



Student & Parent Handbook 2026-2027



Virginia Home for Boys and Girls

8716 West Broad Street Richmond, Virginia 23294

Phone 804-270-6566 ext. 1680 Fax 804-935-7675 vhbg.org

Director & Instructional Leader: Dr. Julius Gonzales jgonzales@vhbg.org

Assistant Director, Instruction: Deborah Packard dpackard@vhbg.org

Assistant Director, Operations: Brent Peebles bpeebles@vhbg.org

Dean of Students: Taylar Wells twells@vhbg.org

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Welcome to John G. Wood School

We are excited and welcome you to John G. Wood School. Our administrative team and faculty 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 VAISEF and licensed by VDOE. 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 review this handbook with your child and return any required acknowledgment forms before the start of the academic year. The safety of students and staff 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 John G. Wood School!

Dr. Julius Gonzales

Director, John G. Wood School

Vision and Mission

We believe all people deserve to be embraced as their unique and authentic selves and to be supported by their communities. Therefore, **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. **Our vision** is that all young people can envision, pursue, and experience personal success.

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

Use of This Handbook

The purpose of this parent/student handbook is to provide information about 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. The policies, procedures, and information contained in this handbook may be amended, revised, or discontinued by school administration at any time. All students and parents are expected to read the handbook and become familiar with its contents. Students and families are responsible for becoming familiar with the contents of this handbook. Lack of awareness of a policy does not exempt a student from compliance.

Description of Services

John G. Wood School (JGW) is VHBG's fully accredited specialized day school for students in grades 6–12 who need a smaller, trauma-informed setting to address emotional, behavioral, and academic challenges. Our teachers and student support coaches focus on closing learning gaps and helping students make progress on their Individualized Education Program (IEP) goals. JGW is aligned with Virginia Standards of Learning and is VAISEF accredited. JGW serves students with "Private Day School" designations and supports a wide range of abilities. Learning is supported through 1:1 coaching when indicated in a student's IEP, blended learning options, and—when available—career and technical education pathways.

Our campus is located on our therapeutic campus in western Henrico County, Virginia. More than thirty acres provide ample space for quiet walks or exciting ball games on our fields. The campus includes a gymnasium, outdoor athletic courts, John G. Wood School, and residential homes where youth and young adults live and learn. Students walk to the dining hall for a well-balanced nutritious lunch.

Classroom staffing ratios are approximately 1:8 in Wood I and 1:6 in Wood II.

Students Served

JGW serves Students in grades 6-12 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. Students may have been conditionally expelled from their local schools and/or working toward placement into a public-school setting.

Program Philosophy and Concepts

To be accepted at John G. Wood, 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. Our primary objective is to help students return to a public-school setting by improving their behavioral and academic performance.

1. Our program is based on the philosophy that adolescents with a history of school problems related to social, emotional, behavioral, and learning challenges, and/or specific learning disabilities, can best succeed in a school environment where there is concern for the total individual. Our positive behavioral approach, 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 supported through utilizing a wide variety of learning modalities and community experiences, which serve to supplement their academic experience.
3. John G. Wood staff will help each student to acquire the skills they need to achieve their individual goals. The school staff meet 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 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 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.

Our goal is to effectively serve students by integrating four pillars of adolescent developmental growth:

Emotional: A psycho-educational training component which provides hands-on-educational experiences with a therapeutic perspective in interpersonal

relationships, social skills, self-esteem and coping skills within classroom and group settings. In addition, individual counseling is offered to identified students.

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.

Citizenship: A career readiness and independent living program is taught to all high school students that replicate real-life citizen and job responsibilities. Teachers utilize classroom instruction, role-playing, site visits, and job internships (when appropriate).

Recreation/Physical: A physical educational and recreational component which offers activities to develop awareness within our designated group times as well as their specified academic coursework. We explore a variety of activities which promote group cooperation, teamwork, and offer students a sense of pride and personal accomplishment.

Student Enrollment and Records

Admission Information

This application checklist includes all required materials for assessment and enrollment:

- 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 Enrollment Packet Submitted

New Student Onboarding Process

1. Student Data File Created
2. Medical History and Medications Reviewed
3. Enrollment Date Established
4. Transportation Confirmed
5. Arrival / Program Orientation
6. Record Review / Superintendent Letter
7. Transcript Review
8. Testing / Assessments
9. IEP/IIP Case Manager Assignment
10. Scheduling
11. Student Begins Attending Classes

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. Information may be shared when required or permitted by law, including with authorized courts, governmental agencies, or service providers involved in a student's care or placement. See procedures in the Appendix.

