

GLADYS H. OBERLE SCHOOL

PARENT AND STUDENT HANDBOOK and Code of Conduct



EDUCATE. EMPOWER. EMPLOY.

EMPLOYMENT RESOURCES INCORPORATED
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School Administrator's Message

Dear Students and Parents/Guardians:

Welcome to The Gladys H. Oberle School. We are glad to have the opportunity to work with you! Our goal is to Educate, Empower, and Employ our students with the skills they need to successfully transition back to their home school or from here to the world of work or post-secondary education.

Our Parent/Student Handbook outlines the expectations, rules, and policies governing our program and the ways in which students and staff interact. Our expectation is that students, parents/guardians, 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 our expectations and policies. You will be required to sign the enclosed statement acknowledging your receipt of the Handbook and Student Code of Conduct.

If you have any questions or concerns, please contact, Mr. Manahan, Program Coordinator at Extension 170. I am also happy to assist with any questions or concerns you may have and can be reached at Extension 117. We encourage parents/guardians to communicate regularly with the school because only through your active participation can we work collaboratively to help your child achieve success!

Sincerely,

Patricia Hoagland

Patricia Hoagland
Program Director

Ken Manahan

Ken Manahan
Program Coordinator

SCHOOL INFORMATION

Administrative Staff:

Roarke A. Anderson, President of Employment Resources Incorporated
Patricia Hoagland, Program Director
Ken Manahan, Program Coordinator
Joyce Corbin, Office Manager
Carol Sharp – Administrative Assistant

The Gladys H. Oberle School Staff:

Teaching Staff:

Jennifer Bishop –Teacher	Donna Nuzum - Teacher
Kermit Davis - Teacher	Debra Perrow - Teacher
Conchita Green –Teacher	Sean Sepela - Teacher
Allen Harris - Teacher	Kelly Scofield – Teacher
Katie Kerth –Teacher	Tom Stevenson – Teacher
Elizabeth Mark – Teacher	James Vick – Teacher
J’Quiana McGhee –Teacher	Jessica Staples – Long-Term Sub.
Mike McMahan –Teacher	

Educational Support Staff:

Andy Elliott – Registered Behavior Tech	Lydia Bochat -Board Certified Behavior Analyst
James Perrow – Paraprofessional	April Dillow –Licensed Professional Counselor
Ron Chapman – Registered Behavior Tech	Sonya Love – Licensed Professional Counselor
Tracy Dunklin - Registered Behavior Tech	Jessica Staples -Instructional Technology
TyQuianha Dunklin – Registered Behavior Tech	Resource Coordinator
Tonya Williams – Transition Support	Janette Tolosa – Education Coordinator

Physical Address:

404 Willis Street
Fredericksburg, VA 22401

Mailing Address:

PO 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, contact Patricia Hoagland or Ken Manahan. For information regarding a student’s performance, contact Janette Tolosa. For technology matters, contact Jessica Staples. For information regarding student attendance, contact Carol Sharp.

ACADEMIC PROGRAM

The Gladys H. Oberle School is a private special education day school that serves students from grade 4 (age 9) through post-graduate. Students are placed in our upper elementary, middle school or high school/post-graduate program. Publically placed students are placed through their IEP's and are funded through local monies. Private placement enrollment is available as well. We serve students identified with autism spectrum disorders, emotional disturbance, intellectual disability, specific learning disability, other health impairment, visually impaired (including blindness), hearing impaired, speech or language impairment and multiple disabilities. Many of our students also are diagnosed with mental health impairments.

Our objective is to engage students in learning activities which strengthen:

- Academic abilities and skills to become lifelong learners;
- Positive sense of self-worth;
- Skill acquisition and maintenance;
- Ethical behavior, integrity, and respect toward self and others;
- Perseverance & motivation;
- Positive future outlooks and energy;
- Appreciation of a diverse society;
- Communication skills necessary to develop long-term interpersonal relationships; engage in health-enhancing and health protective behaviors; and become positive, contributing members of their peer groups, family, school, and community.

Our curriculum varies from most traditional private special education schools in the area as we offer not only an SOL-based and IEP-driven curriculum but also career and technical education (CTE) and transition supports. Our teacher to student ratio averages 1:4 and all our classrooms are bright, spacious, and equipped with interactive white board technology. We have dedicated science, art, music, and independent living labs in addition to several acres adjacent to our building that provides green space for physical education and recreation. We may also utilize the local YMCA and other community resources.

Our Career and Technical Education (CTE) Program offers a variety of courses including, but not limited to, education for employment, entrepreneurship, small engine repair, carpentry, building trades, auto-detail, imaging technology, computer programming, drone technology, design multi-media web, and culinary arts. Our Education for Employment program extends community work experience where students receive a training incentive (not a wage) which is dependent on their performance across all classes. Students enrolled in CTE courses may receive a training incentive to promote real-world experiences and strengthen independent living skills. CTE course offerings are dependent on student interest. We also offer an opportunity for our upper classmen to take courses at Germanna Community College. We work with the special education specialist to ensure the experience is positive and appropriate. Students are typically required to complete placement tests to complete the enrollment process. Most of our eligible students with enroll in the student development course and take the class as a group. Our staff transport these students to campus and may work with them during our Bulldog Block (extended lunch period) to assist with the work.

ADMISSION

Admission Requirements:

In accordance with state and federal law, The Gladys H. Oberle School 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 shall be met. Students must:

- Be at least 9 and no older than 22 years of age,
- Be able to cognitively process verbal communication,
- Be able to attend an all-day school setting (with accommodations for students with autism, emotional disorders, intellectual disability, specific learning disability, other health impairment, visually impaired (including blindness), hearing impaired, speech or language impairment and multiple disabilities,
- Have an IEP written by the LEA that includes private day school as placement or an Independent Instructional Plan written by the Oberle School, **OR** have a documented disability
- Be able to benefit from a small, flexible, 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,
- 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 medicated

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

- Completed Enrollment Application
- Tuition Agreement for privately placed students
- 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, Academic and Career Plan, and SOL testing results
- Other reports where applicable

Upon a referral from an LEA, staff will review a student's records and arrange a tour and interview with the student and parent/guardian. After the interview and records review, staff will confer with the referring school system and/or the family to determine the appropriateness of the placement. A letter of admission will be sent to the

parent/guardian upon acceptance and a meeting will be held to indicate private day placement. While the Oberle School does not write the IEP, we encourage the LEA to invite a representative from our agency to offer input. In the event placement at Oberle is not deemed appropriate and admission is denied, Oberle 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), identified 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.

A checklist of required records is furnished to the Local Educational Authority (LEA) to ensure that the confidential student record maintained by Oberle complies with the Commonwealth of Virginia. 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 the agreed upon start date.

On-going medical services are to be set-up by the referring school system and/or parent/guardian if a medical condition exists. Any medical plan needs to be submitted to The Gladys H. Oberle School upon admission. Students are permitted to leave the school to attend any medical appointments 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 lists the student's allergies, medications (name, dosage, and administration information), and emergency contacts. Parents must give permission to assist the student in managing his/her medication and to obtain treatment in case of emergency medical/psychiatric crisis.

Parent/guardian and student receive an orientation of the relevant practices and procedures of the school. This orientation includes: the pre-admission tour, the Parent/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, a Gladys H. Oberle School representative and a public school representative if applicable.

ALUMNI ASSOCIATION

The Gladys H. Oberle School Alumni Association strives to support the transition process for graduates and former students. The Association offers unique benefits and services to help alumni foster and maintain the connections necessary to support their future employment, education, and independent living aspirations.

ATTENDANCE

Students who are enrolled at the Gladys H. Oberle School are expected to attend classes according to the school's academic year schedule. Absences are excused or unexcused in accordance to the criteria outlined below:

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
- signing out of school early without a valid excuse

Any early dismissal must have prior approval from parent/guardian. Students who are 18 are expected to be in attendance for the entire day under the supervision of the school and may not leave the campus without a valid reason (as described under excused absences) and without authorization from Oberle staff. Unexcused signing out may result in a student's suspension or termination from the program. Tardiness to school is considered an absence for the time the student is not in class. Excused and unexcused reasons for tardiness follow the same guidelines for an absence. Students may request make-up work for excused absences before or after the absence occurs. All work missed

will be recorded as a zero until the work is made up. Work will be evaluated the same as a regularly scheduled assignment. Work may be made up from unexcused absences but only partial credit will be given.

It is the PARENT'S RESPONSIBILITY to contact the school by 9:00 a.m. to alert us regarding 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 following LEA policy guidelines, parents and any other related service provider. **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 three (3) consecutive school days 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. Students shall/may be dropped from our roster after 15 consecutive unexcused absences.

Compulsory school attendance. Virginia law requires students to attend school until the age of 18 or until they obtain a diploma or diploma equivalency. The law also requires parents of school-age children to **cause** their child to attend school. This new law is an amendment to current law that only required parents to **send** their child to school.

BEHAVIOR

Respectful conduct towards staff, other students, and visitors is expected. 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 will be considered for continued placement at The Gladys H. Oberle School after the 30-day trial period. Staff will provide students with daily feedback regarding behavior to assist with identifying areas of strength as well as those areas needing improvement and will provide opportunities for students to learn and implement new behavior management techniques.

The Gladys H. Oberle School employs a Board-Certified Behavior Analyst (BCBA) and Registered Behavior Technicians (RBT) who work with individual students on modifying problematic behaviors. The BCBA conducts interviews and observations of the student's reactions and behavior across all school settings to develop an effective treatment plan that will be shared with the RBTs, students, staff and the parent/guardian. This support plan will be shared with parents/guardians, referring school systems and other related service providers. Daily information regarding behavior and academic achievement can be accessed online through our Gradelink system. Upon request, it will be emailed or mailed home.

