approved by the principal
- skipping, cutting or leaving class without permission after reporting to school
- suspension from school
- organized skip day
- absences not accompanied by a note from the parent/guardian upon the student returning to school
- all absences not covered under excused absences

Tardiness to school is considered an absence for the period of time the student is not in class. Excused and unexcused reasons are the same for tardiness and a full day's absence.

Students are expected to make-up all course work by the end of the grading period. Make-up work may be given as homework.

It is the PARENT'S RESPONSIBILITY to contact the school by 9:00 a.m. to alert us to his/her child's absence as well as to provide us with a written excuse within two days of a student's return to school. Should a student fail to report to school on a regularly scheduled school day and no indication has been received by school personnel that the student's parent is aware of and supports the student's absence, a reasonable effort to notify the parent by telephone to obtain an explanation for the student's absence will be made by school personnel. Attendance is documented and shared with the student's home school attendance officer, parents and probation officers (as appropriate). **It is the responsibility of the parent to notify the student's transportation driver about all absences.**

When a student fails to report to school for a total of five (5) scheduled school days for the school year and no indication has been received by school personnel that the student's parent is aware of and supports the student's absences, and a reasonable effort to notify the parent has failed, the school administrator will contact the student's home school case manager.

HB 160 Denial of Driver's License for Truancy: *Per the 2002 General Assembly, new legislation modified the current statute regarding suspension of driver's licenses for truancy to authorize courts, upon a finding of a second or subsequent truancy offense, to order the denial of a driver's license for a period of one year or until the juvenile reaches the age of eighteen, whichever is longer, or delay the child's ability to apply for a driver's license for a period of one year following the date he reaches the age of sixteen and three months, as may be appropriate. Under current law, the first such offense may warrant a 30-day denial or delay in license application.*

BEHAVIOR

Keep in mind that The Gladys H. Oberle School is only one portion of Employment Resources Incorporated (ERI)'s business. The administration and Transition offices are located in adjacent suites, with clients coming in and out of the building all day long. Therefore, students are expected to conduct themselves in a mature manner, taking into consideration that their behavior impacts the business that occurs in nearby offices.



You are getting closer to being on your own - becoming responsible for yourself. You need to learn that every privilege carries responsibilities. We understand that you may need to learn techniques that will help you learn how to handle situations that, if handled inappropriately, may result in your getting into trouble. We are here to help you learn these techniques.

We have certain expectations regarding your behavior, just as you have certain expectations about our behavior. Every member of the ERI staff will treat you with the respect due to a young man or woman. Respectful, mature conduct towards ERI staff as well as other students and visitors, is required. Demonstrations of disrespect, including the use of profane or obscene language or conduct, will result in disciplinary action.

Students are enrolled on a 30-day trial basis. Students who exhibit acceptable behavior and are able to follow the Code of Conduct are allowed to remain at The Gladys H. Oberle School after the 30-day trial period. Staff will provide you with daily feedback regarding your behavior - helping you to identify those areas in which you excel as well as those areas in which you need to change your behavior. We will provide you with opportunities to learn and implement new behavior management techniques designed specifically for you.

Remember that your behavior will be measured, documented, and reported to your parent/guardian,

Weekly Report

- √ Follows Rules
- √ Gets along with others
- √ Completes work in a timely manner

referring school system and probation officer (as applicable) on a weekly basis. This is your chance to demonstrate your abilities and be recognized for your success!

Every student is expected to follow the Code of Conduct located in the back of the Student Handbook. These general rules of conduct are modeled on those utilized in local public school systems and were established to ensure the rights and welfare of all students and to prevent a disruptive few from interfering with the education of other students.

Following the Code of Conduct will enable you to be more productive so that you can get more out of your educational experience. It will also allow you to demonstrate to yourself, your parents, your probation officer and your referring school system that you understand the importance of rules and that you are able and willing to follow rules. This is especially important for those students who are planning to transition back to public school.

BEHAVIOR MANAGEMENT STRATEGIES

The Gladys H. Oberle School community, including students, parents, teachers, administration, and others, must work together to create and maintain a safe and supportive environment that promotes teaching and learning. Staff have a positive attitude towards their role - that of teaching, not coercing, students. Our staff believes in the empathetic and equitable treatment of all students.

All students are expected to follow the Student Code of Conduct and, as outlined, certain incidents/offenses (e.g. smoking, bringing a drug/weapon to school, leaving school grounds ...) will result in immediate disciplinary action.

Our behavior management program includes positive strategies designed to help students learn and implement appropriate behavior so that they can avoid getting into trouble. Besides using the strategies outlined in a student's IEP, the following continuum of strategies may be used when a student exhibits (and then continues to exhibit) a disruptive behavior:

Example: A student is disrupting the class by talking out of turn.

