



JOHN G. WOOD SCHOOL

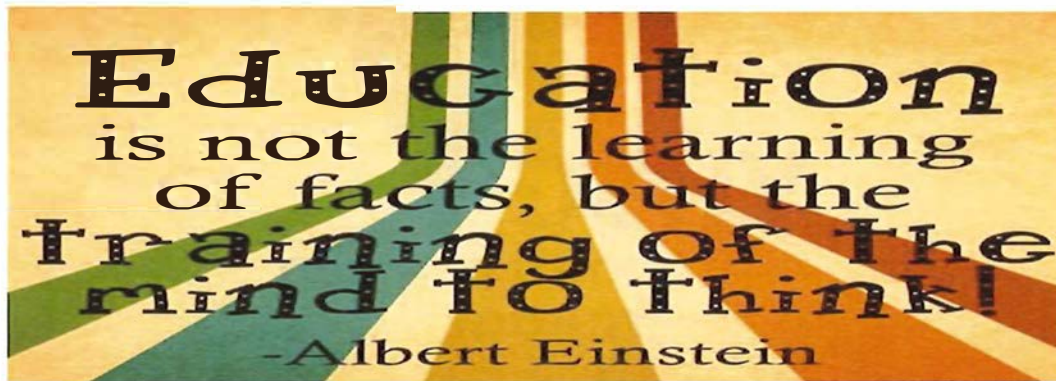
2025-2026

Student/Parent Handbook



Virginia Home for Boys and Girls
8716 West Broad Street
Richmond, Virginia 23294
804-270-6566 ext. 1680

Message from the Director of the John G. Wood School



Dear John G. Wood Students, Families, LEA's and other Stakeholders,

We, at John G. Wood School, are excited and welcome you to the 2025-2026 Academic School Year. Our administrative team and faculty will work in unison to ensure that our school culture and environment serve as a haven and an environment conducive to safety and learning. The strength of John G. Wood School lies in knowing that our faculty is certified and that we are an institution accredited by CAEP, VAISEF, and VDOE. Our vision is to build positive relationships, educate, and build young minds to become responsible citizens and adults, building on their potential and guiding them to return to their respective public school jurisdictions. We believe that students can learn, given the tools and implementing strategies through their learning styles. Our commitment is to teach every student to reach new heights academically and become socially responsible for their actions, and make the right decisions in their quest for student achievement.

Please take the time to review the handbook with your child so that everyone is clear on the expectations of our program. Please return this agreement with other correspondence needed for your child to start the academic year. Your child's and staffs safety is our number one priority. If you have any questions, please don't hesitate to call me at (804) 270-6566 EXT 1400

Looking forward to another successful school year at the John G Wood School.

Julius Gonzales
Director, The John G Wood School

School Overview & Use of Handbook

Address: 8716 West Broad Street
Richmond, Virginia 23294-6206

Phone: 804-270-6566 ext. 1680

Fax: 804-935-7675

Website: www.vhbg.org

Colors: Red and Gold

Mascot: Eagles

Administration Team

Director & Instructional Leader:	Julius Gonzales	jgonzales@vhbg.org
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Assistant Director--Operations:	Brent Peebles	bpeebles@vhbg.org

John G. Wood School

Our campus is tucked away to create a therapeutic neighborhood in western Henrico County, Virginia. More than thirty plus acres provide ample space for quiet walks or exciting ball games on our fields. Summertime includes swimming in our pool or grilling out in our picnic pavilion. The campus also includes a gymnasium with a basketball court, outdoor tennis and volleyball courts, the John G. Wood day school, and homes where the youth and young adults live and learn. The Elementary Program is in its own building with a playground. Students walk to the dining hall for a well-balanced nutritious hot lunch. Our Wood II Program is also in its own building with access to the dining hall on the upper level. All school buildings are furnished appropriately and are well maintained. All equipment used in our facilities is appropriately maintained in order to optimize student and faculty use.

Use of This Handbook

The purpose of this parent/student handbook is to provide information about the John G. Wood School's philosophy, policies, and practices and to serve as a guideline in academic activities, citizenship, and other functions of the school. Any and all provisions, rules/regulations, or other contents of this handbook are hereby made expressly subject to removal, amendment, or revision at any time by the school's administration. All students and parents are expected to read the handbook and become familiar with its contents. Lack of knowledge of school policy does not exempt the student from adhering to the policy.



History of John G. Wood School

In 1973, it was recommended to the Board of Governors that a committee be appointed to study the issue of having a school on campus and make recommendations to address the needs of its residents. In 1974 a grant was submitted to the office of Juvenile Justice and Delinquency Prevention of the Department of Justice seeking funds to establish a school. In the same year, a staff was hired and the first residential students were enrolled on August 26, 1974.

The John G. Wood School (JGW) is located on the campus of the Virginia Home for Boys and Girls which was established in 1974. JGW was originally founded to serve male students grades 6-12 who were unsuccessful in the traditional school. It provided services for student with an identified disability as well as students without disabilities.

1974- JGW specialized school opened.

1981- The first day student from Henrico County Department of Social Services was accepted to JGW.

1995- JGW took the lead in forming the Richmond Alternative School Sports League (RASSL) which continues to thrive today.

1997- Four girls began attending JGW.

2007- New JGW building was constructed.


2011- JGW expanded to include Wood II, self-contained classrooms with a 1:5 teacher-student ratio.

2013- Enrollment of the first kindergarten through fifth grade students began the elementary program.

2020- JGW expanded its CTE program to include a new Culinary Arts Program.

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Vision, Mission, and Values

Vision

Our vision is that all young people can envision, pursue, and experience personal success.

Mission Statement

Our mission is to create safe, stable, and inclusive spaces where young people can feel connected to build meaningful relationships, empowered to develop vital skills, and equipped to navigate life.

Values

Belonging: Meaningful relationships and a sense of connection through authenticity

Agility: Proactive and responsive innovators

Collaboration: Working together across our organization and within our community

Accountability: Responsible for delivering the highest quality care

Excellence: Passionate pursuit to be the best in all we do

Students Served

John G. Wood School offers comprehensive, specialized educational services for students in grades K-12. JGW is accredited by VAISEF, whose accreditation process has been approved by the Virginia Council for Private Education as authorized by the Virginia State Board of Education. JGW is licensed by the Virginia DOE and aligned with Virginia SOLs. Teachers and trained Student Support Coaches incorporate the Teaching-Family model into the curriculum, serving students in grades K-12.

JGW Serves Students in grades K-12 who are diagnosed with Autism (Aut), Emotional Disability (ED), Intellectual Disability (ID), Other Health Impairment (OHI), Specific Learning Disability (SLD), and/or Speech or Language Impairment (SLI). Students must be able to perform activities of daily living and be receptive to coaching and instruction.



Program Philosophy

Policy: To be accepted at John G. Wood School (JGW), a student must have the potential to benefit from the program and have experienced behavior and/or academic difficulties in their previous school placement. A willingness to overcome social and emotional problems is of prime importance in considering acceptance into the program.

1. Our program is based on the philosophy that adolescents with a history of school problems related to emotional struggles, and/or specific learning disabilities, can best succeed in a school environment where there is concern for the total individual. Our positive behavioral ideology, educational philosophy, and structured implementation of best practices are consistent with the values John G. Wood School embodies.
2. To meet these goals, students must take an active part in their learning by being involved in the planning and implementation of their individualized learning. Our students' academic studies are measured by utilizing a wide variety of learning modalities and community experiences, which serve to supplement their academic experience.
3. The John G. Wood staff will help each student to acquire the skills he/she need to achieve their individual goals. The school staff meets to discuss each student's interests and educational goals. Graduation is one of many ways that our students find success, once they have grown academically, socially, and emotionally. We work to successfully return our students to their public school or find them employment opportunities, which include on-the-job training. The staff works closely with each student to determine the best educational plan to implement.
4. Once accepted into the program, each student becomes an important part of the school. Who they are, what they think and do, and how they feel affect our school and our mission. Members of the John G. Wood School staff are committed to helping young people meet their educational, social, and emotional goals and assist them in being positive community members.

Program Concepts and Admission Process

Policy: The John G. Wood School's program is designed to serve the needs of Emotional Disability, Specific Learning Disability, Other Health Impairment, Intellectual Disability, Autism, Specific Language Impairment, conditionally expelled, and transitional students awaiting placement into a regular public-school setting, if appropriate. Students are instructed in remedial education based on their achievement levels and have the opportunity to participate in vocational endeavors. Classes are set up to provide a current Teacher-student ratio of 1:8 for our Wood I students, 1:6 for our Wood II students, and 2:10 for our Elementary students.

Concepts/Program Components

Our primary objective is to help students return to a public-school setting by improving their behavioral and academic performance. The concept of our program is to effectively serve these students by integrating the **four pillars of adolescent developmental growth**. The components are as follows:

1. **Emotional:** A psycho-educational training component which provides hands-on educational experiences with a therapeutic perspective in the area of interpersonal relationships, social skills, self-esteem, and coping skills within classroom and group settings. In addition, individual counseling is offered to identified students.
2. **Academic:** An academic curriculum which provides stimulating and relevant basic skills instruction based on statewide standards and, when needed, an Individualized Education Program (IEP) which specifies the student's academic and transitional goals and the method to obtain these goals.
3. **Citizenship:** A career readiness and independent living program is taught to all high school students that replicates real-life citizen and job responsibilities. Teachers utilize classroom instruction, role-playing, site visits, and job internships (when appropriate).
4. **Leisure/Physical:** A Physical Education and Recreational component which offers activities to develop awareness within our designated daily group times, as well as their specified academic coursework. We explore a variety of leisure and physical fitness activities to promote group cooperation, good sportsmanship, and offer students a sense of pride and personal accomplishment. Our students also participate in the RASSL sports league, where they compete against other private day schools in the area.

John G. Wood School

Admission Process

Application Checklist:

- Initial Inquiry/Referral
- Request for Admission
- Service(s) Description
- Admission Packet
- Request for Information
- School Tour
- Student Interview
- Interview Assessment
- Student/Parent Handbook Given
- Acceptance / Decline Letter
- Placement Agreement Signed
- Completed Packet Given to School

New Student Orientation Checklist:

- Student Official Record Notebook Created
- Student Data File Created
- Medical History and Medication Noted
- Enrollment Date Established
- Transportation Confirmed
- Arrival / Program Orientation
- Record Review / Superintendent Letter
- Schedule Created
- IEP/IIP Caseload Assignment
- Testing / Assessments
- Transcript Creation / Scheduling (File)
- Student Placed in Classroom



General School Information

The following general and specific information can be helpful to parents and guardians of students attending the John G. Wood School. You, the student, and the staff of the JGW School need to work together to ensure that your child's school placement is successful. **Please help us by reviewing this information with your child.**

School Hours

School hours are 8:00 a.m. to 2:50 p.m., Monday-Friday, unless otherwise indicated on the official calendar. Parents/Guardians will be notified of any exceptions. John G. Wood School works in conjunction with the Henrico County School Calendar for holidays, snow days, etc.

Arrival

The school opens at 7:40 a.m. Please do not drop off students before 7:40 a.m. Once the students arrive, they will be checked in and escorted to the Library. At 8:00 a.m., all students are to report to their homeroom. Students arriving late should report to the office with their guardian to sign them in. The 1st period class will begin promptly at 8:15 a.m.