Every student is expected to follow the Code of Conduct located in Parent/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 unnecessary disruption to the learning environment.

Following the Code of Conduct will enable students to be more productive and equip to access our educational programming. It will provide an opportunity for students to demonstrate to themselves, parents, other related service providers and the referring school system that they understand the importance of rules and are able and willing to follow rules. This is especially important for those students who are planning to transition back to public school, post-secondary education, or the world of work.

BEHAVIOR MANAGEMENT STRATEGIES

Staff shall use the approved behavior management program when working with students enrolled in our school. This program is designed to assist students in modifying their inappropriate behavior in a caring, safe, and dignified environment. This program will be reviewed and modified as needed annually. When substantive revisions are made, written information regarding provisions are given to the students, parents, placing agencies and the Virginia Department of Education before implementation. With approval, staff may pilot behavior management programs. These programs will be reviewed and added to the behavior management program as appropriate.

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 for becoming productive members of their communities. Corporal punishment and abusive techniques and interventions are not authorized, permitted, or condoned.

Besides using the strategies outlined in a student's IEP/ISP, 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 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: The teacher will request that the student be removed from the room for a timeout (not to exceed 30 minutes per incident). The time out area shall not be locked nor the door secured in a manner that prevents the student from opening it. During the timeout, the student will be able to communicate and process the incident with staff. Staff shall check on the student at least every 15 minutes and more often depending on the nature of the student's disability, condition, and behavior. If accommodations are needed to assist the student, they will be implemented. Staff shall document the frequency, duration, and interaction(s) of each time out. Should the student be unable to return to class or, upon return to class, begin exhibiting the same (or similar) inappropriate behavior:
6. Lunch Detention: The teacher will assign the student lunch detention which is held each day in a designated area. Should the student continue:
7. 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. They 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:
8. 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 which will be counted as an Out of School Suspension. Should the student become verbally or physically abusive or assaultive:
9. Removal of Student from School by Police: The School Administrator or designee will contact the police to remove the student from school.

The school administrator shall notify the student's parent and home school case manager as soon as possible but no longer than within 24 hours of a suspension or in the case of a serious incident. The parent shall be informed of all incidents that are reported to law enforcement and advised they may contact law enforcement for further information.

When a student exhibits chronic behavior difficulty, the student's base school will be contacted to assist Oberle staff with conducting a functional behavioral assessment or to discuss the appropriateness of the placement.

Our behavior management program prohibits the following:

- Deprivation of drinking water or food necessary to meet daily nutritional needs;
- Denial or use of toilet facilities;
- Corporal punishment;
- Strip and body cavity searches;
- Discipline, restraint, or implementation of behavior management plans by other students;
- Any action humiliating, degrading, or abusive;

- Deprivation of health care including approved medication and counseling;
- Intrusive aversive therapy, etc.; and
- Limitation on contacts and visits from any affiliated parties including, but not limited to probation officer, social worker, or placing agency representative.
- Seclusion
- Prone “face down” restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the child or interferes with the child’s ability to communicate.

As part of our behavior management program, staff documents the behavior of our students. Incidences of problematic behavior are reported via discipline referrals to administration, acted upon, and documented on a cumulative discipline record. A daily point system is also utilized to recognize positive behaviors (**PRIDE**). These points are used for shopping in the Bulldog Store, for earning a training stipend in our EFE and CTE programs, and for being eligible for extra-curricular activities such a field trips or making purchases from the Bulldog Bistro.

PRIDE points are based upon the following:

- **Prepared:** being on time to class, having a positive attitude, and bringing all materials (including school-issued computer) to class
- **Respectful:** considerate of others and using appropriate language and volume
- **Independent/ Improvement:** working independently and/or making progress towards independence
- **Directions:** following directions upon first request
- **Effort:** participating in class activities and discussions, working consistently throughout class period, and working through difficulties

PRIDE points are recorded for each class and can be referenced from your Gradelink account.

Specific Behavior Consequences:

When a student exhibits chronic problematic behavior, a functional behavioral assessment may be conducted. The information gathered during the assessment help the staff, student, and parents/guardian identify possible reasons for the problem behavior as well as intervention strategies to eliminate the continuance.

Our behavior management program strives to decrease a student’s undesired 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 and all other less intrusive interventions were attempted and failed. 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 and are certified in **CPI: Nonviolent Crisis Intervention** to implement approved de-escalation and restrictive procedures in the event of an emergency to prevent the student from harming themselves or others. Parents/guardians and the LEA will be notified same day of any physical restraint interventions. **CPI: Nonviolent Crisis Intervention** is reviewed at least annually with a certified instructor. The Gladys H. Oberle School prohibits the use of seclusion.

Staff shall remain calm and implement techniques received **from CPI: Nonviolent Crisis Intervention** at the first indication of student uneasiness or agitation to de-escalate a heightened individual and to help prevent student violence including self-injurious behavior. Students who are suspected of having suicidal or homicidal ideations or are actively threatening suicide or acts of homicide will be referred to local emergency services for a mental health evaluation. This referral may also be accompanied with a report to local law enforcement. Parents/guardians shall be notified immediately or at least by the end of the same school day given the circumstances and any report to the police will be documented as a Serious Incident and a copy shall be provided to the LEA within 24 hours. Actions by students that are violent in nature, both those which are self-imposed and directed at others, are to be taken seriously and reported to an administrator immediately. At the request of the administrator, additional staff may be called in to assist until safety is restored. These staff may be from the school, or if deemed necessary, from other Employment Resources Incorporated personnel. All staff utilized shall be required to work until the situation is under control. In the event of dangerous behavior occurring among groups of students, police intervention may be requested.

PARENTAL RESPONSIBILITY FOR STUDENT BEHAVIOR

We believe that our students experience the most success when their parent(s)/guardian(s) are active participants in the educational process. The Gladys H. Oberle School strives to maintain open communication - 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 as needed.

The Code of Virginia § 22.1-279.3 requires parents to assist the school in enforcing the standards of student conduct and compulsory school attendance. This Code states that 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.

If an issue arises, 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 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 shall 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. Parents will receive notification on the date on which any decision to suspend services is made and the LEA will receive notification within 24 hours.

No suspended student shall be admitted back to school until such student and parent or guardian 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.

Each parent must sign a statement acknowledging the receipt of the Student Handbook and Code of Conduct and return it to the school.

BULLDOG BISTRO

As a part of our Independent Living curriculum, students operate our Bulldog Bistro. The Bistro is a student-operated business that sells drinks and snacks to staff and students. Working at the Bistro allows students to learn and practice tasks associated with working in a retail business as well as practice customer service skills such as taking orders from staff for coffee, preparing drinks, operating the snack cart, keeping track of inventory and the shopping list, handling cash, tracking staff credit accounts and preparing monthly invoices, marketing, handling customer complaints, taking responsibility for problems with products and correcting mistakes. Any student under the age of 18 is prohibited from purchasing coffee unless parent consent is obtained. Students must be eligible to make purchases; daily eligibility is dependent on PRIDE points.

BULLDOG STORE

Students have the opportunity to earn *Bulldog Bucks* through our PRIDE system to purchase items in our Bulldog Store. Items available in the Bulldog Store are based upon student input. Popular items include favorite foods, headphones, gift cards, sports equipment, and school supplies. Items are assigned different point values and students are tasked with deciding to spend all their points immediately or save for larger, more costly items. The store is student operated which teaches the aspects of entrepreneurship. The store is open one day per week. All students have an opportunity to shop; however, students who incur any disciplinary referrals are ineligible to shop that week. Any unused points will carry over to the following week.

BULLYING

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying may include, but is not limited to, making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, apps, text messages, chats, and websites. Examples of cyberbullying may include malicious text messages or emails,

rumors sent by email or postings on social networking sites, and embarrassing pictures, and videos. The Bully Prevention Committee works to promote strategies, curricula, and skills training to support both bully prevention and student empowerment.

We strive to maintain a physically and emotionally safe environment for all students. Students who witness, or are subject to acts of bullying are encouraged to report the incident(s) to a staff member or administrator. Bullying will not be tolerated and may result in a student's termination.

CHEATING

Staff is always available to assist students in completing their work. However, there are times that students are expected to complete assignments independently. 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 classroom teacher involved.

If a teacher suspects cheating, the assignment will be recorded as a "0"/F. The teacher will also contact the parent/guardian to discuss the incident. Repeated violations could result in short-term suspension.

CLASSROOMS, PHYSICAL FACILITY & CLASSES

The Gladys H. Oberle School classrooms are spacious and arranged for both individualized and group learning. Students are placed in age and ability appropriate groups that are conducive to optimal learning. With an average teacher to student ratio of 1:4, the student is able to receive individualized instruction at his or her instructional level. Each classroom is equipped with technology for instructional purposes. Additionally, The Gladys H. Oberle School has other instructional areas including a science lab, art lab, career and technical education labs, and culinary arts kitchens. Students may dine in a spacious cafeteria and have daily access to a basketball court and sports field during the scheduled recreation time. Time-out rooms are strategically located within the school to minimize disruption and distraction. Student restrooms are spaced throughout the school for each learning area.

Each student's schedule is built from the review of official transcripts, diploma status, IEP/ISP, and student interest and input. In addition to the required courses of English, math, science, history, and PE & Health which are based upon the Virginia Standards of Learning, students also have a variety of election options from which to choose including, but not limited to, art, art and music appreciation, small engine repair, culinary arts, carpentry, building trades, education for employment, independent living, social skills, imaging technology, entrepreneurship, computer programming, and design multi-media web. Elective offerings each semester may vary and are based upon student interest.