Referrals for External Services

John G. Wood School students who require services not provided by our program and/or the Virginia Home for Boys and Girls continuum of services are referred to the appropriate department to assist them with service coordination. When students need a referral for external services, 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 counseling, therapy, speech & audiology, and occupational therapy.

This referral process occurs with the permission and collaboration of the parent/guardian.

Collaboration with Parents, Guardians, and Placing Agencies

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 asked to participate in ongoing school progress conferences as needed.

Reports of Student Progress

Our goal is to keep stakeholders informed of the student's academic and behavioral progress; thus, we send out numerous communications throughout the school year.

All students receive routine written progress reports, including:

- Report Cards (every 9 weeks, which become part of the student's official record)
- Interim Reports (halfway through each quarter)
- Biweekly Educational Reports: routine updates that address academic & behavioral progress (approximately every 2 weeks in between interim reports or report cards)
- IEP / IIP Reports with specific progress toward IEP/IEP goals (with interims and report cards)
- Serious Incident Reports when an accident, injury, restraint, or significant behavioral concern occurs (reported verbally by the end of the day, with written report following as soon as possible and within 24 hours)
- ESY Report (if enrolled): A report that addresses student progress and recommends additional services if needed

Additionally, school leadership and IEP case managers may be in contact with families and placing agencies as needed to support student success.

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

Daily School Operations

School Hours

School hours are 8:00 a.m. to 2:45 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 and Dismissal

The school opens at 7:40 a.m. Please do not drop students off before 7:40 a.m. Once students arrive, they will be checked in and supervised. 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 begins promptly at 8:15 a.m.

Students should be picked up no earlier than 2:40 p.m. and before 3:00 p.m. Should an emergency arise, parents/guardians should notify the school office immediately at 804-270-6566 ext. 1680.

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.

Absences and Truancy Policy

It is the parent/guardian's responsibility to inform the school office at 804-270-6566 ext. 1680 when your student will be absent, late, or leaving early. A medical note, parent/guardian's note, email, or phone call must accompany a student's return following an absence. Students who establish a pattern of excessive absenteeism and/or tardiness may be referred to their placement's contact who could decide to pursue truancy charges and/or withdraw them from John G. Wood School.

Unexcused Absences: Any student returning to school without a note or stakeholder phone call will be issued an unexcused absence. 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 their placing locality is informed.

Excused Absences:

- 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.
- The student is allowed ten days of excused absences in a semester. Additional absences require that a meeting is 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.

All missed days are documented and used to determine if the student is eligible to earn course credit; if a student's absence does not allow the student to meet the required instructional hours established by the Virginia Department of Education, 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.

Lunch

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.

Dress Code

The dress code policy permits any student to wear any religiously, ethnically, or culturally specific or significant head covering or hairstyle, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows. All students will be subjected to the same set of expectations regardless of gender, gender identity, or gender expression. These expectations carry to extracurricular activities, if any. Staff are prohibited from applying the dress code by direct physical contact with a student or a student's attire and from requiring a student to undress in front of any other individual. This policy complies with the Code of Virginia.

Students and parents/guardians are notified of modifications to the dress code for spirit days and other school celebrations, as items pose a disruption, or as other circumstances warrant.

Students may not wear the following items unless otherwise stated:

- Hoods (on heads), 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.
- Sunglasses (worn indoors), unless prescribed by a physician.
- Clothing must reach the tip of the thumb when hands are placed at the sides (arms straight with palms flat).
- Messages on clothing, chains, jewelry, and personal belongings that pertain to drugs, alcohol, tobacco, sex, gangs, vulgarity, or messages that demean, threaten, or target a religion, ethnicity, culture, sexual orientation, gender, gender identity, transgender status, or people, or that could cause a substantial disruption to the learning environment.
- Spiked jewelry, chains, and items which could cause student injury.
- Beachwear (which includes bathing suits and trunks) and sleepwear.
- Clothing that reveals undergarments.
- Clothing that is see-through, revealing the midriff (while sitting or standing), or resembles undergarments.
- Bedroom slippers or shoes with wheels.