Early Dismissal

Students who must leave school during the day are required to bring a note and present it to the school's administration. Parents/ Guardians must come to the office to pick up their child and sign them out for the day, and sign them in if the student is returning before the end of the day. No student will be dismissed except with the consent of the administrators.

Dismissal

Students will be dismissed at 2:45 p.m. daily. Students should be picked up before 3:00 pm. Should an emergency arise, parents and/or guardians should notify the school office immediately at 270-6566 ext. 1680

Truancy Policy

Please be aware that it is the guardian's responsibility to inform the school office at 270- 6566 (ext. 1680) when your student will be absent, late, or leaving early. John G. Wood School follows the same truancy laws as the Henrico County Public School system, which specify that when a student has 5 consecutive unexcused days, they are considered truant and the placing localities are informed. Please bring a doctor's note for excused absences. Students are required to check in with their homeroom teacher each morning to be counted present.



Snow Days/Severe Weather

When Henrico County Schools are closed or open late due to snow or other inclement weather, John G. Wood School will follow the same schedule. If the school must close during normal hours of operation due to snow or a storm, the administration will notify parents via telephone. If weather conditions prevent a parent or guardian from reaching the school to retrieve their child, John G. Wood School, in conjunction with the parent or guardian, will attempt to reach the student's emergency contacts for pick up to provide transportation or refuge for the student.


Lunch

The John G. Wood School provides a balanced, nutritious lunch. The menu offers a variety of selections that meet the daily allowances recommended by the USDA.

Immunizations

State law requires that each student file contain a current health physical to include an immunization record that meets state requirements. Required vaccinations include (but are not limited to) DTap, Tdap, Meningococcal, Hepatitis B, Measels, Mumps & Rubella, Polio, Varicella and Hepatitis A.

Please refer to <https://www.vdh.virginia.gov/immunization/requirements/> for the most recent and up-to-date state requirements. Parents or stakeholders are responsible to ensure that each child's immunization record is up-to-date. School attendance will be affected if immunizations are not current.



Health and Safety

Parents and Guardians must not send a child to school with a fever or a contagious illness. If the child has allergies, please notify the school and provide a list. The school tries to keep parents aware of the presence of any communicable disease among the student population. If a child becomes ill or injured at school, the school nurse as well as the parent/guardian will be notified immediately. If a physical ailment prevents a child from participating in physical education activities for a day or two, a written excuse must be presented to the school. If a child is unable to participate for an extended period, a written excuse from a doctor is required. The physical education teacher should be informed of any physical injuries or health problems that will keep your child from participating in any or all physical education activities.

Make Up Work

Students who miss any work because of an absence will receive the opportunity to make up missed work. It's the students' responsibility to get work missed due to illness or absence. Students may also be given homework as deemed appropriate by the instructor.

Fire Drills

Fire drills are held frequently. Promptness and silence are required. Near the door in each classroom is a chart giving directions as to the exit to be used by the people in the room. If an alarm sounds while classes are passing in the halls, the students proceed towards the exit in the section of the hall where they are at that moment. Students should remember that perfect order is an essential part of complete safety. Fire alarm equipment is governed by State and Federal Laws. Any student tampering with the fire alarm/fire extinguishers will be subject to suspension. In addition to fire drills, we conduct tornado and earthquake drills once a year and lock down drills twice a year, as well as van evacuation drills that are also held twice a year.

General School Guidelines

Computer, Internet Guidelines

In order to support their learning objectives, students have access to the school library, textbooks, instructional packets, Chromebooks, the internet, and Google Drive. Students may, with the consent of the computer teacher, use computers in the computer lab when computer classes are not in session; however, adult supervision must be present. Internet access will generally be permitted only for class-related activities or assignments. "Surfing" will not be allowed. Students may not knowingly access material that is obscene or profane, material that advocates illegal acts, or material that advocates violence or discrimination against other people. Students accidentally accessing objectionable material should immediately tell their teacher. This will protect against a claim of intentional violation of the guidelines. The use of the internet is a privilege, not a right. Failure to follow the guidelines for its use may lead to the privilege being revoked and/or disciplinary action being taken.

Computer Lab Rules


The computer lab is to be used only for assessments, classroom assignments, research, and online classes. Any other activities, such as Typing Tutor, e-mail, PowerPoint, Paintbrush, and games, must have a teacher's approval. Internet use is to be related to class assignments only. The Teacher must approve of anything else. Food or drinks are not permitted in the lab. Computer settings are not to be altered, nor is exploring in MS-DOS permitted without teacher supervision. Students should be serious about their work and considerate of others who are trying to work.

Wandering

The purpose of the wandering procedure is to ensure we maintain a safe school. Wandering helps prevent weapons and illegal contraband from being brought into the school.

Procedure:

Any student who enters John G. Wood School or program is subject to an entry search using a handheld metal detector by trained John G. Wood staff. Items being scanned can also include: books, book bags, parcels, and handbags/purses, before entering the building. Any student refusing to cooperate in the scanning process will be referred to the Director or designated administrator. If the handheld wand activates on the person and the staff member has suspicion of something other than a belt, jewelry, etc., the school staff member will direct the individual to a separate and private area in order to conduct a non-intrusive search of the individual. During this search, the Director, and or their designee, will search with another John G. Wood staff member who is the same gender as the person being searched.



When an individual has a weapon or illegal contraband, the Director/Designee must notify the proper authorities, including parents and guardians. If an arrest is made, the police will take custody of the contraband. The John G. Wood administration will also decide on an appropriate consequence up to and including expulsion. All property removed from an individual who is not prohibited must be returned to the individual.

Search and Seizure

When there is sufficient suspicion, it may be necessary to search a student's personal belongings for items that are prohibited in the school. Sometimes we also have to check for items that may have been taken. All students will be expected to submit to a search of their personal belongings. Searches will be conducted by staff of the same gender in the presence of witnesses in such a way as to protect the student's dignity. Refusal to abide by this policy could be grounds for police referral and further disciplinary action.

Personal Property

As a general rule, students should not bring personal items, money, cell phones, cigarettes, or lighters to school. We will not be responsible for lost or stolen items. Cell phones, MP3 players, iPods, personal gaming devices, and similar items are prohibited during the school day without prior approval from the Director. Students must turn in such devices on arrival, and their property will be bagged with their name on it and locked up and returned to the student at dismissal. Students, as a rule, will not need to have money at school and are discouraged from carrying money or expensive jewelry to school.

School Property

Students are held accountable for destruction of property and will be billed as necessary for the cost of repair or replacement. Subject to administrative reviews, students may also be charged with destruction of property.

Trespassing

The following procedures are to be utilized regarding the issue of trespassing: Laws have been established to protect you and items considered to be real property from harm by unwanted personnel who have been asked to leave the property. Definition of "real property" within this policy means the land and structure built on it. Any student who has been suspended will be considered to be trespassing if they appear on school property, VHBG property, the school, or a classroom during the suspension period without authorized permission from administrative staff. No student may be visited by friends or guests during the regular school day without prior permission. All visitors must report and sign in at the school office.



Line-of-Sight Guidelines for all students (Entering/Exiting Property)

All students are required to enter the premises using the front entrances unless accompanied by an adult (21 or older). If the student arrives late, they must be accompanied by their guardian unless otherwise specified by school administration. The Behavior Coach and the teacher will monitor each student until they leave the physical campus.

Drugs/Tobacco/Alcohol

Students will not possess, use, or sell alcohol, tobacco, and or drugs on campus, on school field trips, or in school vehicles. Students who are suspected of or admit to using alcohol, tobacco, or drugs before school will not be permitted to remain in school.

Infraction of these rules may result in a suspension pending a conference and/or a referral to the law enforcement agency. A search of personal possessions and clothing may occur when there is reasonable suspicion that a student may possess alcohol, drugs, or related items.

Parent/Guardian Involvement

We encourage our parents/guardians to be actively involved with our program during the school year. In addition to the yearly IEP/IIP meetings, our staff maintains regular contact with each student's parent and/or agency. Parents/Guardians may be requested to participate in ongoing school progress conferences as needed.

Media Resources

Our students at JGW have access to an on-site library containing over 2000 books. All students have access to a computer lab and classroom computers with limited internet access, online classes, and assessments.

Attendance

John G. Wood School staff believes that attendance remains the number one factor affecting the overall achievement of students. We are aware that we do not have the authority to pursue truancy issues because the Department of Education has clearly stated that it is the responsibility of the student's respective school district; it is our duty to inform and support the school districts. To meet these requirements, we have put the following procedures in place:

Attendance Procedure

A medical note, parent note, or phone call must accompany a student's return following an absence. This notification must occur on the day of their return. Notes must be given to the administrative staff before a student may return to school or class. All phone calls should be made to the front desk at (804) 270-6566 ext. 1680. The following procedures have been put in place to address students who have excessive absences:

Unexcused Absence Procedure:

- Any student returning to school without a note or stakeholder phone call will be issued an unexcused absence.
- Students who establish a pattern of excessive absenteeism and/or tardiness may be referred to the placement contact, who could decide to pursue truancy charges and/or withdraw them from John G. Wood School.

Excused Absence Procedure:

- The students are allowed ten days of excused absences in a semester. Additional absences require that a meeting be called with all stakeholders before any more absences can be verified as excused.
- Stakeholder written or verbal excuses are allowed for ten days of medical absences, but a doctor's excuse is required for any days beyond this number.
- A student shall be excused from school for the following reasons as specified in the Education Code: illness and/or quarantine; medical, dental, or chiropractic services; funeral for a family member; court appearance; and observance of a sanctioned holiday or ceremony of their religion.

Note: All missed days are documented and used to determine if the student is eligible for their credit; if a student's absence does not allow the student to meet the 140 credit hours required by VDOE, they are provided an opportunity to make up those hours during our extended year or summer school session. If this occurs, additional costs may be incurred by the placing agency.

Dress Code for All Students

Upper Garment Requirement:

The cut of sleeveless garments must not expose undergarments or be otherwise immodest. Neither strapless garments nor any form of tank tops is allowed in school. Bare midriffs, low-cut necklines, off-the-shoulder, or bare backs are prohibited. Garments must be of appropriate length, cut, and/or fit to meet these requirements while sitting and/or bending.

Lower Garments:

Undergarments shall not be visible. Pants and shorts shall be worn at the waist. Tights or leggings worn as outerwear, spandex, bike shorts, bathing/swimming, etc., are not permitted. Shorts and skirts must be of knee length.


Footwear and Outer Garments:

Students must wear tennis shoes or casual shoes. No steel-toe boots, open-toe shoes (Ex, Slides, flip-flops, or Crocs), and bedroom slippers.

Students are allowed to wear coats, but they must be removed during class. No hoods (on heads), trench coats, hats, or face masks (that cover more than the mouth and nose) inside school buildings, during regular school hours, unless required for religious or medical reasons.

The following items are prohibited at School:

- * Excessively large or baggy clothes (Approved garments must be of a length and fit that are suitable to the build and stature of the student)
- * Scarves, curlers, bandanas, sweatbands, or other similar head coverings or adornments shall not be worn to class or within school buildings.
- * Caps, hats, or other similar head coverings shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity.
- * Dog collars, wallet chains, large hair picks, chains that connect one part of the body to another, or other jewelry/accessories that pose a safety concern for the student or others are prohibited.

- 
- * Extra-large, long, and multi-pocket coats are not allowed to be worn in school. If worn to school, they must be turned in at morning arrival and will be given back at the end of the day.
 - * Clothing that reveals undergarments.
 - * Cut-off jeans, cut-off sweatpants, or torn, ripped, or slashed clothing that reveals undergarments or body parts are excluded by other parts of this code.
 - * Clothing that is see-through, revealing the midriff (while sitting or standing), or resembles undergarments.