PE and health are provided in accordance with VDOE requirements for students in grades 5-10 with additional elective offerings of elective PE for students interested in additional PE classes. PE 9 also includes instruction in First Aid and CPR/AED. Students will be offered the opportunity to become certified following completion of this classroom

component. The classroom portion of Driver's Education is provided to students enrolled in PE 10. The health portion includes Family Life Education which follows the SOLs. Parental permission is obtained for all students enrolled in PE & Health as it includes Family Life Education. Parents are welcome to review the Family Life curriculum.

CLUBS

Students may select a club in which to participate at the start of each semester. Clubs allow high school students the opportunity to participate in extracurricular activities and enrich our program. Clubs typically meet during Bulldog Block on the first and third Wednesday of each month to avoid interruption of the instructional program. Clubs offered may include: Sports, Arts & Crafts, Reading, Fishing, Musical Theater, Chorus, Classic Movies, and Cooking. Clubs offerings each semester are formed to suit student interest. Students aged 16 or older who wish to participate in the Fishing Club must purchase and provide proof of a fishing license and wear a life jacket when participating in water activities.

COATS AND VALUABLES

Students will be assigned a locker or clear backpack to maintain their personal belongings each school day. Student/school property (re)introduced to the school will be searched each morning. Items which may interfere with the learning environment or pose a safety hazard will be confiscated upon arrival. Collected personal properties will either be returned to the student at dismissal or held for parental pick-up. When students are assigned lockers, they may access between classes, during lunchtime, at dismissal, or with staff approval accompanied with a pass. All lockers and backpacks, including their contents, are subject to search at any time. All electronics will be collected upon arrival to school, locked in a secure area, and returned to students at dismissal. Students are not permitted to carry any other bag, backpack, purse, etc. that is not school issued unless its contents are clearly visible.

COMMUNITY SERVICE & INTERACT

Students may have the opportunity to participate in community outreach projects while enrolled in our program. Through our Interact Club, a variety of opportunities to serve the community, environment, and those in-need will be made available to help fulfill our mission of molding well-rounded and productive citizens. Interact club officers will be elected at the start of each school year to serve as representatives and satisfy these projects. The Rappahannock Rotary Club sponsors and helps support our Interact Club projects and efforts. All community service projects and extracurricular events will be under the direct supervision of staff and organized to avoid interrupting the instructional program. Staff certified in CPR/AED and first aid will accompany all outings. Any outdoor adventure activity will be in partnership with certified, licensed, or other credentialed affiliates to ensure adequate and proper supervision, health and safety, and medical management.

COMPUTER AND INTERNET USAGE

Students who have read and signed a Computer and Internet User Agreement will have access to various technologies and Internet to complete academic assignments. Students will be issued a student computer for use while at school. Students may also have access to computers in media centers, classrooms, and school-related training sites.

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

Students are held accountable for any damage to the computer/network as well as any illegal or unethical activity conducted while using the computer/Internet.

The use of computer equipment and access to Internet resources is a privilege. Students are responsible for citing sources and giving credit to authors for material used during the research process. Students 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. Any file stored on a school computer, server or disc is not private. Staff will review your devices, files and communications to ensure responsible use of the system.

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. Students do not have permission to access the WiFi for personal devices. Playing games or using networked resources for non-academic purposes is not permitted unless supervised by school staff.
- Students are not permitted 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

Mental health therapy is an integral component to the success of our program. The Gladys H. Oberle School employs two full-time, licensed professional counselors who provide both individual and group counseling and help students and families access mental health and other community services. All students are evaluated by the school's counselor as a part of their 30-day initial assessment to determine appropriate counseling services. Students may request to see a counselor at any time by completing the counselor request form.

THE CURRICULUM

Our curriculum is based on the Virginia Standards of Learning for both middle and high school students. Students may pursue a Standard or Advanced Studies diploma. We also utilize functional curricula for students pursuing an Applied Studies Diploma and a transition curriculum for our post-graduate students. Initial academic assessments are administered to help staff identify student levels of understanding to determine instructional levels. A variety of textbooks, materials, technology and authentic learning opportunities are selected to meet the needs of each learner. For students who have not had educational testing completed within the past three years, a standardized academic assessment will be conducted. Statewide Assessment Testing is the responsibility of the public school; however, The Oberle School provides proctoring. The Oberle School creates a Standards of Learning testing calendar based upon the testing windows of each county. Direct contact with the testing coordinators for each school system is made to coordinate delivery and collection of tests and/or coordinate transportation for students taking their tests at their base school. We do not offer ISAEP or GED programs.

DIGITAL LEARNING INTEGRATION

The Digital Learning standards as established by the Virginia Department of Education will be embedded within the curriculum to support students' progressive development of knowledge and skills necessary to access, evaluate, use, and create information using technology. The focus is on learning to use technology effectively and wisely rather than

learning about technology. Students shall also become certified in Cyber Safety during their enrollment.

DISPLAY OF AFFECTION

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

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 administration for verbally abusing, swearing, or using profane gestures toward another student, staff, guest, or community partner will be subject to disciplinary action. Charges may also be filed.

DISTANCE LEARNING

In the event schools need to close due to a health pandemic or a weather-related occurrence, a combination of video conferencing and an online learning platform such as Google Classroom will be used for delivery of online instruction for all classes. Students will be assigned a variety of assignments that may include written work, quizzes, tests, online curriculum programs, and projects via the online learning platform. Live, interactive class sessions with the teacher will be held utilizing video conferencing. Google Chromebooks are available for any student who does not have a computer. Written work for any student who does not have access to the Internet or may not access a computer will also be provided through arranged parent/guardian pickup. Counseling and behavioral support will also be available through several modes of delivery to include email, phone, teletherapy, and videoconferencing. The Virginia Department of Education has authorized up to ten days. Days in excess of 10 will be added to the end of the school year.

DRESS AND GROOMING

Students who attend The Gladys H. Oberle School are required to dress in accordance with our dress code. Clothing, apparel, and accessories must be free of indecent language, graphics, or artwork that may cause a disruption to others and interfere with the learning process. This includes but is not limited to, references to illegal substances and violence. Students' length of dresses and shorts shall be school/workplace appropriate (no shorter than 5 inches from the top of the knee).

The Oberle School also has a washer and dryer and a shower in the event a student may need to access. Student use of these facilities must be authorized by administration or counseling. At times, students participating in our EFE program are required to wear a uniform. These uniforms will be laundered by staff and maintained in the classroom.

EDUCATIONAL EQUITY

Employment Resources Incorporated and The Gladys H. Oberle School are committed to

supporting and sustaining an educational community that is inclusive, diverse, and equitable. The values of diversity, inclusion and equity are inextricably linked to our mission of excellence, and we embrace these values as being critical to development, learning, and success. To fully realize our mission, it is imperative we recognize student success and staff engagement are not determined by race, ability, age, ethnicity, gender, language, religion, veteran status, sexual orientation, national origin, creed, color, marital status, gender identity or expression, pregnancy status, genetic information, citizenship status, disability, and/or socioeconomic status or any other area in which people may experience discrimination.

Non-Binary, Transgender and Gender Expansive Students:

The Gladys H. Oberle School is committed to creating an inclusive and welcoming learning community to ensure that all students are able to leave us with the skills needed to support their successful futures. We take our responsibility seriously to provide safe and nondiscriminatory environments for all students. To that end, we have worked hard to support transgender, non-binary, and gender-expansive youth at Oberle.

- We have progressive, enumerated policies in place to prevent bullying, harassment, and discrimination.
- We embrace diverse identities and encourage allies with peers.
- We are committed to training staff on this guidance so they have the knowledge and skills to not only support our transgender, non-binary, and gender-expansive youth, but to promote gender-inclusive practices.
- We have single-stall restrooms.

A comprehensive guidance plan has been developed to further support and train our staff. A copy will be made available upon request.

Cultural Diversity:

We recognize that our work to respect diversity and to include all in our community has roots in a history that has privileged certain groups while excluding and oppressing others. Within our school and community, we will work to address the detrimental effects of this history through our teaching, practice, training, and service. We expect nothing less than an accessible, multicultural community in which civility and respect are fostered and discrimination and harassment are not tolerated. We will solicit and listen to all voices within our community, honor diversity, and value the strengths and differences of all our community members. We will take action to eliminate opportunity gaps and barriers by providing equal access to resources and learning opportunities to meet each student's unique needs as we strive for educational excellence for all student groups.

EDUCATION FOR EMPLOYMENT

Today's job market demands 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. A strong component of our transition

programming is our **Education for Employment (EFE)** classes. EFE covers eleven career readiness competencies that make up the core of "I AM PREPARED."

Interaction with others

Accept responsibility

Manage your time

Productive

Respect for self, others and property

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.

Students follow a sequence of courses whereupon they complete career assessments and a variety of work readiness training activities, work with transition support staff and begin exploring workplaces in the community, and eventually participate in a variety of job shadowing experiences prior to being placed independently in the community onto a training site. Oberle partners with area employers to provide training sites for our students. Students are expected to follow the employee handbook (Student Handbook and Code of Conduct). The training site supervisor and transition staff will complete a weekly performance review and develop goals and strategies to assist with the strengthening of work-related skills. All training sites are evaluated before a student is placed to ensure adherence to all child labor laws are followed. Copies of Child Labor Laws are available for staff/student use.

Students earn a training incentive, not a wage, upon his/her performance both in the classroom and on the training site. This is merely an incentive which is directly correlated to their classroom and volunteer performance. Students are placed in a position related to their career of interest in conjunction with their transition plan and/or in a position that will assist them in developing one or more of the eleven career readiness competencies. Students placed in the training experience program must demonstrate appropriate work behavior both in their job as a "student" here at school as well as in their job as "employee" on their training site. Child Labor Laws are adhered to and included in the Student Transition Training Supervisor Handbook. Academic credit is earned for participation in this program.