- 1) Non-verbal Cues: The teacher will stop presenting the lesson and pause, giving the student an opportunity to stop talking and get back on task. Should the student continue:
- 2) Verbal Cue: The teacher will remind the entire class that talking out of turn is disruptive. The teacher will then remind the students how to appropriately ask for assistance. Should the student continue:

- 3) Verbal Cue: The teacher will remind the disruptive student that talking out of turn is inappropriate. The teacher will inform the student that he will be relocated to another area in the room if he continues to disrupt his peers. The teacher will ask if he needs help with his work. Should the student continue:
- 4) Relocation within the Room: The teacher will relocate the student to another work space in the room. Again the teacher will ask if the student needs help with his work. Should the student continue defying the teacher:
- 5) Time Out with a Staff Member: The teacher will request that the student be removed from the room for a timeout with another staff member. During the timeout, the student and staff member will process the incident. A student may return to the classroom once he has developed a plan to behave appropriately. If accommodations are needed to assist the student, they will be implemented. Should the student be unable to return to class or, upon return to class, begin exhibiting the same (or similar) inappropriate behavior, (See 6)
- 6) In-School Suspension: The student will be placed in In-School Suspension. The student is expected to follow all rules and complete all academic assignments during this time period. He will lose all privileges including off-site activities. Should the student refuse to complete his assignments, continue to exhibit inappropriate behavior and/or defy the school administrator (See 7):
- 7) Removal of Student from School by Parent: The School Administrator or designee will contact the student's parent to remove him from school for the remainder of the day. Should the student become verbally or physically abusive or assaultive (See 8):
- 8) Removal of Student from School by Police: The School Administrator or designee will contact the police to remove the student from school.

As part of our behavior management program, staff documents the behavior of our students. Incidences of negative behavior are submitted on discipline referrals to administration, acted upon, and documented on a cumulative discipline record. This record is submitted to LEA, probation officers, and parents. A daily point system may also be utilized to recognize positive behaviors. Serious incidents as well as chronic behavioral issues are also documented on a student's weekly report.

When a student exhibits chronic behavior problems, a functional behavioral assessment is conducted. The information gathered during the assessment help the staff, student and parents identify possible reasons for the problem behavior as well as intervention strategies.

Our behavior management program strives to decrease a student's challenging behaviors in the least intrusive manner possible. However, the use of restrictive procedures may be used when the behavior exhibited is dangerous to the student or

others around him. In addition, staff may use restrictive procedures when the challenging behavior significantly disrupts the regular activities of students, staff and visitors and when valued property is being damaged or destroyed. Staff has been trained in approved restrictive procedures.

PARENTAL RESPONSIBILITY FOR STUDENT BEHAVIOR

We believe that our students experience the most success when their parent(s)/guardian(s) are active participants in their educational process. ERI strives to maintain open communication with parents - discussing a student's academic and behavioral performance or lack thereof, and requesting input and assistance in designing creative strategies to reward progress and address deficiencies.

ERI has found that The Gladys H. Oberle School parents have, in the past, been eager to participate as a part of their child's educational team. However, there are many parents in the Commonwealth who do not share this same enthusiasm. As a result, in April of 2000, the General Assembly amended and reenacted legislation relating to parental responsibility and involvement in student behavior. As requested by the General Assembly, we include the following highlights from this legislation for your use. Through your signature on the Statement of Receipt of the Student Handbook and Code of Conduct, you shall acknowledge the receipt of the highlights noted below. For further information regarding this legislation, please contact your child's home school case manager.

Each parent of a student enrolled in a public school (and placed by the public school at The Gladys H. Oberle School), has a duty to assist the school in enforcing the standards of student conduct and attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons, property, and supportive of individual rights.

The school administrator may request a student's parent or parents, if both parents have legal and physical custody of the student, to meet with the school administrator or her designee to review the Code of Conduct. It is the parent or parents' responsibility to participate with the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress.

The school administrator may notify parents of any student who violates a Code of Conduct policy when such violation could result in the student's suspension, whether or not the school administrator has imposed such disciplinary action. The notice shall state the date and particulars of the violation, the obligation of the parent to take actions to assist the school in improving the student's behavior; and that, if the student is suspended, the parent may be required to accompany the student to meet with school

officials.

No suspended student shall be admitted back to school until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school administrator or her designee determines that readmission, without parent conference, is appropriate for the student.

Upon the failure of a parent to comply with the provisions outlined above, the school administrator may request that the student's home school, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

CHEATING

Staff is always available to assist students in completing their work. However, there are times that students must complete assignments alone. It is a violation of school rules for a student to cheat, assist others in cheating, plagiarize class assignments or in any way use the work of others for personal benefit without the permission of the particular classroom teacher involved.

If a teacher feels that you cheated, you will receive an "F" on the test or assignment in question. The teacher will also contact your parent to discuss the incident. Repeated violations could result in short-term suspension.