Accessories:

Student earrings or rings must be no bigger than a nickel in size and cannot exceed the weight of a nickel.

The following are prohibited:

- Symbols, mottos, words, or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages.
- Symbols, mottos, words, or acronyms advertising tobacco, alcohol, illegal drugs, or drug paraphernalia.
- Symbols, colors, mottos, words, or acronyms identifying a student as a member of a secret or overtly antisocial group or gang, or that identify a student as a member of an organization that professes violence or hatred toward others.

Gym Clothes:

Students will be allowed to bring in a bag, with their name on it, containing a pair of workout shorts/shirts and gym shoes.

Transportation Policy & Procedures

Parents and guardians of students at John G Wood will sign the "Permission for Transportation" form to be included in the student's file. Transportation to and from public schools or to and from the John G. Wood School is the responsibility of the local school division or parents and guardians. To maintain student safety, we ensure all VHBG staff drivers:

- Are at least 21 years old
- Have a valid driver's license and a good driving record
- Have a DMV Background Check/Screening (Time of Hire, Random Checks) on file that ensures that the employee's name does not appear on child protective services registry in the state of Virginia or that of the state in which the employee previously resided, if the employee resided there within one year of employment with VHBG.
- Are further criminally screened as specified (FBI, State)
- Have completed the VHBG Driver Training Course
- A first aid kit and fire extinguisher will be available in each vehicle transporting students.

Students transported by the Virginia Home for Boys and Girls are expected to conduct themselves in a manner conducive to the safety and comfort of the driver and other passengers. Therefore, the following rules will be followed:

- Passengers shall not be allowed to smoke in the VHBG vehicles.
- Passengers shall wear seat belts while the vehicle is in operation.

Passengers will refrain from horseplay, making loud noises, or other activities that may distract the drivers' attention. In the case of a mechanical problem, accident, or emergency involving passengers, the driver will notify the appropriate supervisor as soon as possible. The safety of the passengers shall determine the course of action to be taken by the driver.

If a VHBG vehicle requires service or repair, this problem should be reported to the receptionist, who will inform the business office. Authorization for maintenance will be given by the business office. Upon initial employment, any employee who may be driving a VHBG vehicle will sign a DMV release of information form. Any employee with a history of multiple driving violations will not be permitted to drive a VHBG vehicle or transport students.



JGW Field Trip Procedure and Guidelines

Policy

Field trip transportation will be provided for our students by the school. Parents and guardians will sign the "Permission for Transportation" form to be included in the communication section of the student's file. A file containing each student's individual face sheet information will be taken when students leave the campus. A staff member who is CPR and first aid certified and medication trained shall accompany the students. A first aid kit and a fire extinguisher will be available in each vehicle transporting students. EPI-PENS will also be available on field trips.

Field Trip Guidelines

- Students who have demonstrated safety or significant behavioral concerns as determined by the Director in the two school days leading up to a trip, will not be allowed to attend.
- Students who do not bring back their permission slip/medical release to school by the day before the trip will not be allowed to attend.
- Students not going on the trip will attend their scheduled classes as a regular school day. All students are required to remain under sight and sound supervision at all times.

Emergency Closing Plan

The Director or a designee is empowered to close the school or dismiss the school in the event of emergency conditions that threaten the health, safety, or welfare of students or personnel. Emergency closures may also be according to regulations of the State Board of Education or to Presidential or Gubernatorial executive orders. So that school closings do not result in fewer days of school operation than are required annually by the Virginia Department of Education regulations, make-up days may be required.

Decisions regarding school closing or other emergency actions shall be made based on all available information, including that from Henrico County Public Schools.

All pertinent weather and other emergency information shall be received from the most knowledgeable source available, i.e., the United States Weather Bureau, Department of Transportation, etc.

Procedures for Emergency Closings

The emergency closing of school or other emergency actions are authorized by the Director or a designee. If an emergency closing is authorized the Director or a designee will make sure that all student stakeholders are aware that we adhere to the policies of Henrico County Public Schools emergency school closing and delay policies, and it will be recommended that they watch the local broadcasting stations so that they have the most update emergency information and it cannot be fabricated.

In the event of early dismissal, stakeholders will be contacted via phone, and staff will communicate with the student any instructions given by stakeholders as to procedures to be followed when the student (s) arrives home at a time not regularly scheduled. Students identified that transportation will be required to transport the student if there is an early dismissal due to emergency closings. Students who do not ride district buses will not be released with anyone other than a parent or designated adult. All residential students will be released to their homes once staff have confirmed that residential staff will be in attendance upon their arrival.

During emergencies which render it unsafe for students to leave the school facilities, administrative staff shall assume responsibility for housing the day students in any of the three designated school buildings. If this action is necessary, it will be reported to parents and guardians via phone and an emergency email. If telephone lines are not operational, personnel will receive emergency information through media broadcasts. Staff will be immediately sent to the administrative building to inform VHBG Leadership personnel so they are aware of the situation.

Emergency Procedures

Hurricane

Notification- Hurricane information is issued by the National Weather Service. A watch is issued when a hurricane is possible within a 24-36-hour period. A warning is issued when a hurricane is expected to land within 24 hours (take precautions immediately)

Designated containers are to be filled with water to be used for drinking purposes if water services are discontinued. Fill vehicles with gas if gas stations are inoperable.

Issue emergency flashlights, lanterns, and backup batteries.

Secure all outdoor items: trash cans, bikes, lawn furniture, and equipment.

Be prepared to use emergency food rations in the dining hall, if necessary.

Staff and residents are to remain indoors and monitor the broadcast for information. If necessary, evacuate the campus following the advice of civil authorities.

Earthquake

Keep calm and do not panic.

Remain where you are until the quake ends. If outdoors, remain outdoors, and if indoors, remain indoors.

Do not use open flame and turn off all open flames, if lit, even after tremors.

If indoors, take cover under a desk, table, bed, or against an inside wall. Stay away from windows and outside doors.

If outside, stay away from buildings and utility wires.

If in an agency vehicle, stop as soon as possible.

After an earthquake, be prepared for aftershocks. Exit any building that has been damaged and could sustain further damage from aftershocks.

Program supervisors/administrators are to check and treat injuries. Afterwards, survey facilities for damaged water pipes, utility lines/service, and cracked walls and/or structural damage.

Severe Injury/Illness

Administer first aid and/or CPR.

Call 911 and request emergency medical assistance (ambulance).

Have someone notify the administrator on duty.

Keep people as calm as possible. Remove all bystanders.

The administrator is to accompany the resident to the hospital, either in the ambulance or by agency vehicle.

Notify the parent or guardian/placing agency as soon as possible after the child has been transported to the hospital.

Complete an SIR and related paperwork once the emergency has been stabilized.

Fire / Fire Drill Emergency Plan

Procedure

A fire drill shall be held 3 times during the first month of school and once each month thereafter in each school building when school is in session. Safety drills may be used in place of fire drills. The school's Identified Administrative Staff shall keep a record of fire and emergency drills. The evacuation plan shall be posted in each room. Procedures must include primary and alternate exits as well as the outdoor area to which students proceed when leaving the building and room. The evacuation rules shall be discussed with each class using the room during the first days of the school year. The following things must be in place in the school building:

All doors, exits, and classrooms shall be unlocked from the inside during school occupancy. All corridors and means of exit from the building shall be kept free from obstructions of any kind.

A district alarm signal shall be used for fire only. Another type of signal shall be used to instruct students to return to class.

No person is to remain in the building during fire drills.

Evacuation areas shall be at least six hundred feet from the building and away from any driveways.

Students shall be directed to move quickly, quietly, and in an orderly fashion through the assigned exits to the assigned evacuation areas. Running or pushing shall not be allowed. Talking will not be permitted as students participate in the drill.

Each Teacher shall:

Close all windows and classroom doors.

Turn off all electrical circuits and gas jets.

Take the class roll book and call the roll of students upon reaching the evacuation area. The Teacher shall report any students unaccounted for to the building Director.

Report the time required for the class to evacuate the building to the Director.

Assign students to hold the doors open and instruct those students to rejoin the class when the last students have passed through the doors.

Tornado

If a Tornado Warning has been issued, take shelter immediately.

Staff and youth should move to designated areas for shelter. Designated areas for the John G Wood Elementary Program will be in the hallways away from windows. Wood II is the basement of the dining hall, Wood I and the Gym are the basement of the gym, along the hallway walls away from windows and/or an interior room without windows. In all cases, students and staff should stay low to the ground, covering their heads with their arms.

If outdoors, lie flat on the ground in a hole or gully and cover your head. If possible and sufficient time, staff are to turn off all utilities.

Imminent Danger Protocol

John G. Wood has an emergency preparedness plan involving a number of possible actions. The response varies, depending on the conditions and the situation, and is determined by a crisis management team trained to make such decisions. It is important for parents to understand that if a critical incident occurs, students will be dismissed to parents only when danger has passed. Schools may use the following protective actions:

- **Lockdown** – A lockdown may be used because of an event inside the building or because something is happening outside, and police have determined it is best to make sure the school is protected. The purpose of a lockdown is to restrict the movement of staff and students and to fully secure the building. During a lockdown, all interior and exterior doors are locked. No one is permitted to enter or exit the building until school officials, often working in conjunction with police, have determined it is safe to do so. All staff, students, and visitors are accounted for, and instruction continues. The length of the period of lockdown is based on the situation at hand and could be a few minutes or hours. It is possible that a lockdown might involve detaining students beyond the regular school day. It is never our intention to hold students unnecessarily, and we will not do so except to ensure their safety. Conditions will return to normal as soon as it is safe to do so.

Parents may or may not be notified when the school goes into lockdown. There are times when the school goes into lockdown for drills or training, or for an external event that does not involve the school. The school administrator and the VHBC administrators will determine when the event is significant enough to notify parents.

- **Shelter-in-Place** – This protective action is considered when an event takes place outside of the school and officials determine the safest course of action is to keep students and staff inside the school until the external event is handled. Some examples could be a weather situation, a hazardous materials release, or a situation unfolding in the community into which children should not be released. Students who are outside are moved inside, including students who are in portable classrooms or trailers. If a shelter-in-place is called for and may extend beyond the school day, parents will be advised.

- **Evacuation** – If it is unsafe for students and staff to remain inside the building, the school will be evacuated. Students and staff may remain on school grounds until the building is safe to re-enter or be relocated to a safe location off school property, depending on a variety of circumstances. In the event of an off-campus evacuation, school administrators will work with emergency officials and the department of student transportation to move students to a safe location. From there, the students will either be transported home or wait for family members to pick them up from the reunification site. In either event, the school administrator and the VHBC administrators will make sure parents are notified.

- **Emergency School Closing** – This procedure will take place when school administrators determine that students are safer at home than at school. This most often occurs due to a loss of utilities or a weather emergency. Parents will be notified that the school(s) will be closing. Under normal circumstances, students who normally ride the bus will be transported home, and parents will be notified

Pandemic Outbreaks

1. Direction and Control: There may be some degree of suspension of activities, including sporting events and classes. Transportation will be kept apprised of the current local pandemic situation and adjust routes as necessary, and may consider designating a bus (or buses) to transport ill children home if no one is available to pick them up at school. Note: No child will be left at home unattended.