Students, especially graduating seniors, may be referred to the Department of Rehabilitative Services who offer Pre-Educational Transition Services (Pre-ETS Services). These services include: job exploration; work-based learning experiences provided in an integrated environment; in-school and after school opportunities; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs; workplace readiness training to develop social skills and independent living skills; and instruction in self-advocacy, including peer mentoring and instruction in person centered planning.

EDUCATIONAL RECORDS

The Gladys H. Oberle School maintains records in accordance with guidelines established by the state and our accrediting agency. 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. School staff have permission to access records. The school shall permit a parent(s) or legal guardian(s) to inspect and review any educational records relating to their child that are collected, maintained, or used by the school. The school shall comply with the request without unnecessary delay and before any meeting regarding an IEP or 504 plan or in no case more than 14 days. All educational records will be returned to the LEA or parent following a student discharge.

ELECTRONICS/CELL PHONES

The Gladys H. Oberle School has a **“no outside electronics/cell phone”** policy. The intent of the policy is to help our students stay more present and engaged in their learning. Current research and our own observations within the classroom clearly indicate electronic/cell phone usage to be a major distraction which contributes to a less than optimal learning environment for both the student and the teacher.

Students will not be permitted to enter the school building without first turning in their electronics or cell phone.

The following procedure is enforced when students arrive to school with an electronic device including cell phones:

- Upon arrival to school, students shall turn off and place all electronics including cell phones in the electronic/cell phone container before walking through the body scanner. This container has individual slots which will be clearly marked with each student’s name.
- Once all electronics/cell phones are collected, the container will be locked in a designated space.
- At dismissal, electronics/cell phones will be returned to the students as they leave the building by a staff member.

If a student refuses to turn over electronics or cell phone, the following procedure will occur:

- Student will be encouraged to abide by the policy and place electronics/cell phone in their designated slot.
- If student continues to refuse, a parent/guardian will be called to discuss the situation.
- If student continues to refuse, parent/guardian will be instructed to come pick up the student.
- Repeated offenses will result in a meeting with the student’s LEA representative to discuss the noncompliance and to develop a plan for moving forward successfully.

Acceptance and continued placement into The Oberle School program is dependent on student compliance with this policy.

EMAIL

The Gladys H. Oberle School utilizes Google Classroom, a product of G Suite for Education, as a part of the general curriculum. The platform integrates with Google's other tools including Google Drive, Docs, Sheets, Slides, and calendar to help teachers streamline how they manage classes; digitally organize, distribute, and collect assignments, course materials, and student work; communicate with students about their classwork by posting announcements and reminders about assignments; see who has or has not completed their work; check in with individual students privately, answer their questions, and offer support; and give students timely feedback on their assignments and assessments.

Upon enrollment, students are assigned a Gmail account under The Gladys H. Oberle G Suite for Education account. This email address may be used for students to communicate with their teacher and complete work assignments. This is the main platform that is used in the event the school needs to utilize distance learning.

If a student is under the age of 13, the parent must give permission for the student to be assigned an email account. Oberle staff will assist the parent in this process.

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. Our emergency plan was developed in conjunction with the local emergency management coordinator which is reviewed and may be updated annually.

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.

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 (at the intersection of Willis Street and Cobblestone Boulevard unless otherwise directed by staff).
4. Students are to remain in the designated area until given the all-clear signal from an administrator or designee. Students shall re-enter the building in an orderly manner by the route used while evacuating the building unless otherwise directed by staff.

Reverse Evacuation Procedure:

Reverse evacuations are necessary when conditions are safer inside the building than outside such as: severe weather, community emergency, hazardous materials release

outside, etc. Students shall quietly move inside the building as directed by staff. Students will walk briskly in single file, staying to the right of the passageway and return to the classroom or other safe area as directed by staff.

Off-Campus Evacuation Procedure:

Off-campus evacuations are ordered when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians.

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 as directed by staff (Visitor's Center at the intersection of Lafayette and Willis **OR** the Virginia Central Railway Trail at the intersection of Cobblestone and Essex).
4. Students are to remain in the designated area until given the all-clear signal from an administrator or designee. Students may be reunited with their parent(s)/guardian(s) if the school grounds or facility is rendered unsafe.

Lockdown, Partial Security/ "CODE ORANGE" Procedure

A partial security lockdown/ "CODE ORANGE" is necessary when a threat of violence or serious incident may jeopardize the safety of students and/or staff (i.e. disruptive or aggressive student, locker search, law enforcement presence, etc.)

1. The Administrator/Designee will make the following announcement using the building speaker system, 2-way radio, telephone, or megaphone: "Your attention, please. We are experiencing a CODE ORANGE situation. Staff, close and lock your doors and keep students inside until further notice. Students and staff are to return to their assigned classroom or office. Ignore all alarms and bells unless advised otherwise."
2. Staff will clear the hallway and bathrooms by their room and direct everyone to their assigned area.
3. Once hallways and bathrooms are cleared, staff will close and lock all doors, take attendance and be prepared to notify administrator or designee of missing students or additional students, staff, contractors, volunteers, or guests sheltered in your classroom.
4. All bells and alarms are to be ignored unless otherwise instructed.
5. No one will be allowed outside of the classroom until the administrator/designee lifts the "Code Orange."

Lockdown/"CODE RED" Procedure:

A lockdown or "CODE RED" is necessary when there is a threat of violence or serious incident that could jeopardize the safety of students and/or staff, i.e. intruder, shooting, hostage incident, civil disturbance, etc. At least two lockdown drills will be performed each academic school year.

1. Teachers should lock the classroom door. Students shall move away from doors and windows and sit quietly against an interior wall. If students are in a

- restroom, timeout room, or in transition within the building when a "CODE RED" is ordered, immediately seek shelter in the nearest classroom.
2. Students shall ignore all bells and alarms unless otherwise instructed by staff.
 3. Students shall remain in lockdown until an administrator or designee gives the "all clear" signal.
 4. Students who are outside or off-campus when a "CODE RED" is ordered will move to the designated off-campus assembly site as directed by staff and wait for further instructions.

Shelter-in-Place Procedure:

A shelter-in-place provides refuge for students, staff, and visitors during an emergency such as severe weather or hazardous materials release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk.

1. Students shall move to the designated safe area as directed by staff.
2. Students shall duck, cover, and hold along a wall if directed to do so by staff.
3. Students who are outside or off-campus when a shelter-in-place is issued shall move inside to the nearest safe area as directed by staff. For severe weather, if there is no time or it becomes unsafe to enter the building, students shall squat or lie low in the nearest ravine or ditch away from trees and power lines.
4. Students shall remain in shelter until notified by an administrator or designee.

Active Shooter/Armed Intruder:

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and/or staff. Students should immediately notify a staff member should they witness someone in possession of a gun, knife, or other harmful device. Students should clear the hallways and all common areas immediately and prepare to follow lockdown procedures. Students should remain in lockdown until given the "all-clear" signal from law enforcement unless otherwise instructed by staff. If the armed intruder enters the room and begins shooting students should try to escape from by any means possible and exit the building or retreat to another area that can be locked.

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 staff directives to evacuate. Students may not reenter the building until it has been rendered safe by law enforcement and staff has given the

“all-clear” signal.

Earthquake:

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building, and injuries. Students should immediately seek shelter under a desk or table and assume the “drop, cover, and hold” position. Students may be directed to evacuate if conditions become unsafe inside the building. State law mandates that schools hold annual earthquake drills. Students who refuse to participate in or disrupt a drill are subject to disciplinary action.

Elopement:

As we are not a locked facility, students are able to leave the building of their own volition. If a student under the age of 18 leaves school grounds without permission, the police and parents will be notified. If a student over the age of 18 decides to sign him/herself out, they will not be permitted to return to the building for that day and may not access base school transportation. Signing out may lead to a student’s suspension or termination.

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 scheduled 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 disciplined accordingly as these are violations of state law.

Flood:

Except in the case of flash flood, the onset of most floods is a relatively slow process with buildup taking several days. Floods may also be caused by broken water lines. Students should remain indoors unless otherwise directed by staff. A shelter-in-place may be ordered if conditions outside warrant this procedure. An evacuation may be ordered if flooding occurs in the building. If the school is evacuated for an extended amount of time students will be reunited with their families at a designated safe area.

Hazardous Material Release:

Hazardous material release is an incident involving the discharge or spill of a biological or chemical substance usually the result of an accident involving a train or truck carrying hazardous materials or from an explosion or spill at an industrial site. Students shall move indoors and follow all emergency procedures as directed by staff. Internal hazardous material incidents may occur from activities in a science lab or career and technical area. If substances are released in the building students shall follow emergency procedures for an evacuation as directed by staff.

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 following lockdown

procedures.

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/Kidnapping:

If you notice that a student is missing or you believe 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, the LEA, and the student's parent(s). A lockdown will be ordered should a student be kidnapped. 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. Follow all staff directions, including moving to another part of the school or evacuating. 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 STUDENTS 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.

Power Outages:

In the case of power outages, students are to remain calm, in their designated classroom. 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.

Structural Failure:

Structural failure of a building may result from incidents such as earthquakes, heavy snow, or faulty construction. Students who witness large cracks in walls or the foundation, flooding, or loss of utilities should immediately notify staff. Students should follow all staff directives as an evacuation or "drop, cover, and hold" may be ordered.