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

Personal Property

Students should not bring personal items, money, unauthorized electronics, cosmetics, 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 generally will not need to have money at school and are discouraged from carrying money or expensive jewelry to school.

Technology and Internet Guidelines

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 is permitted only for approved educational activities and assignments. “Surfing” is not 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.

Transportation

Transportation to and from public schools or to and from John G. Wood School is the responsibility of the local school division and/or guardian/parent. Parents or legal guardians of students at John G. Wood will sign the “Permission for Transportation” form to be included in the student’s file in case of field trips, athletic competitions, and emergencies.

Students transported by John G. Wood 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 must wear seat belts while the vehicle is in operation.
- Passengers will refrain from horseplay, making loud noises, or other activities which may distract the driver’s attention.
- Smoking and vaping are prohibited in vehicles.

JGW Field Trip Procedure and Guidelines

Field trip transportation will be provided by the school. 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, accompanies the students. EpiPens must be available on field trips.

Field Trip Guidelines

- Students who have demonstrated safety or significant behavioral concerns in the two school days leading up to a trip, as determined by the Director, 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 always remain in sight and under sound supervision.

Health, Safety, and Emergency Procedures

Health and Safety

Parents and Guardians must not send a student to school with a fever or a contagious illness. If the student has allergies, please notify the school and provide a list. The school will make reasonable efforts to notify families of the presence of any communicable disease in accordance with applicable privacy laws and public health guidance. If a student 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 student from participating in physical education activities for a day or two, a written excuse must be presented to the school. If a student 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 student from participating in any or all physical education activities.

Immunizations

State law requires that each student's file contains 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, Measles, Mumps & Rubella, Polio, Varicella and Hepatitis A.

Please refer to the Virginia Department of Health website for the most current immunization requirements. Parents or stakeholders are responsible for ensuring that each student's immunization record is up to date. School attendance will be affected if immunizations are not current.

JGW Administration of Medication

Medications administered at John G. Wood are given in a safe and therapeutic manner. Staff administering medications will have completed and passed Medication Management Training. The administration of medication for students is addressed in depth in policy 100.403.

Summary of Procedures for Parents/Guardians:

- Medication dispensed is documented on John G. Wood School Medication Dispense form.
- The "Over the Counter" medication request form must be filled out by the guardian of the student to receive over-the-counter medications at school.

- Prescription medications must be brought to the school office in the original bottle or package by the parent/guardian or an adult designated by the guardian. It must be labeled with the student's name, medication dose, route, time to be given, and special instructions. The "Prescribed Medication Request" must be filled out and signed by the ordering physician. Guardians must communicate with John G. Wood and the nurse answers to 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?
- Medications must be supplied and refilled by the guardian in a timely manner.
- When medications are given, they are documented on the Medication Administration Record (MAR) and initialed by the person giving the medication.
- Possible side effects are noted on the MAR.
- 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.
- 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 will complete a health history questionnaire. This will include allergies, current medication, and disabilities or medical conditions. Guardians will notify the school of any medication changes. The necessary immunization records should be provided to the school during the admissions process along with a current health physical. This assessment includes height, weight, vision, and a hearing test. Any information collected from these sources that will help John G. Wood better serve the student will be communicated and documented. If there is a medical emergency, defined as any life threatening or potentially life-threatening incident/event taking place during school hours, students at John G. Wood School will be provided with the necessary medical/psychiatric emergency care but medical expenses remain the responsibility of the student's parent, guardian, insurance provider, or placing agency, as applicable. Each student will have guardian permission in writing to obtain emergency care. Students will be transported to the emergency room in emergency situations, including, but not limited to, the following: suspected heart attack; severe abdominal pain; difficulty breathing; seizure; uncontrolled bleeding; unconsciousness; and suspected bone fractures.

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. The Guardian will be notified ASAP along with the Director.

The facility providing care is instructed to send bills to the policy holder of any insurance, as the Virginia Home for Boys and Girls and John G. Wood School are not responsible for medical bills.