CLASSES & CLASSROOMS

Our classrooms look different and we have fewer classes than a public school setting. Each student's assignments are individualized so much of your day may be spent in individualized learning. However, there are group learning activities that take place on a daily and weekly basis.

Your teachers will assign you to a workspace that your needs, as well as the needs of the other students. At times, the teaching staff will request that you move from one workspace to another. You are to work in your assigned workspace. Arguing with a staff member about your assigned workspace or refusing to go to your workspace will result in disciplinary action.



meets
you
expected

COATS AND VALUABLES

You are required to place coats, jackets, bookbags, purses and other valuables in a designated, secure location at the beginning of each school day. All electronic devices must be turned in to a staff member as you enter the building. Each of these items will be returned to you at the end of the school day. Failure to turn these items in at the beginning of the day will result in confiscation by administration. The items will then only be released to a parent/guardian. All coats, jackets, bookbags, lunchbags, purses and other packages are subject to search at any time.

COMPUTER AND INTERNET USAGE

Students who have read and signed a Computer and Internet User Agreement will be provided supervised access to school computers and the Internet to complete academic assignments. This includes computers in media centers, classrooms, and school-related training sites.

You may only use the computer/Internet to complete work assigned and approved by a staff member/work site supervisor. Please note that when you are using a computer, you are responsible for that computer.



You will be held accountable for any damage to the computer/network as well as any illegal or unethical activity that you conduct while using the computer/Internet.

The use of computer equipment and access to Internet resources is a privilege and as such you are responsible for citing sources and giving credit to authors for material you use during the research process. You are expected to honor the legal rights of software producers, network providers, copyright, and license agreements.

Network storage areas and student computer storage devices are treated as property of Employment Resources Incorporated. Therefore, do not expect that any file you store on a school computer, server or disc will be private. Staff will review your devices, files and communications to ensure that you are using the system responsibly.

Unacceptable Uses

The following actions (which are not exhaustive) constitute unacceptable use of computers/Internet, whether that use is initiated from a school or a school-related work site:

- Students may not use the computer or access the Internet for any purpose other than academic/work purposes. Playing games or using networked resources for

- non-academic purposes is not permitted unless supervised by school staff.
- Students are NOT allowed to load software onto any computer or use any unauthorized disc without permission from the school administrator/work site supervisor.
 - Students may not use impolite, abusive, or otherwise objectionable language in either public or private messages.
 - Students may not change any computer file or access/make any changes to school/work site computers or network.
 - Students may not send messages that are likely to result in the loss of the recipient's work or systems; post inappropriate file or files dangerous to the integrity of any computer and/or network; circumvent network security measures.
 - Students may not send chain letters or pyramid schemes to lists or individuals, and any other types of use which would cause congestion of the Internet or otherwise interfere with the work of others; use the Internet for political lobbying; use the Internet to send or retrieve pornographic material; threaten any person or property.
 - Students may not knowingly give their password to others or use someone else's password.
 - Students may not falsify their identity to others while using the Internet.

Any violation of the network responsibilities will result in a cancellation of your computer privileges and may result in disciplinary action. In addition, any student identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Tampering with computer security systems and/or applications will be considered vandalism, destruction, and defacement of school property. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or other networks that are connected to Employment Resources Incorporated's network. This includes, but is not limited to, the uploading or creation of computer viruses.

Students tampering with computers will lose their computer/Internet privilege. Per law, criminal charges can be filed for some computer usage violations. Students are financially responsible for any and all damages that occur to the school's computer and network equipment as a result of vandalism.

COUNSELING

All students are evaluated by the school's Licensed Clinical Social Worker as a part of their 30-day initial assessment. Group and individual counseling services are available

to meet the needs of each student.

THE CURRICULUM

Placement tests help staff to identify your level of understanding in each of your subjects so that we do not give you work that you have already mastered, or work that is too easy or hard for you. The Gladys H. Oberle School uses American Guidance Services textbooks that are written for the special education population as well as a variety of resource textbooks and materials. Some students will use the textbooks from their base school, especially if the immediate goal is transition back to public school. The Virginia Standards of Learning are incorporated into our curriculum planning for all students working towards a diploma based upon passing an SOL test. Statewide Assessment Testing is the responsibility of the public school; however, The Oberle School provides proctoring.



DISPLAY OF AFFECTION

Public displays of affection are inappropriate in a school or business setting and are offensive to students, parents, staff and employers. Therefore, no outward display of affection is allowed while at school or at school-sponsored activities, including a school-sponsored work site.

DISRESPECT AND ABUSIVE LANGUAGE

This type of behavior is not only rude and socially unacceptable, but it is very disruptive to the educational process. Any student reported to the administration for verbally abusing, swearing, or using profane gestures toward another student, staff, or training site member will be suspended from school. Charges may also be filed.