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 interior hallway and "duck and cover" against the wall. Remain in position and follow all staff

directions until you are informed that the emergency situation is over. State law mandates that schools hold three tornado drills each year. Students who refuse to participate in or disrupt a drill are subject to disciplinary action.

EXTRA-CURRICULAR ACTIVITIES

Students are exposed to a number of extra-curricular activities throughout the school year. Participation in these events is based upon behavior as well as parental permission. Yoga is offered once a week during the school day through The Tula Yoga Project and requires parental permission. All school-sponsored extra-curricular activities are under the direct supervision of school staff who are certified in CPR, first aid and AED. At least one staff trained in medication management also attends. Many of the extra-curricular activities are held after instructional hours or are arranged at a time that has minimal impact on the instructional program.

FIELD TRIPS

Field trips are significant and essential activities designed to offer additional learning experiences. They are not isolated events but are an integral part of the instructional process. The entire field trip is well planned with an emphasis on educational value and safety. Only children exhibiting responsible behaviors will be permitted to attend field trips. All students must have a signed permission slip to attend any field trip. All field trips are under the direct supervision of school staff who are certified in CPR, first aid and AED. At least one staff trained in medication management also attends. Field trips are arranged as a supplement to the curriculum.

FUNDRAISING

The Gladys H. Oberle School raises funds throughout the year for school-sponsored clubs, charities and community service projects. Written consent will be obtained from parent(s) or legal guardian(s) before students participate in any school fundraising activity.

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.

GRADELINK

Gradelink is the cloud-based school management system used by Oberle that helps connect teachers, students, and parents through a single interface. With Gradelink, parents can stay updated on their child's academic progress at school. Upon enrollment, each student and family will be assigned login information to access the program. The following information is available to you when you log in to Gradelink:

- Current Grade in each class
- Current GPA for the term, if applicable
- Descriptions, Grades, and Teacher Comments for graded assignments
- Descriptions and Due Dates for upcoming assignments

- Assignment handouts or documents (attachments)
- Email Alerts
- Attendance Information
- Transcript Information, if applicable

Gradelink is supported by current versions of Internet Explorer, Safari, Firefox and Google Chrome. If you have trouble logging into Gradelink due to password issues or your account being locked, please contact the school. Your school administers all student accounts and can reset your password or unlock your account if needed.

GRADING SYSTEM

An up-to-date transcript is required as part of the enrollment process to ensure students meet the required courses for obtainment of their designated diploma status as indicated per LEA requirements. An up-to-date transcript from the LEA is obtained each school year. 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, class participation, and other base school criteria. The achievement of your Individualized Education Plan's goals and objectives are recorded on an IEP progress every six weeks. The Gladys H. Oberle School staff maintains daily grades as well as interim and final course grades. Gradelink is our online student information system. Each student and parent is provided a login and password. You are then able to access your student's progress by checking their grades, assignments and behavior. If you do not have Internet access, you may request to have this information mailed home. Your base school and parents will receive a copy of your report card.

The grading scale is as follows:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

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"

When you successfully meet the goals and objectives on your IEP as well as the class credits and verified credits necessary, you may be awarded a Standard, Standard with Credit Accommodation, Advanced Studies, Applied Studies Diploma, or a Certificate of Program Completion by your home school division or The Gladys H. Oberle School.

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 impact 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:
PO Box 2120, Richmond, VA 23218

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 maintained 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 a student is suspected of having a concussion, the following steps will be followed: (1) the student will be removed from any physical activity; (2) the student's parents or guardians will be contacted about the possible concussion and an information sheet on concussions will be given to them; (3) parent will be advised to have their child evaluated by an appropriate health-care professional; (4) the student will not be allowed to participate in any physical activity until an appropriate health-care professional says he or she is symptom free and gives the okay to return to activity. If appropriate, the school

shall call the rescue squad to evaluate the student. (See Attachment for Info Sheet)

Any student or staff member suffering with a contagious or infectious disease shall be excluded from school while in that condition unless attendance is approved by a qualified healthcare provider. Distance learning may be utilized to mitigate loss of learning. The LEA and FAPT will be notified. A student or staff member 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. Such precautions are utilized to prevent a pandemic outbreak. Any student suffering from a contagious or infectious disease may make arrangements to collect their school work which may be submitted without penalty. Any student with a fever of 100.5° or higher will be required to be picked up by parent/guardian or authorized individual.

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, LEA, and FAPT is notified at these times as well as when a student threatens suicide.

HOMEWORK

Homework fosters student achievement, independence, and responsibility and serves as a vital link between school and home. Students may be assigned up to one hour of meaningful and quality of homework per week for each of their core subject areas.

IEPs and ISPs

Each student enrolled at the Oberle School will have an IEP written in cooperation with the student's LEA. If a student does not qualify to have an IEP, an ISP will be developed. The Oberle School works cooperatively with the student's LEA to help ensure timelines are followed in accordance with IDEIA which includes a minimum annual review of the IEP. ISPs will be reviewed at least one time annually. IEP & ISP goals and objectives are reviewed every 6 weeks and the progress is included with Report Cards.

MANDATORY DRUG TESTING

Per law, a student found 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. If a student is suspected to be under the influence, they may be subjected to a breath analysis or a drug test.

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

The Gladys H. Oberle School operates a full-service kitchen that meets the requirements of the Virginia Department of Health. Breakfast is not offered; however, a healthy snack will be available upon arrival. All students will be provided lunch at no additional cost to the parent/guardian. Lunch is included in the daily tuition and meets the requirements set forth by the USDA. A healthy, alternative option will also be available each day. Students may also bring their own lunch to school. A microwave is available; however, refrigeration is not so pack accordingly. Students eat at designated times and in designated areas only and are responsible for cleaning up after themselves. Students requiring a special diet shall provide written instructions from parent/guardian or a medical professional. Special food must be provided by the parent/guardian. At times, drinks and snacks are available for sale during lunch as part of a fundraiser. Snacks and drinks may also be available for purchase each morning through our Bulldog Bistro. If parents do not wish their child to purchase these items, please contact the school.

Students are prohibited from consuming any type of energy drink during the school day. Students 18 and older with permission from parent may purchase coffee through the Bulldog Bistro. Students must maintain good school standing in order to make purchases from the Bulldog Bistro.

MEDICATION

Only those students with written permission (Request for Medication/Treatment Form) from their physician and parents may take 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 report at the appropriate time. An authorized and MATY (Medication Administration Training for Youth) trained staff member will take the medication from the locked cabinet and follow the six rights of medication administration. Staff will confirm the right student, right medication, right time, right dose, right route, and right documentation before administration of medication. You are required to take your medication **IN FRONT OF THE STAFF MEMBER**. You and the staff member must sign off on the medication administration record that the medication was administered and received. Your medication will then be returned to the locked cabinet. If a student refuses to take his/her prescribed medication, the parent/guardian will be notified and the

incident will be documented.

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 or Epi-Pen. Students 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 administration record. Discontinued medications will be returned to the parent or properly disposed of after 30 days of receiving notification. Any medication left at the end of the school year or after a student leaves the program, will also be properly disposed.

A stock, non-student-specific epinephrine pen may be used in the event of an emergency with any student believed to be having an anaphylactic reaction. Staff who are MATY trained receive instruction on techniques for administering epinephrine via an auto-injector and the indications for use of epinephrine specific to the standing order covering The Gladys H. Oberle School. Emergency personnel and the parent will be notified following administration of epinephrine.

NEWSLETTER

A school newsletter is distributed each month highlighting important events, activities, and accomplishments. An electronic copy may be accessed from our website.

PARENT & TEACHER CONFERENCES

Parents and guardians will have the opportunity to meet and discuss concerns and accomplishments with their child's teachers, counselor, and administrator at least two times each school year. Invitations will be extended at least once in the fall and once in the spring. However, parents and guardians may request a meeting with a teacher, counselor, or administrator at any time.

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. Students will not be asked by any Oberle 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.

PERSONAL PROPERTY

A student shall not sell or buy or attempt to sell or buy personal property on school grounds. Oberle is not responsible for lost, damaged, or stolen property.

PROGRAM HISTORY

In 1990, Joan McLaughlin and Gladys Oberle recognized a need to provide specialized educational and employment services to disadvantaged and disabled youth residing in Planning District 16 and surrounding areas. With a mission of working directly with the community to assist these youth in acquiring the education and skills necessary to become successful, contributing members of the workforce, they founded Employment Resources Incorporated and became pioneers of specialized alternative education and workforce training in the Fredericksburg area. To meet the educational needs of students identified with disabilities, ERI established a private, special education day program called "The Star Center." This was one of the first schools of its kind in the area and quickly became a model program for meeting the unique needs of special education students. Upon Mrs. Oberle's death in 1996, ERI changed the name of the school to the Gladys H. Oberle School which remains one of the top schools of its kind in the area.

Over the past 30 years, ERI's mission has remained the same. Working collaboratively with individuals, school systems, state and federal agencies, and local businesses, we have created and operated numerous innovative programs to bring workforce training, specialized educational programs, alternative education and career and technical programs to EDUCATE, EMPOWER, and EMPLOY local youth. The school employs over 30 professional educators, specialists, and support staff. The company is governed by a Board of Directors and its by-laws ensures that services meet the mission.

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 academic, emotional, behavioral, and 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 disenchanting with school can effectively overcome his or her negative academic performance.

A combination of academics, behavior modification, counseling, career and technical education, transition planning, transition training and community involvement aids the Oberle School in assisting students in the following:

- *Improved SOL test scores
- *Increased personal responsibility
- *Increased reading and math skills
- *Transitioning back to public school
- *Decreased serious disciplinary offenses in school setting
- *Increased graduation rates
- *Employment success during and after high school
- *Transitioning to post-secondary education

RELATED SERVICES

LEA's provide services for students who have related services as a part of their IEP with the exception of counseling. If the LEA does not have a qualified provider, the LEA is responsible for contracting with a local, independent provider. The Gladys H. Oberle School provides clinical counseling services.