The Food and Nutrition Service will be kept informed of the current local pandemic situation. Through collaboration with our Food Service, we will develop a plan for the delivery of meals to students and staff if social distancing is recommended. The delivery of bag meals to classrooms will be considered as a means of social distancing. In response to excessive student and/or staff absenteeism or as a means to prevent further spread of an epidemic, the decision to close JGW School will be made by the Director and the Senior Leadership Team for VHBC.

2. Communications: Students and staff will be required to notify the school nurse/Health Services if they have been in contact with anyone having a confirmed case of the pandemic virus, so that they may be screened daily for the specific symptoms. Transportation adjusts routes, and parents will be notified about the changes that would affect their student(s). If a person warrants immediate medical evaluation, the school nurse should alert the receiving medical resource that a "suspect case" needs evaluation that the referral center can plan for infection control precautions. An information letter will be available to instruct parents, students, and staff regarding the status of the pandemic, school closure, and potential changes to the daily school routine. Distribution of this information may include, but not be limited to, a letter, e-mail. If school is closed, parents and students will be advised about assignments by a variety of communication methods. In the event of prolonged school closure or repeated school closures, parents and students will be notified about any changes that will occur in grading policies, testing, and graduation requirements in a timely manner. If schools are closed, parents and students will be notified about reopening procedures as the information becomes available.

3. Prevention: All individuals will be referred to their health care providers for the pandemic vaccination, if available. In addition to the germ control measures, these additional steps will be taken:

Students and staff will be encouraged to carry and use hand sanitizer.

- School administrator or designee will ensure that commonly touched surfaces such as restroom fixtures, door handles, handrails, eating surfaces, desks, phones, keyboards, water fountains, etc., are cleaned with disinfectant regularly.
- Nurse or designee will clean patient care areas using approved disinfecting solutions after contact with each patient with pandemic symptoms.
- Bus drivers will be encouraged to wipe rails and fronts and backs of seats using approved disinfecting solutions after each route.
- Food and Nutrition Services will increase sanitation measures. These measures may include wiping tables and surfaces more frequently.
- If bag meals are delivered to classrooms, desks, and other eating surfaces must be cleaned with an approved disinfecting solution before food consumption.



The expanded use of protective supplies and equipment or any other new recommendations will be implemented, as available. JGW will consider directives regarding the exclusion of students and staff from school and the cancellation of public gatherings and extracurricular activities.

To the greatest extent possible, symptomatic individuals will be kept separated from the general school population and will be dismissed from a designated area apart from the regular dismissal area. Those transporting symptomatic individuals will be directed to the designated dismissal area. When possible, spacing strategies may be employed to decrease contact with others who may be infected but not exhibiting symptoms.

- Recommend that students' desks be spaced three (6) feet apart.
- Discourage prolonged congregation in hallways and lunchrooms.
- Stagger school schedules.
- Limit group activities and interaction between classes.
- Cancel or modify to allow for appropriate social distancing in gym class, or other school activities that place individuals in close proximity.

4. Surveillance: The school nurse will document dismissals due to pandemic symptoms. Designated staff will monitor and log daily attendance and contact parents and guardians to track absences due to influenza-like symptoms. JGW will prepare a detailed student absentee report daily. The building administrator or designee will monitor and log daily staff absences due to pandemic-like symptoms and report the numbers to Health Services. Health Services will compile absentee data and send daily reports to the administration.

5. Continuity of Instruction: The Code of Virginia § 22.1-98, and the Virginia Board of Education's regulations, 8 VAC 20-521-10 through 8 VAC 20-521-60, address the requirements for making up instructional time when there is a declared state of emergency, or when there are other emergencies presenting a threat to the health or safety of students, that result in the closing of schools. The goal is to resume regular school activities and events as soon as possible. Due to the unpredictable nature of a pandemic, activities may occur throughout all phases. JGW will be mobilized to provide emotional and psychological support as necessary. Community health and mental health resources will be utilized as necessary. The Employee Assistance Program will be utilized to assist staff members in coping with grief and stress. Upon reopening, JGW should remain on heightened alert, replenish an adequate supply of all needed materials, and be prepared for additional waves of disease.

* Our Pandemic protocols and policies are available upon request

JGW Administration of Medication Protocol

Medications administered at John G. Wood will be given in a safe and therapeutic manner. The administration of medication for students is addressed in policy 100.403. This procedure is set forth to address the administration of medication for day students during school hours.

Procedure

Guardians will communicate with John G. Wood and Health Services answer the following questions:

What is the purpose of the medication?

Why does the student need to take medication during school hours?

What side effects and/or results should we expect to see?

Staff administering medications will have completed and passed the Medication Management Training.

The staff will communicate any changes in student behavior or possible side effects from medication to the Director, who will notify or have a designee notify the guardian.

Prescription medications must be brought to the school office in the original bottle or package by the parent and guardian or an adult designated by the guardian. It must be labeled with child's name, medication dose, route, time to be given and special instructions. Medications will be supplied and refilled by the guardian, in a timely manner. The "Prescribed Medication Request" must be filled out and signed by the ordering physician. When medications are given they will be documented on the Medication Administration Record (MAR) and initialed by the person giving the medication. Possible side effects will be noted on the MAR. The "Over the Counter" medication request form must also be filled out by the guardian of the student. Medication dispensed will be documented on the John G. Wood School Medication Dispense form.

All forms of medication are secured in a locked cabinet, when not in use.

JGW Students Medical Status and Medical Emergencies Protocol

Before admission, guardians are required to complete a health history questionnaire. This includes reporting: allergies, current medication(s), diagnosis' and handicapping conditions. Providing detailed and current information regarding diagnosis', health concerns and medications will allow for the best care to be provided. Guardians will notify the school of any medication changes throughout the school year. Immunization records must be provided to the school during the admissions process along with a current health physical. This physical must include: height, weight, vision and hearing. Any information collected will help John G. Wood better serve the student and will be communicated and documented in their school record. If there is a medical emergency (defined as any life-threatening or potentially life-threatening incident/event) takes place during school hours, students at John G. Wood School, will be provided the necessary medical/psychiatric emergency care but is not liable for the cost.

Procedures

Each student will have a permission to obtain emergency care form signed by the guardian.

The following procedures are to be utilized at school or during field trips in regards to medical emergencies:

Students will be transported to the closet emergency room

in emergency situations, including, but not limited to, the following:

- | | |
|---------------------------|--------------------------|
| a. Suspected heart attack | e. Severe abdominal pain |
| b. Difficulty breathing | f. Seizures |
| c. Uncontrolled bleeding | g. Unconsciousness |
| d. Obvious broken bones | |

If a student is transported to the emergency room, staff will accompany them, a signed permission to obtain treatment (which gives authorization for treatment) and insurance information will go with the student.

Guardian will be notified ASAP along with the Director.

Henrico Doctor's Hospital, or specialized health care facility, should be instructed to send bills to the policy holder of any insurance, as the Virginia Home for Boys and Girls is not responsible for medical bills.


A copy of the written discharge instructions and medical care will be given to the guardian, Director or designee.

State and Institutional Regulations on Rights (Prohibitions)

We make every effort to protect the rights of all students at the John G. Wood School. We are licensed by the Department of Education (DOE) and accredited by Virginia Association of Independent Specialized Education Facilities (VAISEF).

The following actions are prohibited:

- Deprivation of drinking water or food necessary to meet resident's daily nutritional needs except as ordered by a licensed physician for a legitimate medical purpose and documented in the resident's record.
- Limitation on contacts and visits with attorney, probation officer, regulatory personnel or placing agency representative.
- Bans on contacts and visits with family or legal guardian(s) except as permitted by other applicable state regulations or by order of a court of competent jurisdiction.
- Delay or withholding of incoming or outgoing mail except as permitted by other applicable state and federal regulations or by order of a court of competent jurisdiction.
- Any action which is humiliating, degrading, or abusive.
- Corporal punishment.
- Subjection to unsanitary living conditions.
- Deprivation of opportunities for bathing or access to facilities as ordered by a licensed physician for a legitimate medical purpose and as documented in the resident's record.
- Deprivation of health care.
- Deprivation of appropriate services and treatment.
- Application of aversive stimuli except as permitted as of an intrusive aversive therapy plan approved pursuant to other applicable state regulations.
- Administration of laxatives, enemas, or emetics except as ordered by a licensed physician for a legitimate medical purpose and documented in the residents' record.
- Deprivation of opportunities for sleep or rest except as ordered by a licensed physician for a legitimate medical purpose and documented in the resident's record.
- Limitations on contacts and visits with advocates employed by the Department of Mental Health, Mental Retardation and Substance Abuse Services to implement codes 37.1-84.1 of the Code of Virginia and advocates employed by the Department for Rights of Virginians with Disabilities to implement codes 51.5-36 through 51.5-39 of the Codes of Virginia, PL 99-319 codes 201.42 USC 10841, and PL 98-527, 42 USC codes 6000 Et. Seq.
- The use of mechanical restraints is prohibited except as permitted by other applicable state regulations or as ordered by a court of competent jurisdiction.
- The use of chemical restraints.



Students' Rights and Staff Practices Policy

Virginia Home for Boys & Girls and its programs are committed to providing the best quality care and services. VHBG prevents possible student's right violations by carefully selecting staff who are qualified to perform services, providing training resources so staff are knowledgeable of student's rights, and providing training in policies and procedures to have overall knowledge of the agency practices. As staff members of Virginia Home for Boys & Girls, not only do we work in the best interest of each student, but also to provide support and resources to our staff members.

Monitoring of Student's Rights

We make every effort to protect the rights of all students at the John G. Wood School. The methods that we utilize to monitor and detect whether student's rights have been violated are, as follows:

- **Program Monitoring** - The School Administrator or Designee makes routine visits to the various classes to ensure that staff is utilizing the trainings given during orientation, following lessons plans and enforcing/adhering to school policies. Observation and review of written lessons plans and grade books are utilized for monitoring.
- **Student Evaluation** - This component allows students to evaluate the services that have been provided by the staff. This will identify if there has been any rights violations or staff practices issues. The tool utilized for this evaluation is administered by the VHBG Quality Assurance Manager.
- **Other Evaluations** - This component of the program functions the same as the Student Evaluation. It allows other consumers who are involved with the students at John G. Wood School to evaluate services provided to students. This would include social worker, parents, probation officer, etc. If there are potential youth rights violations or staff practices, this information may have been divulged to these consumers. The tool utilized for this evaluation is administered by the VHBG Quality Assurance Manager.
- **Student Complaint Process** – Students are educated about processes to follow to file a formal complaint if they feel their rights are violated.

Suspected Student Abuse or Neglect Policy

Policy

All employees of VHBG are mandated reporters who must ensure Child Protective Services (CPS is notified in the event of suspected abuse or neglect as defined by the Code of Virginia. (<https://law.lis.virginia.gov/vacode/title63.2/chapter15/>)

Procedure

Any employee who suspects abuse or neglect must promptly: Report the suspicion to their supervisor; Ensure that CPS is notified as soon as possible and within 24 hours, unless reporting must occur immediately; and, If the employee cannot verify that a report has been made to CPS by reviewing the serious incident report generated by the supervisor (see #3 below), they are responsible for making the report. If any employee is unsure whether or not a report is warranted, they shall err on the side of caution and make the report. CPS will screen out reports per their protocol.