DRESS AND GROOMING

Students who attend The Gladys H. Oberle School are required to dress neatly and appropriately. Students must wear clean, appropriately fitting jeans or dress slacks. Shirts must be free of excessive wording, inappropriate language or artwork and fit properly. Dresses of an appropriate length may also be worn. In warm weather, appropriately fitting jeans or dress shorts may be worn. The following are not permitted:

- **Torn or tattered clothing**
- **Midriffs**
- **Tanktops**
- **Cut-off shorts**

Upon arrival, all students must remove their coats and jackets and place them in the designated area. Failure to follow this policy may result in disciplinary actions.

EDUCATION FOR EMPLOYMENT

Today's job market demands that high school graduates have both academic knowledge and workplace skills. In the past decade, the definition of workplace skills has changed. In addition to technical skills, today's employers are looking for workers who have excellent "soft skills" - critical thinking, problem solving, inter-personal, teamwork, communication, time management, dependability. Our Education for Employment Program will provide you with opportunities to identify and clarify your personal goals, explore different careers, and develop valuable work skills. All students receive a career assessment and use this information when completing career exploration activities.

Eleven career readiness competencies make up the core of "I AM PREPARED," our Education for Employment program. The competency areas are outlined below:

Interaction with others	Productive
Accept responsibility	Respect for self, others and property
Manage your time	Effort
	Personal appearance
	Attitude
	Rule compliance
	Education
	Dedication

Our experience has shown that students who can demonstrate competency in these eleven areas are able to get and keep a job.

Think of The Gladys H. Oberle School as your worksite. You will receive a job description (outlines your duties as a student) and participate in staff training (your academic, social skills and career readiness classes). You will be expected to follow the employee handbook ([Student Handbook](#) and [Code of Conduct](#)). You and your supervisor (teacher) will complete weekly performance reviews and develop weekly goals and strategies to assist you in strengthening your work-related skills.

Select students have a training experience with a training incentive as part of their individual transitional plan. Students are placed in a position related to their career of interest and/or in a position that will assist them in developing one or more of the eleven career readiness competencies listed above. Students placed in the training experience program must demonstrate appropriate work behavior both in their job as "student" here at school, as well as in their job as "employee" on their training site.



Students participating in the Education for Employment Program must also submit applications to our Workforce Investment Act (WIA) program as this helps to defray the costs of the training incentives students receive for their training experience.

Graduating seniors are referred to the Department of Rehabilitative Services and may tour local vocational training facilities and community colleges as part of their transition planning. They may be offered job placement assistance as well.

EDUCATIONAL RECORDS

The Gladys H. Oberle School maintains records in accordance with state guidelines. Records are treated in a confidential manner. Neither the records nor the personally identifiable information contained therein will be released without written consent of the parent/student to any party other than those specifically authorized.

EMERGENCY PLAN

The safety of the students, staff, and visitors is of primary importance. Each person, in an emergency, has an important role. Students are expected to follow the directions of staff members as well as the procedures outlined below during an emergency situation.

Building Evacuation Procedure:

Emergency evacuations will be initiated by staff for any reason that would make the building unsafe, or if a situation poses a threat to the health and welfare of students, staff and visitors.

The evacuation signal is the fire/air horn. The all-clear signal is a hand signal from an administrator or designee.

1. Students shall leave their rooms in single file, staying to the right side of the passageway and, at a brisk walk, leave the building using the designated exit. Under no circumstances shall students go to get their personal belongings prior to exiting the building.
2. Students are expected to remain together as a group and refrain from talking.
3. Students shall walk to the designated assembly point (in the parking lot behind Colonial Tavern restaurant) unless otherwise directed by staff.
4. Students are to remain in the designated area until given the all-clear signal. Students shall re-enter the building in an orderly manner by the route used while evacuating the building unless otherwise directed by staff.

Auto Accident:

In the case of an accident while being transported to or from a school-sponsored activity, you are required to follow all staff directions. Should students need to be evacuated from the vehicle, you are to remain in the designated evacuation spot until transportation arrives to bring you back to school. Should the staff be hurt and require medical attention that makes them unable to call for assistance, students should move a safe distance away from the vehicle, and wait until assistance arrives. If a telephone is readily available, a student should immediately contact 911.

Bomb Threat:

Threatening to bomb a school is a serious, criminal offense. Immediately inform a staff member if you hear someone threaten to bomb or "blow up" the building, or a school or staff vehicle. Always respond to the sounding of the alarm by following the fire/evacuation procedure.

Fire:

If you discover a fire or smoke indicating a fire, notify a staff member immediately. Always respond to the sounding of the alarm by following the fire/evacuation procedure.

State law mandates that schools hold regularly schedule fire/evacuation drills. Students who refuse to participate in or disrupt a fire/evacuation drill are subject to disciplinary action. Students setting fires, setting off fire alarms or discharging fire extinguishers will be dealt with severely as these are violations of state law.