REPORTING OF SUSPECTED CHILD ABUSE

Any employee who has reason to suspect child abuse that has not previously reported is legally obligated to report suspicion to an administrator, counselor, or designee.

Procedure:

1. If a staff member suspects incidents of child or adult abuse, the staff member must report the suspicion of child or adult abuse to the administrator, counselor, or designee. The administrator, counselor, or designee and/or in conjunction with the staff member will contact designated Child or Adult Protective Services agency or the Department of Social Services toll-free abuse and neglect hotline and will fully cooperate with the investigation. The administrator will contact the student's case manager to inform the reporting of the suspicion of child or adult abuse.
2. A Serious Incident Report must be completed and included in the student's file.
3. If deemed appropriate by the Department of Social Services Child or Adult Protective Services agency, the parent or guardian may be notified of the reporting.

When any staff member becomes aware of alleged abuse or molestation of a student by a school employee, that staff member shall immediately notify administration. Administration should elicit enough information from the reporter (not the student) to determine: 1) the name of the alleged perpetrator; 2) the name(s) of the alleged victim(s); 3) the approximate time and duration of the alleged abuse; and 4) the general nature of the abuse. Administration should not discuss the matter with the alleged perpetrator until the following steps are taken, which should be done immediately:

1. Call the Department of Social Services (emphasize to the intake specialist that this report alleges that the perpetrator is a school professional).
2. If the child is believed to be at risk, contact law enforcement or 911 in case of emergency.
3. It may become necessary for an administrator to take some appropriate personnel action.

Due to the sensitive nature of such allegations, these matters must be treated with the utmost confidentiality. Great care must be taken to protect the reputations of students, their families, and staff members.

RESEARCH

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

SCHOOL & COMMUNITY ORGANIZATION

The Gladys H. Oberle School aims to work collaboratively and comprehensively with parents/guardians, other stakeholders, and community partners to strengthen relationships and optimize academic achievement. All parents/guardians are encouraged and welcome to join. Anyone interested should contact their child's administrator.

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 school does. Each school system is expected to provide transportation for all scheduled school days. During inclement weather, follow the school closure/snow schedule of your home school system.

SCHOOL CLEANLINESS

The Gladys H. Oberle School is housed within a well-maintained and equipped building. It is the responsibility and obligation of every student using these facilities to help keep the building, restrooms and outside areas clean. Restrooms remained locked throughout the day to help maintain cleanliness and to help ensure student safety. Teachers escort students to the restroom during scheduled restroom breaks.

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, e-cigarettes, vapes, 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 at 404 Willis Street in downtown Fredericksburg. "School grounds" include the physical building located at 404 Willis Street, the adjacent field, and 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.

STAFFING

The Gladys H. Oberle School prides itself on the quality and retention of quality educators. All teachers are licensed through the Virginia Department of Education. Our counselors are required to be licensed or license eligible. Our behavioral staff includes a Board Certified Behavior Analyst (BCBA) and Registered Behavior Technicians (RBT). Our paraprofessionals receive training in a variety of topics and techniques regarding individualized instruction and student behavior management including principles and strategies to reduce interfering behavior, build positive skills, and enhance communication of student with autism spectrum disorders. Upon hire, all staff receive initial training in The Gladys H. Oberle School policies and procedures as well as emergency preparedness, child abuse and neglect, mandatory reporting, suicide prevention, professionalism including confidentiality, and behavior management techniques. Refresher training is done annually for all staff on these topics. All staff are also certified in CPR/First Aid/AED and behavior management techniques provided through the Crisis Prevention Institution (CPI). Select staff are also trained in MATY (medication management training). Staff also participate in a minimum of 15 hours of staff development activities throughout the school year on a variety of topics dealing with student academic, behavioral, and social achievement.

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. 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.

STUDENT COUNCIL ASSOCIATION

The Oberle School has an active Student Council Association with officers elected on a yearly basis. The SCA works closely with the staff and student body to offer suggestions for school improvement as well as plan activities throughout the year.

STUDENT AND FACILITY SEARCHES

All areas and facilities used by students and clients of Employment Resources Incorporated shall be subject to search by walk-through metal detectors, hand-held metal detectors, and facility staff for the detection of contraband, stolen property, or health and safety hazards. Surveillance cameras are located within all areas of the facility including the outside. 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 may be refused entry into the building, may be referred to the police department, and may be terminated from the program. The school is not required to notify parents prior to conducting a student search. Parents will be notified if a student is searched.

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 an administrative 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 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. Gladys H. Oberle does not conduct strip or body cavity searches.

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 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 or other private area to ensure student's privacy and dignity.

TERMINATION FROM THE PROGRAM

Termination from The Gladys H. Oberle School is a rare occurrence. Every effort is made (through functional behavioral assessments, behavior plans, 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 The Oberle School. 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/ISP 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. Parents will be notified on the date on which any decision is made to terminate services.

THREATS

It is illegal to threaten violence against a school staff member, student, or school property. Students who make threats may 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:

§18.2-83: makes illegal communicating by any means a threat to bomb, destroy, or damage any place of assembly, building or other structure or communicating false information about the existence of any danger of bombing or destruction. The offense is a Class 5 felony if person is aged 15 or older and a Class 1 misdemeanor if person is younger than 15.

§18.2-60: 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.

TRANSITION SERVICES

The goal is always for students to return to public school if it is appropriate for the student. The IEP/ISP team works together to develop a plan for transition back to public school. To help ensure a successful transition, the plan may include a partial attendance at their base school and the Oberle School. This allows the student to slowly move back to public school while maintaining the support available at the Oberle School. The student will often make the transition during natural changes in the school calendar which generally include at the start of the new school year and at the semester.

Students have the opportunity to experience the post-secondary school setting at the local community college. Students, particularly seniors, are encouraged to take a student development course at Germanna Community College. Students go through the application and assessment process prior to taking a class during their senior year. They are transported by Oberle School staff on all days the Oberle School is in session. Parents may be asked to provide transportation if there is a day Germanna is in session but the Oberle School is not, i.e. spring break.

TRANSPORTATION

It is the responsibility of the home school or guardian to provide transportation to and from school. School staff may transport students in company vehicles to and from Physical Education, transition training experiences, extra-curricular activities, club events, community service projects and field trips. All staff who transport students undergo a DMV background check and must possess a current, valid license. All vehicles used to transport students to school activities meet the Virginia Department of Education and Department of Motor Vehicle requirements and meet VDOE insurance requirements. All vehicles are equipped with first-aid kits, fire extinguishers, and two-way communication devices (cell phones). Information regarding vehicle types, insurance and staff utilized for transportation may be obtained by contacting the main office.

Special Transportation Privileges, enabling a student to transport himself to and from school, are occasionally granted to students. 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 violation of 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 may include a suspension and referral to the 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. If the student receives a training incentive for participation in a career and technical class or the Education for Employment program, the amount of restitution will be deducted from the amount earned. If the student does not receive a training incentive, an invoice will be sent home to the parent. In some

cases, a student may be terminated from the program for acts of vandalism.

VIRTUAL LEARNING/INSTRUCTIONAL TECHNOLOGY

Teachers employ a variety of learning techniques which include online resources such as Edmodo, Gizmos, Google Classroom, and IXL Math and English. Students in a career and technical class such as small engine or culinary arts complete Career Safe or ServSafe, online OSHA training certifications. Students in PE 9 receive CPR/AED and First Aid instruction utilizing an on-line training as well as hands-on instruction. Students are encouraged to sit for the certification exam which is offered in-house our certified instructor. Students complete the driver's education portion of PE 10 utilizing the state's virtual learning course, *Virginia Driver Education and Traffic Safety*. Following successful completion of this course, students receive their "green card" which is needed for them to take Behind-the-Wheel. Behind-the Wheel is not offered at the Oberle School. This course may also be taken for students who have not successfully passed the permit test after three tries. Upon completion of this course, they then have three additional attempts at completing the permit test. All online resources used by students are supervised by staff. Keystone National High School, a private correspondence and online distance high school accredited through AdvancED, is used to offer students an opportunity to take advanced courses such as foreign language that may not be offered as part of our regular curriculum each semester. Students enrolled in a Keystone course are supervised by an Oberle teacher who is available to offer supplemental instructional support. Students may also complete courses through their base school's online learning platform.

VISITATION

We have an open door policy and always welcome visitors. It is helpful to schedule your visitation in advance to ensure you will be seen in a timely manner. School hours are 7:45am-2:41pm.

WATER-RELATED ACTIVITIES

A certified lifeguard supervises all swimming activities. Instances when students are near a body of water will require the use of life-jackets. Students must obtain written parental permission before participating in any such event. All water-related activities are under the direct supervision of school staff who are certified in CPR, first aid and AED. At least one staff trained in medication management also attends.

WEAPONS

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 may be terminated from enrollment for bringing a weapon on school grounds.

WILDERNESS & ADVENTURE ACTIVITIES

Any adventure or wilderness activity must be supervised by a person licensed or certified in that activity. Students must obtain written parental permission before participating in any such event. All wilderness and adventure activities are under the direct supervision of school staff who are certified in CPR, first aid and AED. At least one staff trained in medication management also attends.

CODE OF STUDENT CONDUCT (August 2022)

In accordance with state legal requirements, general rules of student conduct, and responsibilities and rights have been developed and published in the student handbook as the Code of Student Conduct. The handbook is reproduced annually and made available to students, parents, and staff.