When making the report to CPS, contact Henrico County CPS during business hours (804-501-5437) or the Child Abuse and Neglect Hotline after hours (1-800-552-7096). Be prepared to disclose: Name, address, and phone number of the child and person(s) responsible for the child's care; Child's date of birth, age, sex, and race; Name, address, and telephone number of the suspected abuser; Suspected abuser's date of birth, age, sex, and race; Nature and extent of the abuse/neglect; Your name, address, and phone number. Ask the person taking the report for their name and the CPS report reference number.

After making the report to CPS, the reporter will document the following: The date and time the suspected abuse or neglect occurred; A description of the suspected abuse or neglect; Action taken as a result of the suspected abuse or neglect; The name of the person who made the report to child protective services; The name of the person to whom the report was made at the local child protective services unit or the department's toll-free child abuse and neglect hotline; and The reference number obtained from CPS.

When the abuse is alleged to have taken place at VHBG, on a VHBG-sponsored event/outing, or by a VHBG employee, reporting must occur immediately. The person making the report to CPS will also ensure that the following individuals have been informed immediately: VHBG's President and Vice President of Programs, the Director of the program, the state licensing department(s); the placing agency, the home school division, the client's parent or legal guardian, or both, as appropriate. If the situation warrants, notify police.

When the alleged abuser is a VHBG employee, the Director of the program ensures the employee's supervisor and HR are notified and follows protocol to remove the employee from direct service to students pending the outcome of the CPS investigation.

Confidentiality of Student Records

Student records are confidential and we do not share or disseminate information without signed permission from the student's parent/guardian. We do make an exception for identified governmental programs: probation, social security, department of social services.

The following procedures are to be utilized in regards to the confidentiality of student records:

- Records are kept in a locked room accessible to school staff and authorized personnel.
- Any information requested by another agency is released only if it originated at the John G. Wood School and the request is accompanied by a release of information form signed by the parent/legal guardian.
- Information on a student that does not originate at our school cannot be released.
- A copy of "Management of Student's Records in the Public School of Virginia" will be referred to for details on maintaining the confidentiality of student records.
- Parents or legal guardians have the right to review any and all official records, files, and data directly related to their child, including all material that is incorporated into each student's cumulative record and intended for any school use.
- Only those individuals approved by the parent/legal guardian will be eligible to review the student's records.
- An access sheet will be maintained in each file that will list all of those individuals who review the student's records.

Staff Professional Development

The John G. Wood School Personnel receive extensive professional development annually and during the course of the school year. The following is a list of some of the topics reviewed and refresher courses required.

JGW Safety Plan	Professionalism
JGW Policies and Procedures	Trauma Informed Care
Classroom Management	Mental Health
Assessments	Academic Strategies/Teaching
Client Rights	CPR, First Aid/ AED
Mandt Crisis Prevention & De-Escalation	HIPAA
Staff Practices	Emergency Procedures
Standards of Ethical Conduct	Suicide Prevention
Advocacy	



Stakeholder Communication – Reporting Protocols

Our communication system has been designed to keep stakeholders abreast of the student's academic & behavioral progress; thus, we send out numerous communications throughout the school term.

Written Progress Reports

All students receive progress reports every four to five weeks; these reports are in response to the identified objectives found within the IEP or IIP. In addition, we generate the following progress reports throughout the school term:

- Monthly Educational Reports (Stakeholder Request): monthly update that addresses academic & behavioral progress along with attendance within the school Interim Report (approximately every 5 weeks)
- Report Cards (approximately every 9 weeks)
- IEP / IIP Progress is monitored for every formal reporting period (approximately every 5 weeks)
- ESY Report: A yearly report that addresses student progress and recommends additional services if needed
- End of Year Assessment (when requested): A yearly report that assesses the overall progress the student made while enrolled within our program. The student must be in attendance for at least six (6) months for this report to be produced.

In addition, we send out the following necessary reports:

- Serious Incident Report
- Behavior notes (Upon Request)
- Academic Concern Report
- Truancy Concern Report
- BIP (Behavior Intervention Plan) if needed
- Case managers are required to contact parents/ guardians weekly by phone with student progress

Parent-Teacher Conferences are held twice during the school year.

Course Scheduling/ Student Placement Protocols

John G. Wood School believes in the importance of creating an educational environment that allows for our students' academic, social, and emotional growth. We believe it is important that our students attend a school that aligns itself with public school programming and academic expectations. To meet this requirement, upon enrollment, each student's file is reviewed, and a transcript is generated. The transcript information as well as the student's IEP (if applicable) serves as our official guide for course placement. Due to the nature of our program, we do have some students who participate in specialized grouping and/or a self-contained class.

Scheduling: Our students are assigned to a specific schedule with similar peers. Students are placed according to academic needs, personality, achievement levels, educational goals, and learning styles.

Self-Contained: Students in Wood II participate in our self-contained class work with specially trained staff so they can experience heightened social, emotional, and academic growth in a highly structured environment. The students participate in elective courses as well as receive independent living skills and vocational preparedness training.

Grading Scale

A	90-100	I	Incomplete
B	80-89	P	Pass (ESY ONLY)
C	70-79	F	Fail (ESY ONLY)
D	60-69		
F	50-59		



Distance Learning Plan

A distance learning plan was planned and implemented starting in mid-March 2020, when John G. Wood School closed per the governor's orders. A distance learning plan is a required part of the Pandemic Health and Safety Plan. In the event of a future situation in which students need to be quarantined or school closures, a similar distant learning plan will be implemented. The distant learning plan used in the 2019-2020 school year is outlined, and it will be the model for creating distant learning plans if or when needed in the future.

In the event of a future school closure, classes/course content will be taught using our distance learning plans with online platforms, web-based learning, educational packets, and or Google Docs/Google Meets, etc. Chromebooks or iPads will be provided by John G. Wood School and signed out by parents and guardians and returned when school reopens or at the end of the school year. John G. Wood School uses Edmentum for Middle and High School online core subjects, including electives as needed. John G. Wood School could also implement a hybrid model with some students face to face attending school face-to-face and some attending virtually, depending on parents' choice.

When John G. Wood School is providing virtual learning, the school day will consist of 5.5 hours of instruction daily. Teachers will be available for their entire class period or periods for each class and/or subject they are teaching daily.

When students are having behavior issues and/or incidents while accessing the virtual curriculum online, teachers, behavior coaches, and support staff, such as a therapist and/or reading specialist, will document incidents on an individual basis. Administration and parents/guardians will be contacted for possible disciplinary actions, behavioral supports, and/or interventions as needed to address each incident.

Primary Course Offerings

Course Descriptions Available upon Request

Math	English	Science	Social Studies	Health/PE	Elective
Middle School Math Course 1 (6th)	English 6	Science 6	US History I	Health/PE-6	Personal Finance & Economics
Middle School Math Course 2 (7th)	English 7	Life Science	US History II	Health/PE-7	Music
Middle School Math Course 3 (8th)	English 8	Physical Science	Civics & Economics	Health/PE-8	Art I, Art II
Algebra I	English 9	Biology	World History I & Geography	Health/PE-9	JGW offers additional online electives through Edmentum
Geometry	English 10	Earth Science	World History II	Health/PE-10	Culinary Arts I Culinary Arts II
AFDA	English 11	Environmental Science	VA & US History VA & US Government	Health/PE 11	
Econ & Personal Finance	English 12			Health/PE 12	
				Elementary PE	
General Math I, II, III, IV	General English I, II, III, IV		General History I, II, III, IV		
Elementary K-5	Elementary K-5	Foundations of General Science (I, II, III, IV)	Elementary K-5		
		Elementary K-5			Elementary School Art

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	Language Arts	Language Arts	English	English	English	English Elective
U.S. History I	U.S. History II	Civics and Economics	World History I	VA/US History	Government	
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science 6	Life Science	Physical Science	Earth Science	Biology	Environmental Science	Science Elective
Health/PE	Health/PE	Health/PE	Health/PE 9	Health/PE 10	Elective	Elective
Elective	Elective	Elective	Elective	Elective	Elective	Elective
Elective	Elective	Elective	CTE Culinary Arts, Art, Edmentum	Econ/Personal Finance or CTE	Econ/Personal Finance or CTE	Econ/Personal Finance or CTE

Program of Instruction Outcomes

John G. Wood School's core curriculum in the areas of Science, Math, English, and History/Social Science is developed around the Virginia Standards of Learning. These SOL standards are the blueprints for each of the four content areas that we teach. The Standards of Learning or (SOL) is a program of the Commonwealth of Virginia. It sets forth learning and achievement expectations for grades K-12 in Virginia Public Schools and Private Schools that serve public school students. John G. Wood School teachers use both Summative and Formative assessments for Standards of Learning outcomes for each core content area.

Summative assessments can include state-wide SOL testing, district assessments, end-of-unit or chapter tests, end-of-term or semester exams, and report card grades. Formative assessment is part of the instructional process, including daily practice, lessons, and quizzes, to help students achieve targeted standards of learning objectives within certain blueprints and timeframes throughout the school year. All in preparation for the end-of-course SOL tests required for high school graduation in the Commonwealth of Virginia.

John G. Wood School also uses Edmentum, an online platform, testing students twice a year in the areas of Math and Reading/English. These scores are filed in each student's cumulative record. John G. Wood School also looks at the outcomes of the IEP goals and objectives as well as the academic and behavioral progress of enrolled students.

Homework

The Teachers at John G. Wood School, at times are require homework assignments.

Purpose:

Homework contributes toward building responsibility, self-discipline, and lifelong learning habits. It is the intention of John G. Wood School staff to assign relevant, challenging, and meaningful homework assignments that reinforce classroom learning objectives and express to the students the relationship between their assignments and real-life problems. Homework grades will be modified based on students' individual needs (i.e. IEP, IIP, 504 Plans). We do not use homework to penalize a student; however, we believe that it offers them individual responsibility that transcends the importance of academic success.

Homework assignments include, but are not limited to the following items:

- Practice exercises to follow classroom instruction
- Preview assignments to prepare for subsequent lessons
- Extension assignments to transfer new skills or concepts to real-life situations

Homework Assignment Days:

Homework can be assigned Monday through Thursday and graded for completion.

If you have issues receiving homework assignments, please contact the student's assigned case manager (ext. 1680).

Health, Physical Education, and Electives

Health and Physical Education: The Department of Education requires all students in grades K-10 to participate in Health and Physical Education. Students in grades 11 and 12 have the opportunity to participate in Advanced Health and Physical Education, which can provide an elective credit.

Family Life Education Program: Virginia's standards for family life education provide a comprehensive, sequential K-12 curriculum. They include age-appropriate instruction in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality and human reproduction. Parents have the right to review the complete family life curricula, including all supplemental materials used in any family life education program, and opt out of instruction if they choose. Students participating in the Family Life Education Program will need to have their Parent/ Guardian sign a consent which will be kept in the student's file.

Art and Music: The staff at JGW look for opportunities to increase exposure to cultural experiences for students in art and music by researching upcoming events in the local community.

Virtual Courses-Edmentum: Edmentum offers courses aligned to the K-12 academic standards. It is a research-based instructional design program that is customizable and user-friendly. Edmentum also provides many online elective classes as needed.

Career Technical Education – Vocational Skill Building: Our work readiness program provides education and job exploration in vocational skill building. Students will learn about developing resumes, interviewing skills, and exploration of career interests for future education and or employment. The students will participate in hands-on activities as well as classroom-targeted lessons that will enhance their career skills and workforce education. The program will assess students' interests and skill levels and work towards possible internships on and off campus as individual student schedules permit.