Hostage Situation:

A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. At these times, it is imperative that students listen to and obey all staff directions, including maintaining silence and evacuating the building.

Medical Emergency:

In a medical emergency, seconds count. Notify staff immediately if you or someone else appears in need of medical assistance. Do not move the person. Remove yourself from the area and await further direction from staff.

Missing Student:

If you notice that a student is missing or you believe that a student has left school grounds (or staff supervision during a school-sponsored activity away from school), notify a staff member immediately. After a reasonable amount of time has been spent searching for the student, the school administrator will notify the Fredericksburg Police

Department and the student's parent(s). Parents are to contact the school immediately should they locate their child.

Physical/Verbal Altercations:

Fighting is very dangerous to the well being of students, and it is also very disruptive to the orderly functioning of the school. Therefore, students involved in this type of activity will be suspended from school.

If you feel yourself at risk for becoming involved in a physical or verbal altercation, immediately remove yourself from the area and request intervention assistance from a staff member.

If you witness other students becoming involved in a physical or verbal altercation, remove yourself from the situation and report the emergency to a staff member. Students encouraging or assisting in the fight will be considered to be guilty of involvement and dealt with accordingly. Follow all staff directions, including moving to another part of the school. Staff has been trained in handling this type of emergency. As needed, the police will be called for assistance in resolving the conflict.

AT NO TIME ARE YOU TO ATTEMPT TO STOP AN ALTERCATION BETWEEN STUDENTS OR STOP A STUDENT WHO BECOMES VIOLENT TOWARDS A STAFF MEMBER as this could result in serious injury to yourself.

Power Outages:

In the case of power outages, students are to remain calm, in their designated study/work space. Students in other areas should remain where they are at the time of the power outage (students in the bathroom should exit the bathroom and enter the nearest room). Students are to remain quiet and follow all staff directions.

Tornado/Severe Weather:

Staff will provide detailed instructions to students in the event of severe weather or tornado watch or warning. Students should move quietly and quickly to the large classroom off the hallway (no windows are in the room). Students are required to sit on the floor against a wall. Students and staff will review the "drop and tuck" command. Be prepared to "drop and tuck: under a table if told to do so by a staff member. Remain in the classroom and follow all staff directions until you are informed that the emergency situation is over.

GAMBLING

Students are not to gamble using cards, match coins, flip money or engage in any other gambling activities while on school grounds, school bus, or at school sponsored

activities. A student observed gambling may be suspended from school.

GRADING SYSTEM

Satisfactory progress in our program is based upon evaluation of your success in meeting the goals of your IEP, your grades earned at The Gladys H. Oberle School, your behavior, and other home school criteria. The Gladys H. Oberle School staff maintains daily grades as well as interim and final course grades for you.

The grading scale is as follows:

93 – 100	A
85 – 92	B
77 – 84	C
70 – 76	D
0 – 69	F

Your home school and parents will receive a copy of your report card.

Students are recognized for academic excellence. We have three types of honor roll recognition:

School Administrator's Honor Roll =- All "A's"

A & B Honor Roll = All "A's" and "B's"

Honor Roll = Must have at least one "A" and can only have one "C"

When you successfully meet the goals and objectives on your IEP as well as the credits necessary, you may be awarded a Standard, Modified Standard, Advanced Studies, Basic or Special Diploma, a Certificate of Program Completion or a GED by your home school division.

GRIEVANCE PROCEDURE

Students are provided with this formal written grievance procedure that includes five levels of appeal and ensures that no adverse action is taken against the grievant as a result of the filing. If you (or your parent) have a complaint about the program or an action taken that may have an affect on your education, you are to utilize the following procedure:

Step I:

1. The student will contact the teacher with whom they have a complaint for a conference regarding the problem.

2. A conference will be held within three working days of the request.
3. A solution agreeable to both parties will be worked out and placed into action within two working days from the time of the conference.
4. The teacher will file a report of the problem, the solution, and its implementation in the student's file.

Step II: If the complaint remains unresolved:

1. A conference with the school administrator (and teacher as appropriate) and the student will be arranged within three working days.
2. A solution agreeable to both parties will be worked out and implemented within two working days of the conference.
3. The school administrator will document the problem, the solution, and its implementation in the student's file.

Step III: If the complaint remains unresolved:

1. A conference with the school administrator, teacher (when appropriate), student and the parent/guardian will be arranged within five working days. The president is to be notified of the pending conference.
2. A solution agreeable to both parties will be worked out and implemented within five days of the conference.
3. The school administrator will document the problem, the solution, and its implementation in the student's file with a copy sent to the parent/guardian and president.