Purpose

To establish standards of student conduct and enforcement procedures designed to provide that education in The Gladys H. Oberle School be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights.

Rights and Responsibilities of Students

The chief purpose of the school is to help students achieve maximum development of individual knowledge, skills, and competency and to help students develop behavior patterns which will enable them to be responsible, contributing members of society. Acceptable behavior is essential to the development of responsible and self-disciplined citizens and to the provision of an effective school program. Positive behavior is based on respect for one's self and for the worth and dignity of others. Development of such positive behavior in students is a dual function of the home and of the school.

Every student has certain rights which must be respected; however, rights are not absolute. With every right there is a corresponding responsibility. General rules of conduct for students are established to ensure the rights and welfare of all students and are designed to prevent the disruptive few from interfering with the education of all.

1. The rights of all students and the right to an education are and shall be recognized without regard to race, religion, sex, creed, ability to pay, national origin, disabling 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.
2. 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 help the school staff in operating a safe school by abiding at all times by the federal, state and county laws and the policies and regulations of the school board and the school.
3. Students have the right to expect courtesy, fairness, respect, and to be free of sexual harassment from members of the school staff and other students. Students have the responsibility to respect the rights and authority of teachers, students, administrators, and all others involved in the educational process.
4. Students have a right to expect that other students and school personnel will respect their personal property. Students have the responsibility to respect personal property rights of other students, teachers, and administrators as well as the public's property, including school equipment and buildings.
5. Students have the right to freedom of expression, to address policies publicly, privately, in writing or orally. Students may advocate change in any law, policy, or regulation. Students have a responsibility to see that expressions do not interfere with the educational program. Students have a responsibility not to use obscene, slanderous, or libelous statements; not to use disruptive tactics; nor to advocate violation of the law or school regulations.

6. Students have the right to complain to school staff regarding decisions made by staff members considered not in the student's best interests. Students have the responsibility to follow the grievance procedures outlined in the student handbook.

Rules of Conduct

Acts for which students shall be disciplined, and the range of disciplinary actions which shall be imposed, (including suspension and termination from program) include, but are not limited to, the following:

1. Absenteeism (including cutting of class), unexcused or excessive; The matter shall be reported to the student's referring LEA (Local Educational Authority) and/or guardian. Minimum of warning, including parent/guardian and other stakeholder notification, to maximum determined by the LEA (including referral to truancy officer and the juvenile and domestic relations court).
2. Alcoholic beverages and imitation alcoholic beverages including nonalcoholic beer, possession, delivery, sale, distribution, manufacture, use, or being under the influence of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to maximum determined by LEA. The matter may be reported to the police with the potential for criminal charges being filed. Additionally, the student may be required to undergo evaluation for drug or alcohol abuse, or both. Students suspected of being under the influence may be subject to breath analysis. With the recommendation of the evaluator and with the consent of the parents, the student may be required to participate in a treatment program.
3. Arson or attempted arson; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the Fire Marshall and police, with the potential for criminal charges being filed.
4. Assault and battery or attempted assault; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
5. Bomb threats or false bomb threats made against ERI personnel or involving school buses, or school property and/or property of school-sponsored work site; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
6. Bullying – the repeated use of power to control or harm others on a repeated basis to include teasing, spreading rumors, hitting, punching, shoving and cyberbullying. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA and/or guardian. Additionally, the matter may be reported to the police, with the potential for criminal charges being filed.
7. Cheating and/or plagiarism; Minimum of receiving no credit for the work and notifying the guardian to maximum of short-term suspension (up to 10 days).
8. Computer violations including trespass, fraud, invasion of privacy, and theft of services; unauthorized use of school computer and/or computer network; removal of computer data, programs, software; alteration/destruction/erasure of computer data, programs, software; intentionally causing a computer and/or computer network to malfunction; use or duplication of software in violation of law or licensing requirements; unauthorized access to any portion of computer network, restricted programs and/or computer drives; unauthorized use of school computer code(s); failure to abide by acceptable use agreement; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) and/or loss of computer and Internet privileges to maximum of termination of enrollment after review with the LEA. Additionally, the matter shall be reported to the police if the potential exists for criminal charges to be filed. Restitution for repairs will be sought if applicable.

9. Dangerous articles, firearms, knives, metal pipes, sharpened implements, clubs, etc., possession of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
10. Failure to submit to a search; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the police may be contacted if there is reasonable suspicion that the student is involved in illegal activities, with the potential for criminal charges being filed.
11. Defacing, vandalizing and/or destruction of school property or property of another (includes writing on walls, etc.); The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed. Restitution for repairs will be sought.
12. Detention, failure to report to; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
13. Detention, refusal of, refusal to complete assignments while in detention; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
14. Dice shooting (whether or not gambling); The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
15. Disability harassment; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
16. Disobedience to teacher or other staff member; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
17. Disrespectful behavior toward teacher or other staff member; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
18. Disruption of class, study or instruction; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
19. Dress guidelines, violation of; Minimum of being required to change attire to maximum of being sent home for the day.
20. Extortion or attempted extortion, harassment, and intimidation; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
21. Failure to clean up after yourself, refusal to complete assigned housekeeping chores; Minimum of warning to maximum of short-term suspension of 3 days or less.
22. Failure to report to school administrator's office as directed; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
23. Fighting; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
24. Fire alarm and/or fire extinguisher activation without just cause; false alarm including calling 911 to falsely indicate an emergency; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.

Additionally, the matter shall be reported to the Fire Marshall and police, with the potential for criminal charges being filed.

25. Fireworks or other explosives, including chemicals and materials which may be combined to manufacture such item, possession, distribution, manufacture, use or lighting of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the Fire Marshall and police, with the potential for criminal charges being filed.
26. Forgery of notes or passes, etc; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
27. Gambling, and/or promotion of gambling; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
28. Gang Activity; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
29. Hazing; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
30. Illegal conduct involving firebombs, explosive materials or devices, hoax explosive devices, or chemical bombs in school vehicle, school property, or at a school-sponsored activity (including school-sponsored work experience site); The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
31. Immorality; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
32. Leaving class without teacher's permission; Minimum of a warning to a maximum of short-term suspension (up to 10 days or less).
33. Leaving school grounds without proper authorization; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Police will be notified when the student is under 18 years of age.
34. Loitering on school property, including halls, restrooms, and parking lots; Minimum of a warning to a maximum of short-term suspension (up to 10 days or less).
35. Loitering in vehicles in parking lots or on streets; Minimum of a warning to a maximum of short-term suspension (up to 10 days or less).
36. Lying/falsehood; Minimum of a warning to a maximum of short-term suspension (up to 10 days or less).
37. Mace or like substance, possession and/or use of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA.
38. Misuse of school property or the property of others; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
39. Molesting others; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
40. Profane or obscene language, gestures or conduct, or use of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter may be reported to the police, with the potential for criminal charges being filed.

41. Obscene writing, pictures, or articles, or possession of; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
42. Participating in and/or instigating a fight or riot; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. Additionally, the matter shall be reported to the police, with the potential for criminal charges being filed.
43. Possessing, using, distributing, intending to sell, selling, manufacturing, giving, attempting to sell, or being under the influence of a controlled substance other than an alcoholic beverage, including anabolic steroids, an imitation controlled substance, and other lookalikes (placebos), marijuana, illegal drugs, intoxicants other than an alcoholic beverage, inhalant, intoxicants, or possessing, distributing, intending to sell, selling, or attempting to sell drug paraphernalia on school property, including the parking lot, in a school vehicle, or while engaged in or attending any school activity or in any manner so as to endanger the well-being of students or staff or any other type of substance abuse; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter shall be reported to the police, with the potential for criminal charges being filed. Additionally, the student may be required to undergo evaluation for drug or alcohol abuse, or both. With the recommendation of the evaluator and with the consent of the parents, the student may be required to participate in a treatment program.
44. Possession, use, distribution, attempted distribution of prescription medications, over-the-counter, non-prescription medications, and/or lookalikes in conjunction with failure to provide to school staff any prescription or non-prescription medication for safekeeping and administering; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter shall be reported to the police, with the potential for criminal charges being filed. Additionally, the student may be required to undergo evaluation for drug or alcohol abuse, or both. With the recommendation of the evaluator and with the consent of the parents, the student may be required to participate in a treatment program.
45. Presentation of forged notes or passes; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
46. Profane or abusive language, use of; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
47. Publication and/or distribution of unauthorized materials including newspapers, letters, flyers and posters; Minimum of warning to maximum of short-term suspension (up to 10 days).
48. Refusal to follow directions of teacher or other staff member; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
49. Refusal to identify self properly; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
50. Removal of food from lunchroom; Minimum of warning to maximum of short-term suspension (up to 10 days).
51. Rude behavior to others; Minimum of warning to maximum of short-term suspension (up to 10 days).
52. Sexual harassment; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
53. Sexual offenses, including inappropriate public display of affection, consensual sex, indecent exposure, rape, attempted rape, non-consensual physical contact, possession of or use of pornographic materials; The matter shall be reported to the LEA and/or guardian. Minimum of a short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.