Career Technical Education – Culinary Arts: Culinary Arts I provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Culinary Arts II students continue to acquire a comprehensive knowledge of the food service industry while refining their technical skills. Students apply kitchen safety and sanitation, nutritional principles, and advanced food-preparation techniques. Students complete work-based learning in venues such as the a la carte kitchen, the dining room, and catered functions.



Work Study and Transition Services

Work-Based Learning Program

John G. Wood School students may qualify for and or be interested in Work-Based Learning Experiences both on and off of our campus to gain valuable career readiness skills that can help them with future employment. Some internship experiences may be non-paid Work-Based Learning experiences either on our campus or off campus. Some of the Work Based Learning programs could be paid learning experiences. VHBG and employers off of VHBG campus will always comply with child labor laws and the code of Virginia.

Students, parents, teacher/coordinator, employer, and school administrator will all give consent and sign off on an Education Training Agreement.

Parent and or guardian and student will also sign off on the Agreement for Career Preparation Work-Based Learning Assignment.

Each student enrolled in a Work-Based Learning Program will have a Training Plan and ongoing evaluation of progress at least once a grading period, which is four times per school year.

Work-Based Learning opportunities for John G. Wood Students will be on a case by case by case basis, and all stakeholders agree it is in the best interest of the student to be program. The Work-Based Learning Program will also need to work around students' daily class schedule and required courses before approval.

Transition Services

Our team works closely with the stakeholders to evaluate each individual student's readiness to transition from our private school back into the public school system. Each student's preparedness to return to public school is assessed, and a uniquely designed plan to achieve behavioral and academic success is created for them. This plan includes, but is not limited to, meetings with the LEAs, parent meetings, and student visits to the home school. Our process not only serves to evaluate readiness but also works to make sure, when appropriate, the transition to the public-school setting occurs as smoothly as possible. We will seek to identify strategies that will support the students' academic and behavioral success in any educational setting.

John G Wood also works in collaboration with DARS (Virginia Department for Aging and Rehabilitative Services) to assist students with improved employment, quality of life, security, and independence of older Virginians, Virginians with disabilities, and their families.



Graduation Requirements

Standard Diploma: Minimum Course & Credit Requirements

The John G Wood School works in collaboration with the local education agency (LEA) to ensure students are completing high school graduation requirements according to the Virginia Department of Education.

Virginia Department of Education graduation requirements can be accessed using this link: <https://www.doe.virginia.gov/parents-students/for-students/graduation/diploma-options/standard-diploma-graduation-requirements>

Graduation and SOL Requirements

SOL Tests and Verified Units of Credit

Each student at grades three through eight shall take the SOL assessment(s) for the student's respective grade, and the test results shall be part of a multiple set of criteria used to determine whether students in those grades proceed or are retained. In addition, each student in middle and secondary school shall take all applicable end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL tests shall be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. These courses include: Algebra I, Algebra II, Geometry, Biology, Chemistry, Earth Science (AP Environmental Science), World History I, World History II, US and Virginia History, and English Reading & Writing (English 11) or demonstrate proficiency on an alternative assessment.

Further information on Virginia Assessments for students can be accessed at the Virginia Department of Education by accessing the link: <https://www.doe.virginia.gov/teaching-learning-assessment>

SOL Testing Procedure

John G. Wood is licensed by the Department of Education and provides programs of instruction that clearly articulates learning outcomes for the core subjects: English, Mathematics, Science and History/Social Science. We use a core curriculum that's aligned with the Virginia Standards of Learning to support and assist students taking the SOLs.

Upon student enrollment, identified staff reviews the students' class assignments and past records to identify what SOL assessments are required for the Fall and Spring testing. This information is reported to the SOL Coordinator who sends out SOL Testing Verification Forms to the students' LEA & County Testing Coordinator stakeholders. The form requests that the LEA & County Testing Coordinator contact us if the information is inaccurate on the form.

A school representative attends the Special Situation sites testing coordinators' training with one of the localities we serve. The training covers SOL testing, Work Keys, graduation requirements for the standard diploma with credit accommodations and VAAP testing. The school representative then returns to JGW and provides training on SOL procedures and protocols to staff.

During Winter and Fall testing, the coordinator will conduct a SOL testing procedural training with all participating faculty; this will take place prior to November (Thanksgiving Holiday) and another training will take place in April. Only those that have participated in these trainings will be allowed access to the SOL Assessments. During this training a tentative schedule is proposed.

During the testing windows, all assessments will be checked and inventoried by the SOL Coordinator and placed in the testing room in a marked/labeled testing container. The faculty identified to oversee SOL Testing will check the test in and out utilizing our Sign In/Out forms; all testing items in use will be inventoried daily during the identified testing window by the SOL Testing Coordinator.

As the students are given the test, they will be collected, inventoried, and returned to the records room. The student will be given up to three opportunities to take the assessment and accompanying documents will be provided and document coded (as required). The SOL Testing Coordinator will send documents to appropriate counties, delivered in the manner (per instruction) requested by the county. The testing will be returned within the testing window provided by the placing counties SOL Testing Coordinator. A follow up email will be sent once the documents have securely left the building.

IEP/IIP Procedures

IEP/Eligibility Specific: Case managers are to contact the Local Education Agency (LEA), parents and/or physical guardian (letter, email, phone) 60 days prior to IEP/Eligibility expiration informing them of upcoming date. Once contact has been made with the LEA we will send them our IEP/Eligibility Procedure. When contact is made with the parent(s) and/or physical guardian(s) we need to make sure they understand our role in the process and that we are not authorized to set the date for the IEP or Eligibility but are required to communicate upcoming IEP/Eligibility deadline(s). Note: If the child is in the care of social services, we are required to make every effort throughout this process to contact, communicate, and update the biological parent unless the parents' rights have been terminated.

IF NO RESPONSE FROM LEA:

- Step 1: Follow-up via phone call and email. Document phone call on the student contact log. Print sent email and place in student file.*
- Step 2: Repeat step one until the impending date reaches 30 days.*

IF NO RESPONSE FROM PARENT/STAKEHOLDER:

- Step 1: Follow-up via phone call and email (if available)*

IEP/Eligibility Specific: If the child has an IEP the case managers are to contact the LEA (Local Education Agency) 30 days prior to annual review expiration informing them of upcoming date and their need to provide meeting date and documentation for the student's file.

Note: The case managers are allowed to send out invitations to the IEP/Eligibility Meetings if the LEA makes this request in writing (via email, letter). We need to make sure that the student receives a copy of the notification and sign it for our records.

IF NO RESPONSE

- Step 1: Follow-up via phone call and email. Document phone call on the student contact log. Print sent email and place in student file*
- Step 2: Repeat step one until the impending date reaches 14 days.*
- Step 3: Meet with the Assistant Director to determine if the situation warrants a final letter of notification or if VDOE contact is necessary.*


Case managers are to conduct a Transition Interview (for students 14 or older) within 20 days prior to the IEP/IIP/Eligibility review.

Submit the Student Overview (JGW's version of the PLOP) to the necessary participants (LEA) within 10 days before the IEP/IIP/Eligibility review; the student overview must include the following information:

- Student Demographics: Age, Grade, Eligibility Information (if appropriate), Diploma Tract, Home School, Home District
- Student Strengths: Information is based on record review, student & staff interview(s)
- Area of Need: Information is based on record review, student & staff interview(s).
- Educational Summary: Current Schedule - Current Grades, Assessments (6 months), SOL Information, Appropriate Strategies, Inappropriate Strategies, Impact of Disability on Student Progress (if appropriate)
- Behavioral Summary: Information is based on the point system, behavioral reports, student & staff interview(s).
- Functional Performance: Information is based on functional checklist, CANS report, record review, staff & student interview(s).
- Transition Services: Information is based on a transitional interview & career assessment, if applicable.
- Proposed Annual Goals/ Objectives
- Proposed Accommodations / Modifications

Additional guidelines:

- Case managers are to attend or make themselves accessible for the IEP/Eligibility meetings on and off campus as scheduled by LEA.
- Case managers are to assist in providing needed participants for the IEP/Eligibility meeting(s) if on campus.
- Case managers are to assist with acquiring required signatures for all IEP/Eligibility documents.
- Case managers are responsible for ensuring JGW receives the updated IEP or Eligibility documents.
- Case managers are to review the IEP/Eligibility with the student to make sure they clearly understand the document changes and updates.
- Case managers are to share all changes and updates in the IEP with the students' Teachers. They need to make copies of the PLOP, goals, and accommodations for each Teacher.
- Case managers are to complete the progress notes for the IEP every 4 to 5 weeks in a timely fashion and give them to administrative staff to send to stakeholders. All progress notes must be filed in the students master records.



Counseling

Clinical Counseling

John G. Wood refers students for identified services not provided by John G. Wood, such as psychological counseling when needed. This referral process occurs with the permission and collaboration of the parent/guardian.

Referral may occur based on social and emotional goals in the IEP, expressed interest by the student for services, or if a student seems they might benefit from talking with someone about an ongoing personal issue or challenging time.

General Therapeutic Support

All employees interacting with students are trained in therapeutic interventions and supportive relationships.

Referrals for External Services Policy

Policy

John G. Wood School students that require services not provided by our program and/or the Virginia Home for Boys and Girls continuum are referred to the appropriate department to assist them with service coordination. When students are in need of a referral for external services, due to requirements found within an IEP, the school administration will alert the local education agency or placing agency so that these services can be obtained. This includes, but is not limited to, Speech & Audiology, Physical Occupational Therapy, etc.



Explanation of our Social & Behavioral Skills Programming

Behavioral Points Program: This system includes a mechanism for youth to earn behavioral points which they may use to “purchase” items in the School Incentive Store as well as participation in special outings.

Phase / Level System: This system connects the youth privileges to our programming activities. Advancement, maintenance, freezing of privileges is based on the number of Serious Behavior notes or Behavior notes the student has earned.

Skill Building Groups: Our group program is dedicated to empowering kids and teens through skill building in a structured small group. Themes covered in these groups include but are not limited to the following: anger management, social skills, independent living skills, life skills, conflict resolution, and anxiety management.

School-Wide Positive Behavioral Intervention and Supports

General Overview

The main focus of Positive Behavioral Intervention and Supports (PBIS) is to provide a clear system for all expected behaviors at John G. Wood School. While many faculty and students may have assumptions about what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process.

Proactive Approach to School-Wide Discipline

Schools that implement school-wide systems of positive behavior support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. Behavioral Expectations are Defined. A small number of clearly defined behavioral expectations are defined in positive, simple rules. John G Wood's Eagle PRIDE Commitments are:

- P**articipate
- R**esponsibility
- I**ntegrity
- D**etermination
- E**mpathy

2. Behavioral Expectations are Taught. The behavioral expectations are taught to all students on campus, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

3. Appropriate Behaviors are Acknowledged. Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. JGW has designed a formal system that rewards positive behaviors. "Caught demonstrating Eagle Pride" are immediate forms used by the individual teacher or Behavioral coach, as a tool of encouragement and a student motivator. "Eagle Bucks" are awarded to encourage and reinforce positive behaviors demonstrated on a consistent basis.

4. Behavioral Errors are Corrected Proactively. When students violate behavioral expectations, opportunities of growth are needed for providing information to them that their behavior was unacceptable, and preventing that unacceptable behavior from resulting in inadvertent rewards. Students, teachers, and administrators all should be able to predict what will occur when opportunities of growth are identified.