Step IV: If the complaint remains unresolved:

1. The case will be turned over to the referring school case manager or referring agency for assistance.

Step V: If the complaint remains unresolved:

1. The case will be referred to the Virginia Department of Education.

HEALTH

Should you feel ill or get hurt while at school, please inform a staff member (or your training site supervisor) at once. A first-aid kit is kept in The Gladys H. Oberle School office. If an injury or illness requires more than a first-aid kit, your parent/guardian will be notified and you will be transported to the emergency room for treatment. If severe illness or injury occurs, the rescue squad will be called for assistance.

Any student suffering with a contagious or infectious disease shall be excluded from school while in that condition. A student may not return to school until the school administrator receives and approves a doctor's written statement regarding the nature of the student's illness, its potential threat to other students and release to return to school.

Crisis (psychiatric/mental health) intervention is sought through the Police Department

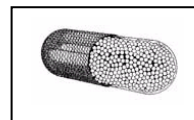
and/or an Emergency Service Worker at Rappahannock Area Community Services Board when a student is considered to be a danger to self or others, or his/her behavior is out of control. A student's parent/guardian is notified at these times as well as when a student threatens suicide.

MANDATORY DRUG TESTING

Per law, a student who has been found to have been in possession of or under the influence of drugs/alcohol, on a school bus, school property, or at a school-sponsored activity may be required to undergo evaluation for drug or alcohol abuse, or both; and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

MARIJUANA, NARCOTICS, ALCOHOL, AND OTHER CONTROLLED DRUGS

Students shall not possess, sell, use, transmit or be under the influence of any narcotic drugs, alcohol, hallucinogenic drugs, amphetamines, barbiturates, marijuana, or any prescription drugs not prescribed for the student. Also, look-alike drugs sold or used as a controlled drug are not allowed while on school property or at school-sponsored activities.



These drugs are not conducive to the learning process and use of these drugs is illegal in the state of Virginia. Furthermore, we are firm in our belief that these drugs are harmful to the health of our students. Students found violating the above regulation will be suspended from school. In addition, the police will be notified.

MEALS

ERI does not have a cafeteria. Students are encouraged to bring their lunch to school. As a Food Bank Kids Café site, students do have access to nutritional snacks and drinks. An area is provided for lunch and snacks. A refrigerator and microwave are also available to students. Students eat at designated times and in designated areas only and are responsible for cleaning up after themselves. Students requiring a special diet will provide written instructions from parent/guardian or a medical professional. Special food must be provided by the parent/guardian.

MEDICATION

Only those students with written permission (Request for Medication/Treatment Form) from their physician and parents may take prescribed medication during the school day. A parent or guardian must



bring the medication to the school, in an original, labeled bottle from the pharmacy, and ensure that an adequate supply is available at all times. It is also the responsibility of a parent to inform the school of any changes in a student's medication as well as alert school staff to possible side effects.

All medication is locked in the school office. If you are required to take medication, it is your responsibility to remind staff at the appropriate time. A staff member will take the medication from the locked cabinet and place it on a table. It is your responsibility to pick up the medication bottle and remove the prescribed amount of medication. You must show the medication to and take your medication **IN FRONT OF THE STAFF MEMBER**. You and the staff member must sign off on the medication roster. Your medication will then be returned to the locked cabinet.

An exception to this procedure is made for students with a documented need for and permission to (Request for Medication/Treatment Form) use an asthma inhaler. Students who require an asthma inhaler must inform staff every time they use the inhaler so that a notation may be made by the staff member and student on the Medication Roster.

PARTICIPATION IN POLITICAL ACTIVITIES

Very often, students participate in discussions or make use of political or issue-oriented materials as part of a classroom discussion or project. However, per state law, you will not be asked, by any ERI staff member, to convey or deliver any materials that (a) advocate the election or defeat of any candidate for elective office, (b) advocate the passage or defeat of any referendum question, or (c) advocate the passage or defeat of any matter pending before a local school board, local governing body or the General Assembly of Virginia or the Congress of the United States.

PROGRAM HISTORY

The Oberle School is a division of Employment Resources, Incorporated. ERI's mission is to provide youth with the education and training they need to become self-sufficient adults.

ERI opened the Region's first alternative, special education day school in 1991. The school is strategically placed within a business setting. This physical set-up provides the students with a hands-on training site to learn and practice appropriate work behavior. School rules and the Code of Conduct have more meaning when students witness ERI employees following policies and procedures in their own workplace. The school's comprehensive Transition Program further emphasizes the relationship

between academics and behavior and the world of work. With campuses in the City of Fredericksburg and the Town of Montross, The Oberle School meets the academic and transition needs of special education students throughout the Fredericksburg and Northern Neck Regions of Virginia.

PROGRAM PHILOSOPHY

We recognize that there are a variety of complex issues that contribute to a student's lack of success in the traditional educational system. Some students can only achieve academic success by being placed in a non-traditional, alternative education setting which provides academic instruction based upon their functional abilities.