54. Smoking or using tobacco; and the possession of any tobacco product regardless of age of student; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
55. Sleeping in class; Minimum of warning to maximum of short-term suspension (up to 10 days).
56. Tardiness, unexcused or excessive; The matter shall be reported to the LEA and/or guardian. Minimum of warning to a maximum including termination as determined by the LEA.
57. Theft; attempted theft, robbery, attempted robbery; The matter shall be reported to the LEA and/or guardian. Minimum of a short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
58. Threatening bodily harm or property damage; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
59. Threatening language or gestures, use of: The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
60. Trespassing on school property, including the parking lot, while suspended; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
61. Truancy from school; The matter shall be reported to the LEA and/or guardian. Minimum of warning including parent notification to maximum determined by LEA, including referral to the juvenile and domestic relations court.
62. Unauthorized entry into restricted areas; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA.
63. Use or possession of any firearm, knife, other weapon, whether armed or disarmed, or lookalike, on or near school property, including the parking lot, in a school vehicle, or while engaged in or attending any school activity unless part of the curriculum, including the use or possession of explosives or destructive devices. Weapons include, but are not limited to, any gun or object designed to propel a missile of any kind including bows; any dirk, bowie knife, switchblade, ballistic knife, razor, slingshot, spring stick, metal knuckles, blackjack, any stun weapon or taser, any flailing instrument consisting of two or more rigid parts that can be swung freely (such as nunchuck or fighting chain); any object with points or pointed blades; any imitation weapon or lookalike, including, but not limited to toy guns, etc., or any object (including imitation or lookalike) used with the intent of threatening or harming an individual; The matter shall be reported to the LEA and/or guardian. Minimum of a short-term suspension to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
64. Verbal abuse/cursing; The matter shall be reported to the LEA and/or guardian. Minimum of short-term suspension (up to 10 days) to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
65. Violence, acts of; The matter shall be reported to the LEA and/or guardian. Minimum of a short-term suspension to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.
66. Any violation of this handbook, policies of the school board, or state law; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after

review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.

67. Any other conduct considered by the school administrator, president or board of Employment Resources Incorporated to be disruptive, disrespectful, threatening and/or presenting an immediate danger to the welfare, health, and safety of any person; The matter shall be reported to the LEA and/or guardian. Minimum of a warning to a maximum of termination of enrollment after review with LEA. The matter may be reported to the police, with the potential for criminal charges being filed.

The School Administrator is required to report students to the LEA for the following offenses:

1. Any attempted or actual physical injury, including "unlawful woundings", maimings, and homicides, other than involuntary manslaughter, committed by a student on school personnel;
2. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
3. Any conduct involving alcohol, marijuana, a controlled substance, imitation, controlled substance, or an anabolic steroid while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
4. Any threats against school personnel while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
5. The illegal carrying of a firearm (including those defined in Sections 22.1, 277.01, 18.2-308, and 18.2-308.1 of the Virginia Code) onto school property, including the parking lot, into a school vehicle, or at a training site.
6. Arson or attempted arson;
7. Destruction or damaging of school property or property of another;
8. Extortion or attempted extortion, harassment, and intimidation;
9. Fireworks or other explosives;
10. Immorality;
11. Participating in a riot;
12. Theft;
13. Gang activity;
14. Use or possession of any object (including imitation or lookalike) used with the intent of threatening or harming an individual.

The School Administrator and/or designee shall report to local law enforcement officials all incidents occurring on school property, including the parking lot and in vehicles used to transport students involving:

1. Any attempted or actual physical injury, including "unlawful woundings", maimings, and homicides, other than involuntary manslaughter, committed by a student on school personnel;
2. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;

3. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid on while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
4. Any threats against ERI personnel, clients or worksite supervisors while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
5. The illegal carrying of a firearm (including those defined in Sections 22.1, 277.01, 18.2-308, and 18.2-308.1 of the Virginia Code) onto school property, including the parking lot, or a school vehicle
6. Any illegal conduct involving firebombs, explosive materials or devices, hoax explosive devices, or chemical bombs in a school vehicle, on school property, or at a school-sponsored activity;
7. Possession and/or use of tobacco and smokeless tobacco products by students under the age of 18;
8. Bomb threats or false bomb threats made against school personnel or involving school vehicles or school property;
9. Extortion;
10. Possession of weapons;
11. Property crimes (arson, burglary, theft, vandalism);
12. Robbery;
13. Runaways;
14. Sex offenses (indecent exposure, obscene phone calls, rape, sodomy, and child molestation);
15. Threats to do bodily harm;
16. Trespassing;
17. Use of abusive or profane language.

The School Administrator and/or designee shall notify the parent of any student involved in the following incidents regardless of whether disciplinary action was taken against student or the nature of the disciplinary action. Such notice shall only relate to the relevant student's involvement and shall not include information concerning other students:

1. Any attempted or actual physical injury, including "unlawful woundings", maimings, and homicides, other than involuntary manslaughter, committed by a student on school personnel;
2. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting or wounding of any person while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
3. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
4. Any threats against school personnel while in a school vehicle, on school property, including the parking lot, or at a school-sponsored activity;
5. The illegal carrying of a firearm onto school property, including the parking lot and school vehicles;
6. Any illegal conduct involving firebombs, explosive materials or devices, hoax explosive devices, or chemical bombs while in a school vehicle, on school property, or at a school-sponsored activity.
7. Bomb threats or false bomb threats made against school personnel or involving school vehicles or school property.

Disciplinary Actions for Violations of Standards of Conduct

The administrator is responsible for conducting and/or supervising a thorough investigation of any alleged student violation involving drug related crimes or violent criminal conduct, so that the administrator will be able to present a comprehensive report on such matters to any or all of the following: the law enforcement officers investigating the matter, the Commonwealth Attorney's office, the Juvenile and Domestic Relations Court, and the referring school system.

Procedure:

Investigative Stage:

1. The administrator conducts an investigation of the violation in order to establish related facts considered to be appropriate.
2. In circumstances involving alleged illegal acts, law enforcement officials are permitted to question students while they are under the authority of the school provided that the student's parent/guardian has been called and provided with the opportunity to be present and the student is willing to talk to the law enforcement officials. If the parent cannot be contacted or is unwilling to attend, the school administrator or designee is to be present.
3. Witnesses of the alleged violation are to be interviewed by school personnel.

Adjudicative Stage:

1. During the adjudication stage, the responsibilities of the administrator include:
 - a. A student alleged to have committed a violation of the Standards of Conduct is to be provided with a hearing in the administrator's office in order to present his/her case.
 - b. Witnesses of the alleged violation may be secured by either party if considered necessary or appropriate by the administrator.
 - c. The administrator bases his/her decision of the alleged violation on the evidence obtained during the investigation and/or presented during the hearing.
 - d. At the conclusion of the hearing, the student is informed of the administrator's finding and decision of any punishment to be assessed.

Types of Disciplinary Action

When a violation of the Student Code of Conduct has been substantiated, any one or more of the following types of disciplinary action for enforcement may be utilized by the administrator, in the exercise of sound discretion. The listing is general in nature and not intended to exclude the use of other more appropriate forms of punishment as indicated by the circumstances of the offense.

1. Counseling and/or Warning. This is constituted by talking with a student, pointing out violations in conduct, and setting forth the model of correct behavior in stated situations. It may involve the design and implementation of a behavior contract.
2. Parental Conference. A parent conference should be held when students are involved with discipline problems regarding serious consequences. It may also involve the referring school system, and as applicable, the student's probation /parole officer.
3. Disciplinary Referral. This is a written notice to the student and his parent/guardian stating that the student has been in violation of the Code of Conduct. The type of disciplinary action is listed on this referral. A copy is to be provided to the referring school system and, as appropriate, the student's probation/parole officer.
4. Tasks Assigned by the Administration. These tasks are extra duties to be performed for noncompliance with the Code of Conduct.
5. Lunchtime Detention. A student may be required to spend the lunch period in an assigned area away from other students.

6. Timeout. The teacher will request that the student be removed from the room for a timeout (not to exceed 30 minutes per incident). The time out area shall not be locked nor the door secured in a manner that prevents the student from opening it. During the timeout, the student will be able to communicate and process the incident with staff. Staff shall check on the student at least every 15 minutes and more often depending on the nature of the student's disability, condition, and behavior. If accommodations are needed to assist the student, they will be implemented. Staff shall document the frequency, duration, and interaction(s) of each time out.
7. Restitution. A student may be charged with the cost of repair/replacement of any damage to or loss of school or company property.
8. Loss of Driving Privileges. A student may lose the privilege of driving to school. The parent/guardian and referring school system will be notified so that alternate transportation arrangements can be made.
9. Suspension from School-Sponsored Activities. Suspension from school-sponsored (including paid and unpaid school-to-work) activities may be imposed for a specified period of time for violating the Code of Conduct. The parent/guardian shall be notified of the action.
10. In-School Suspension. A student may be required to spend the day(s) or part of the day in an assigned area away from other students. While assigned to In-School Suspension, the student is required to complete all class work. A student who refuses to work as directed by the In-School Suspension supervisor will be referred to the school administrator for other more appropriate discipline.
11. Suspension from School. A student may be suspended from school up to 10 days. During such suspension, the student is not permitted on school grounds or allowed to participate in any school activities (including school-to-work activities). The parent/guardian., referring school system and, as appropriate, the student's probation/parole officer shall be notified of the action.

If a student is suspended from school, a letter from the School Administrator will be sent to the student's parents. The suspension letter shall include at least the following:

- a. Reason(s) for the suspension and date(s) of suspension are to be clearly stated.
 - b. If applicable, the date and time a parent must come to the school for a conference in order for a student to be readmitted to school.
 - c. Statement regarding the fact that the student will not be allowed to participate in any school activities during suspension.
 - d. Statement regarding the fact that the student is not to go on Employment Resources Incorporated's property.
12. Termination of Enrollment. A student may, and in certain circumstances shall, be terminated from The Gladys H. Oberle School program for violation of the policies and regulations of The Gladys H. Oberle School including the student code of conduct. Should the school administrator deem that The Gladys H. Oberle School is no longer an appropriate placement for a student, she will request a review with the referring LEA, student, parent/guardian to officially terminate the student from the program. A terminated student shall be excluded from entry upon school property.