PBIS

PBIS stands for Positive Behavior Intervention and Supports. PBIS is not a program, rather it is a “systems” approach” for establishing the social culture and individualized behavior supports needed for schools to achieve both social and academic success for ALL students. Evidence based features include:

- Define expectations and explicit instruction of those behavior/social expectations
- Acknowledgement of positive behavior
- Ongoing collection and use of data for decision making
- Administrative Leadership/Structures (coordination of services and alignment of systems)

John G. Wood School PBIS Goals

John G. Wood School will provide a positive, safe, healthy, nurturing and respectful environment in which all students have the opportunity to progress academically and to become productive members of society. PBIS aims to decrease behavioral infractions showing year-over-year improvement. PBIS assists towards this end as it is based upon the concept of teaching behaviors that induce positive levels of self-actualization in our student's. The John G. Wood Staff and Stakeholders will provide this through the implementation of PBIS which promotes the following:

Development of clearly defined and consistent student expectations and accountabilities defined by the John G Wood Staff and reflect the values of having Eagle PRIDE:

- Communication and collaboration between administration, staff, families, and community.
- Establish an open ended flexible approach through the use of a data driven information system.
- Utilize educationally sound methods that foster student character, campus safety, academic excellence, and citizenship.



The School Culture Team at John G. Wood

The PBIS team at John G. Wood consists of various stakeholders in our community. The School Climate Leadership Team will provide insight and input with the overall implementation of PBIS at John G Wood School. Primary areas of focus for the school climate team include/but are not limited to the following:

- Universal/School-Wide (Classroom and all Campus)
- Review draft of defined expectation matrix
- Basic Social Skills
- Pre-Teach/ Re-Teaching
- Acknowledge/Correcting Student Behavior
- Class Circles
- Social-Emotional Learning
- Strategies for establishing staff buy-in
- Assess School Culture
- Review site discipline data and other data points
- Develop procedures for acknowledging expected behaviors
- Review teaching strategies

Intervention Programs on John G. Wood Campus

Forward Thinking/Interactive Journaling

Interactive Journaling is a structured and experiential writing process that motivates and guides youth toward positive life change. This cognitive behavioral curriculum has nine different journals that offer a variety of strategies for facilitating one-to-one and group sessions.

Brief Intervention

Brief intervention is designed to motivate individuals at risk of substance abuse and related health problems to reduce and change their behavior by helping them understand how their substance use puts them at risk. It is given into three sessions.

Small Groups

Tier 2 Interventionists are trained in small group facilitation. Small groups teach teamwork ability, improves self-directed learning, enhances student-faculty and peer-peer interaction, develops self-motivation, allows students to test their thinking, and helps with acceptance of personal responsibility for own progress. Examples of our small groups:

1. Coping Skills
2. Social Skills
3. Grief Group



Restorative Practices

Group which utilizes the principles found in Restorative Practices more specifically restorative circles. Restorative circles/practices foster safe learning environments through community building and constructive conflict resolution.

Check In-Check Out (CICO)

CICO is standardized monitoring intervention that increases positive adult contact while providing frequent feedback, consistent home-school communication, and positive reinforcement contingent on meeting behavioral goals.

Why Try

Why try is a strength- based approach to helping youth to overcome their challenges and to improve truancy, behavior, and academics outcomes. It is based on solution focused brief therapy and multisensory learning.

Conflict Mediation

Conflict mediation is aimed at teaching students more constructive means of handling conflict. I-statements, ground rules and a mediator are imperative to, exploring possible solution options, selecting solution options, and reaching an agreement.

Informal Restorative Mediation Conference

A formal response to incidents that occur. The intention of the conference is to repair the harm of all parties involved through a systematic approach.

Procedures for Reporting Student Behaviors

John G. Wood School Staff are required to report student behaviors so we can document students' overall progress. These reports are an intricate part of a students' progress. We utilize the following forms to report student behaviors: Daily Point System, Behavior notes (IR), as well as Serious Behavior notes (SIR). Serious Behavior notes (SIR) are automatically sent to identified stakeholders. All other reports and documents are shared with stakeholders upon their request.

Behavior Note

A student who demonstrates inappropriate behavior may receive an Behavior note. The purpose of a behavior note is to communicate to the student that the reported behavior fails to support a positive learning environment. The Behavior note also serves as a documentation tool for recording and tracking behaviors that may require additional intervention. Any, Teacher, administrator or staff member may issue a Behavior note. Staff are required to submit electronic behavior notes to the Director or designee within twenty-four (24) hours. These reports are reviewed and approved by the Director or Assistant Director, printed and placed in the student file. Stakeholders are not contacted unless the issue in question has been identified as being a systemic problem that requires external input. We do share behavior notes upon the request of identified stakeholders but it is not our practice to send this information. We document these behavior notes in a computerized program that allows us to collect data so we can best monitor our students' progress. In some cases, the Parent/ Guardian will be notified of the Behavior Note.

Serious Incident Report (SIR)

A student who is involved in violence, extreme aggression, excessive defiance, racial/sexual harassment, or an extreme infraction will be issued a Serious Incident Report (SIR). Staff are required to turn in all SIR's within twenty-four (24) hours for review. The Administrative staff and/ or designee will immediately assign an intervention and/ or consequence based on the SIR as well as a student interview if permissible. The Administrative staff and/ or designee contact all identified stakeholders via one of the following methods: phone, personal, email or fax. The staff makes this contact within one (1) business day sharing information about the incident. In addition, a completed SIR is sent to all identified stakeholders within 24 hours. The Parents/Guardians will be notified the day of the incident.

Behavior Management

John G. Wood recognizes that for sufficient academic progress to be made, student behaviors must be appropriate and consistent with the Student Code of Conduct. Therefore, John G. Wood will use *a consistent and systematic behavioral program* to manage disruptive behaviors in and out of the classroom that impede student learning. Teachers, Behavioral Coaches, Counselors, and Administrators will work together to implement our level system which includes consequences and rewards to decrease any disruptive behaviors. This program will provide documentation to measure student progress and to provide feedback which the student and parent/guardian can use to positively change behaviors.

We as staff, faculty and administrators believe that all people have the right to be treated with dignity and respect. Physical restraint is only permitted when a student is harming self, others and displaying unsafe behaviors. It may be necessary to protect the student or another person from imminent danger of serious physical harm after less intrusive interventions have been attempted.

Our goal is to maintain a positive learning environment in the classroom; we welcome feedback and participation from interested parties as we strive to make education a pleasant and stimulating experience.

Physical Restraint

Mandt Crisis Prevention & De-Escalation provides for the emotional, psychological, and physical safety for everyone involved.

Staff will use body positioning and Mandt techniques if a student is presenting an imminent danger to themselves or others.

Physical restraints are not permitted except in situations where there is reason to believe that a student presents an imminent danger to themselves or others. When physical intervention is necessary, John G. Wood staff utilize The Mandt System; staff members are trained and certified annually to utilize Mandt.

The parent will be informed on the day of each incident of use of physical restraint and the student's home school division and placement agency will be informed of the incident within 24 hours. Each use of physical restraint shall be fully documented in the student's record. Documentation includes: date, time, staff involved, justification for the physical restraint, behavior antecedents, less restrictive interventions that were unsuccessfully attempted prior to using physical restraint, duration, description of method or methods of physical restraint techniques used, signature of the person

completing the report and date, and reviewer's signature and date. The written report shall be made available to the parent within two business days of the occurrence and opportunity given for the parent and student, as appropriate, to discuss the matter with school staff.

Prohibited Practices

Prohibited practices include: seclusion (which is defined as the confinement of a student alone in a room from which the student is physically prevented from leaving), corporal punishment, aversive therapy, deprivation of food or drinking water, denial of toilet facilities, or any intervention that is humiliating, degrading, or abusive. These interventions will not be tolerated.

Behavioral Information and Code of Conduct

Each student has the right to learn in an environment which respects the safety and well-being of all students. The following examples are considered unacceptable and extremely serious violations of the "Code of Conduct" and threaten the safe and orderly operation of the school program:

1. **___ Disruption of School:** Students shall not, by the use of violence, force, coercion, threat or any other means, cause disruption or obstruction to the normal operation of the John G. Wood School.
2. **___ Harassment:** Students shall not harass other students, school employees, persons that are guests of the school or person conducting business for the school.
3. **___ Threats:** Students shall not, through verbal, written, technological or any other means, make statements that state that physical or emotional harm may come to another person or to the school. Bomb Threats will be investigated and will determine the severity of the threat.
4. **___ Use of Obscene Language/Materials:** Students shall not use obscene, vulgar or profane language, make inappropriate gestures or possess vulgar materials.
5. **___ Attendance:** No student shall fail to comply with state attendance laws including, but not limited to truancy or tardiness from a specific class or school. No student shall leave school property once he or she has come under the supervision of a school employee, prior to specific dismissal time, without official permission.
6. **___ Forgery:** Students shall not misrepresent a signature on any document.
7. **___ Damage of Property:** Students shall not cause or attempt to cause damage of school property. Students shall not touch or handle another person's property without their authorization. Students must pay for any damage they cause to school equipment, materials or facilities and may be subject to disciplinary action.
8. **___ Assault:** Students shall not act or threaten to act in such a way as to cause physical injury to other students, any school employee or other persons. Specific violations include but not limited to: Fighting/Violence; Serious Bodily Injury; Threats of fighting, violence, or serious bodily injury

9. **___ Failure to Obey Instruction/Insubordination/Disrespect:** No student shall fail to comply with any lawful instructions or requests of teachers, Director or other authorized personnel during any period of time when he or she is properly under the authority of such school personnel. No student shall fail to supply information, or supply false information, when it is requested.
10. **___ Dangerous Weapons and Instruments:** Students shall not possess, handle, transmit or conceal any dangerous weapon or instrument on school property. Should a student have knowledge of a weapon or dangerous instrument on school property, in a school vehicle or at a school sponsored activity and not report it to a school employee, the student may be held to the same disciplinary measures as that of the perpetrator.
11. **___ Narcotics, Alcohol Beverages and Drugs:** Students shall not possess, use, transmit, conceal, make arrangements to sell or purchase, or use the aforementioned items immediately prior to or during school or school's function. Look-alike drugs and drug paraphernalia are included and will be dealt with accordingly.
12. **___ Tobacco:** Tobacco, in any form, shall not be carried or used by and student on school property or at school events, home or away.
13. **___ Theft:** Students shall respect the personal ownership rights of others. The Director may exercise the prerogative of reporting thefts to local authorities.
14. **___ Cheating/Plagiarism:** Students shall not give or receive unauthorized information, class work activities, misrepresent the results of researched or laboratory assignments, or give or receive unauthorized assistance on assignments.
15. **___ Restroom Break:** Students are instructed to use the restroom during class changes unless in case of an emergency. The restroom key can be obtained from the Resource Specialist or designee.
16. **___ Dress Code:** Refer to the *Dress Code*
17. **___ Inappropriate Display of Affection:** Students shall refrain from displays of inappropriate affection. Students are not to hold hands, hug, kiss or demonstrate other similar acts of affection.
18. **___ Unauthorized or Unsupervised Areas:** Students shall not be in areas for which they have not been authorized or areas that are unsupervised.
19. **___ Computer:** Computers/Technology is provided for student use, for Teacher assigned work in courses or programs at the John G. Wood School.
20. **___ General Misconduct:** Student shall refrain from throwing objects, playing cards, having a cell phone, or being abusive or excessively noisy in their behavior. Students will respect the rights and feelings of others.
21. **___ Gross Misconduct:** Repeated violations of the Code of Conduct.