We approach each student's strengths and weaknesses through individual planning. This individualization enables the students to start at their own level of ability and meet with success rather than failure. Thus, a student who is disenchanted with school can effectively overcome his or her negative academic performance.

A combination of academics, behavior modification, career education, transition planning, transition training and community involvement ensures that the Oberle School achieves the following success:

- *Improved SOL test scores
- *Increased personal responsibility of all students
- *Significant increase in the reading and math skills of all students
- *Increased number of students transitioning back to public school
- *Decreased serious disciplinary offenses in school setting
- *Increased graduation rates
- *Employment success during and after high school

REPORTING OF SUSPECTED CHILD ABUSE

According to the Code of Virginia, [...persons who, in their professional or official capacity, have reason to suspect that a child is an abused or neglected child, shall report the matter immediately to the local department of social services of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred or to the Department of Social Services' toll-free child abuse and neglect hotline...] Employment Resources Incorporated reports all suspicions of child abuse or neglect.

RESEARCH

The Gladys H. Oberle School does not participate in any type of research.

SCHOOL CALENDAR

The Gladys H. Oberle School calendar is included with each student's enrollment packet. This is the calendar the school will follow during the school year; therefore, you may have school on days that your base school does not and you may not have school on days your base schools do. Each school system is expected to provide transportation for all scheduled school days. During inclement weather, listen to the radio and follow the school closure/snow schedule of your home school system.

SCHOOL CLEANLINESS

Students are fortunate to have the opportunity to attend a school that is housed in such an attractive and modern business environment. It is the responsibility and obligation of every student using these facilities to help keep the building and outside areas clean and attractive. Students are required to clean up after themselves as well as perform assigned housekeeping chores.

SEXUAL HARASSMENT

It is the policy of our school to maintain a learning environment free from sexual harassment. Sexual harassment means unwelcome sexual advances, requests of sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement, or of a student's participation in school programs or activities; or
2. submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student; or
3. such conduct creates an intimidating, hostile, or offensive work or learning environment

Any person who alleges sexual harassment by a staff member or student should complain directly to the School Administrator. A substantial charge against a staff member or student will be investigated and appropriate action will be taken.

SMOKING

By State law, no one under the age of 18 years of age may possess tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.). Students, regardless of their age, may not possess or use any type of tobacco or paraphernalia associated with tobacco products (matches, lighters, pipes,

rolling paper, etc.) while on school grounds, and at any school-related activity (including riding to and from school on the bus, and at field trips, recreational activities and school-related work sites).

Any such contraband found on students during our morning search or thereafter will be confiscated and appropriate disciplinary action will be taken. The police will be contacted if an adult student gives tobacco products to an underage student.

SCHOOL GROUNDS: The Gladys H. Oberle School is located within a private business housed at 500 Lafayette Boulevard, Suite 100, in downtown Fredericksburg. "School grounds" include the physical building located at 500 Lafayette Boulevard the surrounding parking lot. The "school" includes the sections of the physical buildings that house student classrooms, lunch rooms, resource room, and teacher's offices. "School" also includes the immediate surroundings while on a school-related outing, e.g. field trip, work experience site. Students are not allowed to smoke on school grounds. In addition, students are not allowed to leave the school or school grounds without permission from a staff member.

STUDENT AND FACILITY SEARCHES

All areas and facilities used by students and clients of Employment Resources Incorporated shall be subject to search by facility staff for the detection of contraband, stolen property, or health and safety hazards. School staff routinely uses a hand-held metal detector to search students upon their arrival to school. The metal detector may also be used during a full facility/student search. Searches by outside personnel shall be authorized by the administrator as needed. Strip searches and body cavity searches are prohibited. All students must submit to searches. Students who refuse to be searched will be referred to the police department. The school is not required to notify parents prior to conducting a student search.

Definitions:

Contraband: Any item possessed by students, or found in the facility, that is illegal by law, or that is expressly prohibited by those legally charged with the responsibility for administration and operation of the facility.

Pat Down/Frisk Search: A search during which a student is not required to remove his/her clothing.

Searches shall be conducted, by the school administrator or her designee, if there is reasonable suspicion of contraband. The search may include:

- Examining a student's person, clothing, and possessions such as handbags, backpacks/bookbags, notebooks, books, and other items that can be connected to

the student.

- Looking through, handling, or feeling the student's personal possessions.
- Opening any closed containers owned by the student.
- Opening any secured property to which the school has retained possession and access such as lockers, desks, or storage cabinets.
- Opening automobiles.
- Reviewing educational technology/computer use records of students.
- Requiring students to be scanned with metal detectors or to submit to drug screens.
- Requiring students to submit to a Pat Down search.