Destruction of Property Protocol *Damage by a Student:* Damage to school property by a student is hereby specifically prohibited and shall result in suspension and/or expulsion of the student. If the student's conduct is such the Director determines that the student must have official charges brought up than this information should be immediately shared with all of the students' stakeholders. In addition, the cost of repair or replacement is over \$50 is the responsibility of the student and his or her parents or guardian to reimburse JGW/VHBG to these expenses. VHVG will actively pursue payment of those costs against such individuals. If the cost is below \$50 than we will ask that the student participates in in-kind services (i.e. mopping floor, window cleaning, vacuuming) after or before official school hours.

Progressive Discipline

When Progressive Discipline Occurs, one or more, of the following can occur:

- * *Intensive Behavioral Processing* * *Loss of Privileges* * *Written/Narrative Explanation*
- * *Lunch Detention* * *Ongoing Intensive Behavioral Processing* * *Restitution*
- * *Loss of Participation in a School Event* * *Student/Parent/Stakeholder Conference*
- * *Suspension In-School (ISS)* * *Out-of-School Suspension (OSS)*

Suspension

John G. Wood School is committed to utilizing alternatives to student suspensions. However, students may be suspended and a parent/ guardian conference required with school personnel before the student may return to the program for certain behaviors such as:

- Fighting
- Serious physical threat towards a staff member
- Aggressive, threatening or sexual physical contact or gestures toward staff or students
- Students selling, dispensing or consuming drug or alcohol on campus, and/ or items represented as such
- Coming to school under the influence of illegal drugs or alcohol or use of tobacco products
- Being a serious and on-going threat or disruption to staff and students

Students who have been suspended from John G. Wood School are not permitted (subject to trespassing charge) to be at school for any reason on their own. The student (if a resident of VHBG) should be prohibited from participating in all school activities on and off campus during the suspension.

Expulsion

To establish a standard of student behavior, the school's Director can recommend a student's expulsion when the student:

- Is in possession of a firearm or a replicate
- Assaults a staff member
- Distributes over-the-counter drugs, prescription drugs, or illegal substances
- Endangers the safety of others and him/ herself
- Becomes a habitual offender of any component of the Code of Conduct

A conference will be held with the student, parents/ guardian and a representative of the placing school agency.

Suspension and Expulsion

Suspension Procedure

- A. Parent/Guardians of the student suspended will be notified the day of the incident with defined reasons for the actions. This notification should be by a telephone call and/or email to be followed by a copy of the Serious Incident /Behavior Note and the Suspension Notice from the school within no more than 24 hours.
- B. Stakeholders of the student suspended shall (in all cases where reasonably possible) be notified within 24 hours of the suspension with defined reasons for the action. This notification should be by a telephone call and/or email to be followed by a copy of the Serious incident/Behavior note and the Suspension Notice from the school within no more than 24 hours
- C. The Stakeholders of the student suspended shall (in all cases where possible) confer personally with the administration prior to any re-entry to school by a student from such suspension action. They should also not be on campus during this period unless given specific permission (i.e. a meeting). If any offenses are criminally chargeable, the staff of John G. Wood school have the right to report it to the police and file charges.
- D. During the time of suspension a student's absence in the Register will be explained as "suspension". All rights to Teacher assistance and cooperation on make-up of class-work, assignments, etc. , generally available to absent students, will be available "by rights to suspended students.

Students at John G. Wood can and will be suspended if their behavior was found to be excessive and/or aggressive by the administrative staff. If this behavior was found to be egregious in nature and the Director believes that the student is better served in another educational program they have the right discharge for expulsion and the student cannot request re-admittance in our program for 365 days.

Discharge for Expulsion Procedure

Before discharge by expulsion the school shall notify Stakeholders (in all cases where reasonably possible) within twenty-four (24) hours. A written and specific statement of reasons will be mailed to the student and students' stakeholders. An expulsion only takes place when extreme behaviors have been exhibited or excessive ongoing behaviors are occurring and no progress is being made within our educational treatment model.

JGW School Harassment Policy

Sexual Harassment

The Board of Governors of Virginia Home for Boys and Girls prohibits sexual harassment of any student or employee. This policy applies to conduct during and relating to school and school sponsored activities. Sexual harassment is inappropriate and offensive. All students have a right to be educated in an environment free from sexual harassment. All employees have a right to work in an environment free from sexual harassment.

Prohibited sexual harassment includes, but is not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

- Submission to the conduct explicitly or implicitly made a term or condition of a student's academic status or progress.
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
- The conduct has the purpose or effect of having a negative impact on the student's academic or work performance or of creating an intimidating, hostile or offensive educational or work environment for students or employees.
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, rewards or activities available at or through the school.

Examples of conduct which may constitute sexual harassment and would therefore be prohibited include:

- Unwelcome leering, staring, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Unwelcome graphic verbal comments about an individual's body or overly personal conversation.
- Unwelcome sexual jokes, stories, drawings, pictures or gestures.
- Unwelcome spreading of sexual rumors.
- Unwelcome teasing or sexual remarks about student enrolled in a predominately single-sex class.
- Unwelcome touching of an individual's body or clothes in a sexual way.

It is possible for sexual harassment to occur irrespective of gender and in various forms: from student to student; staff to student; and student to staff.

Verbal Harassment and Intimidation

Defined as comments that are intimidating or offensive to the recipient or observer that may include vulgar, degrading, teasing or threatening remarks. Threats of bodily harm to the recipient or their family members constitute a serious infraction of the John G. Wood School policies and are also explicitly covered by the Virginia State Code of Criminal Conduct.

Parent and Guardian Complaint Procedure

Only those complaints about school staff, which are written and signed by parents/guardians of students may be investigated formally by the Director and/or Vice President of Programs, except where those complaints are deemed by the Board to be:

- I. On matters of professional competence and which are to be referred to the Department of Education;
- II. Frivolous or vexatious complaints and complaints which do not impinge on the work of a school staff in a school; or
- III. Complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints not in the above categories may be processed informally as set out in Stage 1 of this procedure.

Stage 1

- 1.1 A parent/guardian who wishes to make a complaint should, unless there are local arrangements to the contrary, approach the school staff with a view to resolving the complaint.
- 1.2 Where the parent/guardian is unable to resolve the complaint with the school staff they should approach the Director with a view to resolving it.
- 1.3 If the complaint is still unresolved the parent/guardian should raise the matter with the Vice President of Programs with a view to resolving it.

Stage 2

- 2.1 If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further they should lodge the complaint in writing with the Vice President of Programs.
- 2.2 The Vice President of Programs should bring the precise nature of the written complaint to the notice of the Director and school staff and seek to resolve the matter between the parties within 5 days of receipt of the written complaint.


Stage 3

3.1 If the complaint is not resolved informally, the Vice President of Programs should put in place the following measures:

- (a) supply the school staff with a copy of the written complaint; *and*
- (b) arrange a meeting with the school staff and, where applicable, the Director with a view to resolving the complaint (within 10 days of receipt of the written complaint).

Stage 4

- 4.1 If the complaint is still not resolved the Vice President of Programs will make a formal report to the Senior Management Team within 10 days of the meeting referred to in 3.1(b). A determination will be made if the complaint should go to the Board of Governors.
- 4.2 If the Board considers that the complaint is not substantiated the school staff and the complainant will be so informed within three days of the Senior Management Team meeting.
- 4.3 If the Board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:
 - (a) the school staff should be informed that the investigation is proceeding to the next stage;
 - (b) the school staff should be supplied with a copy of any written evidence in support of the complaint;
 - (c) the school staff should be requested to supply a written statement to the Senior Management Team in response to the complaint;
 - (d) the school staff should be afforded an opportunity to make a presentation of case to the Senior Management Team. The school staff would be entitled to be accompanied and assisted by a friend at any such meeting;
 - (e) the board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting; and
 - (f) the meeting of the Senior Management Team referred to in (d) and (e) will take place within 10 days of the meeting referred to in 3.1(b).



Stage 5

5.1 When the Senior Management Team has completed its investigation, the Director should convey the decision of the Board in writing to the school staff and the complainant within five days of the meeting of the Board.

5.2 The decision of the Senior Management Team shall be final.

Note: This Complaints Procedure shall be reviewed after three years.

Program Completion

Successful Completion of Program

Upon successful completion of the program, a planning meeting will be held including the referring agency representative, school staff, parents and/or residential staff, and the student. Plans will be considered for employment, return to public school, or return home, etc. Once plans have been formulated, contacts will be made with the appropriate community-based individuals and agencies.

JGW Discharge Protocol

Unsuccessful Completion of Program

John G. Wood School is committed to making every effort to meet individual student learning needs. However, if efforts to assist student learning continually fail and/or severe behavioral problems do not diminish after all program alternatives have been explored, discharge from the school may be necessary.

Before a student is discharged from the school, the referring agency representative, parents, and/or residential staff, counselor (when appropriate) and the student, will have had an opportunity to give input, following due process procedures.

A discharge conference will be held with all parties concerned. Plans will be considered for the student following termination, including suggested alternative placements. No student will be discharged from the program without due process and a thorough exploration of program alternatives which could support the positive completion of our program. Program alternatives may include, but are not limited to, the following supports:

1. Referral to group therapy
2. Referral for individual counseling
3. Modified academic or vocational program
4. Use of any community agency involvement
5. Any other respite or therapeutic measures

Follow-up information will be gathered after a student leaves the program, for a minimum of one year.

John G. Wood Academic Programs

John G. Wood Elementary

2:10/ Staff: Student Ratio

A fully accredited Private Day School for youth grades K – 5 who are identified as needing this level of placement in accordance with their LEA. Our staff provides a positive, nurturing educational community that works to address students' academic, social and behavioral deficits. We provide extensive remediation support, utilizing a progress-monitoring model that allows us to identify academic deficit areas and focus on specific skill acquisition. Our project-based educational curriculum is aligned with the Standards of Learning requirements. We have a customized behavioral modification program that uses evidenced based social skills training programs to teach appropriate social and coping skills. Our staff works closely with the youth's guardian to assist with maintenance of these skills.

John G. Wood I

1:8/ Staff: Student Ratio

A fully accredited Private Day School for youth grades 6 – 12 who are identified as needing this level of placement in accordance with their LEA. Students participate in a full academic curriculum aligned with the Standards of Learning and meet the VDOE graduation requirements; we utilize a data-driven progress monitoring program that allows us to identify student academic deficit areas and focus on specific skill acquisition.

John G. Wood II (Specialized)

1: 6/ Staff: Student Ratio

The fully accredited Wood II program is a self-contained classroom environment designed to meet the individual needs of students requiring more intensive social, emotional, behavioral and academic support. The smaller classroom environment provides individualized academic and behavioral support. The student receives daily specialized, social skills and mindfulness training as well as ongoing community based opportunities to practice their skills in the community.

Career Technical Education: Culinary Arts Program (when available)

1: 8/ Staff: Student Ratio

Culinary Arts provides students with a foundational understanding of the food service industry and opportunities to build technical skills in food preparation and service. Students examine basic rules of kitchen safety and sanitation, of purchasing and receiving, and of fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Extended School Year (ESY)/Summer Program

A thematically unified educational services, life & social skill development programming is designed for students needing Extended School Year services and social skill development to support the social, emotional and academic success during the regular school year.