Whenever possible, another staff member shall be called to assist the school administrator. However, if the staff suspects that a particular item of contraband is in a building, and to wait would be a threat to safety, the search shall be made with single coverage. Staff shall respect the student's dignity during searches and value judgements shall be withheld. Staff shall conduct the search as neatly and efficiently as possible and without undue force or embarrassment. Searches, other than the regular morning search, shall be documented.

If an item of contraband is discovered in a "common area", the entire group may be placed under severe restriction until the responsible student is discovered. Any contraband shall be preserved as evidence in a locked file cabinet until due process is administered. After that time, the evidence may be destroyed or turned over to the police.

Pat down or searches are generally discouraged, but may be done when a student has admitted to use or possession of contraband and/or in cases of reasonable suspicion that a student has broken the law or a school rule and that the search will yield evidence of a violation. The following procedures are used in all pat downs of students:

1. Pat downs are conducted by staff or administrators of the same gender whenever possible.
2. A pat down must be done in presence of a witness (another staff) who is the same gender as the student being searched.
3. Pat downs will be done in the school/administrator office in order to ensure student's privacy.

STEALING

Students should not take any items that belong to others. Students involved in this type activity are committing a crime against their fellow students, their teachers, or the school. This behavior will not be tolerated by this institution. Should a student steal

something, the student will be referred to the school administrator who will make every effort to get the items back to their rightful owner. The student will be suspended from school and the matter may be reported to the police department.

TERMINATION FROM THE PROGRAM

Termination from The Gladys H. Oberle School is a rare occurrence. Every effort is made (through functional behavioral assessments and flexible and creative programming) to meet our student's needs. However, we occasionally find that the needs of a student do not match the services available at ERI. Should our staff determine that we are no longer able to contribute to a student's success, we will request that the referring school system hold an IEP meeting so that arrangements can be made for a change in placement.

To maintain our Safe and Drug Free School, certain behaviors will result in the immediate termination of a student from our program. These behaviors are outlined in the Student Code of Conduct.

THREATS

Employment Resources Incorporated maintains a Zero Tolerance for threats of violence or property damage. As it is illegal to threaten violence against a school staff member, student or school property, students who make threats will be turned over to the police.

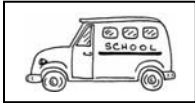
Threats include those made orally and in writing. In addition to facing criminal charges, a student may be terminated from enrollment for making threats against a school staff member, company employee, fellow student or school/company property.

Please note the following laws as found in the Code of Virginia:

- HB1575: A student who makes a bomb threat shall, in addition to previous punishment, shall be additionally punished by depriving him or his privilege to drive for one year.
- HB197: It is a Class 6 felony to knowingly communicate a written threat to kill or do bodily injury to a person...if the threat places the person in reasonable apprehension of death or bodily injury to himself or his family member. A written threat to kill or do bodily harm on school property or at a school event is a Class 6 felony regardless of whether the person who is the object of the threat actually receives the threat... An oral threat to kill or do bodily injury of school property or at a school-sponsored event is a Class 1 misdemeanor.
- SB847: Any person who communicates a threat, in writing, including an electronically transmitted communication producing visual or electronic message, to kill or do bodily harm, (i) on the grounds or premises of any elementary, middle or secondary school property, (ii) at a school-sponsored event or (iii) on a school bus to any person or persons, regardless of whether the person who is the

object of the threat actually receives the threat, and the threat would place the person who is the object of the threat in reasonable apprehension of death or bodily harm, is guilty of a Class 6 felony.

TRANSPORTATION



It is the responsibility of your home school to provide you with transportation to and from school. School staff transports students in company vehicles to and from Physical Education, transition training experience and field trips.

Special Transportation Privileges, enabling a student to transport himself to and from school, are occasionally granted to students. This privilege is usually reserved for students whose transition training experience program begins prior to or ends after regular school hours. This permission is granted after consultation with the student's parent and home school. The student, parent, home school representative and school administrator must design and sign a Special Transportation contract. A student will lose his or her driving privilege immediately upon breaking the Special Transportation Contract. A student may lose his or her driving privilege at the discretion of the school administrator, parent or home school at any time.

VANDALISM

A student who is observed or proven beyond a reasonable doubt to be guilty of damage, destruction, defacing, or stealing school property or the property of another student will be subject to disciplinary action. This punishment will include a suspension and referral to police department. Any student who is apprehended in an act of vandalism to the school or another student's property will be subject to repair or replacement costs in addition to disciplinary action by the school. In some cases a student may be terminated from the program for acts of vandalism.

WEAPONS

Employment Resources Incorporated maintains a Zero Tolerance for weapons, drugs and alcohol and threats or acts of violence. No dangerous items such as knives, guns, or other weapons of any type are allowed on school grounds. As these items are illegal to bring onto school grounds in the Commonwealth of Virginia, students found in possession of weapons will be turned over to the police. In addition to facing criminal charges, a student will be terminated from enrollment for bringing a weapon on school grounds.