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

Wanding

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

Any student who enters John G. Wood School or program is subject to an entry search using a handheld metal detector by a trained John G. Wood staff. Items being scanned can also include books, gym bags, 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 reason to suspect something other than a belt, jewelry, etc., the school staff member will direct the individual to a separate and private area to conduct a non-intrusive search of the individual. During this search, the Director and/or designee will search with another John G. Wood staff member who is of 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 may take custody of the contraband. 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 reasonable suspicion, it may be necessary to search a student's personal belongings for items that are prohibited in the school. Sometimes we also must 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.

Line-of-Sight Guidelines for All Students (Entering/Exiting Property)

All students are required to enter the premises using the front entrance. If the student arrives late, they must be accompanied by their parent/guardian unless otherwise specified by school administration. Staff members will monitor each student until they leave the physical campus.

Emergency Closing Plan

The Director or designee is authorized to close school or dismiss school in the event of emergency conditions which threaten the health, safety, or welfare of students or personnel. Emergency closures may also be pursuant to regulations of the State Board of Education or to Presidential or Gubernatorial executive orders. In order 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., United States Weather Bureau, Department of Transportation, etc.

If an emergency closing is authorized, the Director or a designee will make sure that all student stakeholders are aware.

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 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's facilities, administrative staff will assume responsibility for housing the students in any of the designated school buildings. If this action is necessary, it will be reported to parents and guardians via the phone and an emergency email. In the event 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.

Asynchronous learning may be used during inclement weather to help students remain engaged with their studies.

Emergency Drills

Emergency drills are held routinely. In addition to fire drills, we conduct tornado and earthquake drills once a year and lockdown drills twice a year, as well as van evacuation drills that are also held twice a year.

Hurricane

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 will land within 24 hours (take precautions immediately). John G. Wood follows VHBG's Hurricane preparedness procedures and adheres to Henrico County School closings.

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 flames and turn off all open flames, if lit, even after tremors.
- If indoors, take cover under 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 you are in a school vehicle, stop as soon as possible.
- After the quake, prepare 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 the person calm as possible. Remove all bystanders.

- The administrator is to accompany the student to the hospital either in the ambulance or by agency vehicle.
- Notify the parent or guardian/placing agency as soon as possible after the student has been transported to the hospital.
- Complete an SIR and related paperwork once the emergency has been stabilized.

Tornado

If a Tornado Warning has been issued, take shelter immediately. Wood II students are designated to the area in the basement of the dining hall. Wood I will shelter in the basement of the gym or 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 low-lying area and cover your head

If possible and there is sufficient time, staff are to turn off all utilities.

Imminent Danger Protocol

John G. Wood has an emergency preparedness plan involving several 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 released to their parents only when danger has passed. John G. Wood 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 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 last a few minutes or several 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.

Parent notification will be determined based on the nature and scope of the event.

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 VHBG 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, hazardous materials release, or a situation unfolding in the community into which students 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 VHBG administrators will make sure parents are notified.

Emergency School Closing – This procedure will take place when school administrators determine students are safer at home than at school. This most often occurs due to loss of utilities or a weather emergency. Parents will be notified that 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

Pandemic and distance learning protocols and policies are available through the Vice President of Programs and are ready to be activated in the event of a pandemic.

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. If weather conditions prevent a parent or guardian from reaching the school to retrieve their student, 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.

School Property

Students may be held financially responsible for damage to school property resulting from intentional misuse, vandalism, or negligence. Subject to administrative reviews, students may also be charged with destruction of property.

Academics and Student Progress

John G. Wood Academic Programs

John G. Wood I

Staff-to-Student Ratio: 1:8

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)

Staff-to-Student Ratio: 1:6

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

Staff-to-Student Ratio: 1:8

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, purchasing and receiving, and fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Extended School Year (ESY)

Summer 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.

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 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 that participate in specialized grouping and/or a self-contained class.

Scheduling: Students are assigned schedules based on academic needs, educational goals, learning styles, and peer compatibility.

Self-Contained: Students in Wood II participate in our self-contained classroom 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
- B=80-89
- C=70-79
- D=60-69
- F=below 60
- I=Incomplete
- P=Pass (ESY ONLY)
- F=Fail (ESY ONLY)

Primary Course Offerings

Middle School Core Courses

- Mathematics: Math 6, Math 7, Math 8
- English: English 6, English 7, English 8
- Science: Science 6, Life Science, Physical Science
- Social Studies: Civics & Economics, US History I, US History II

Middle School Electives

Art, Independent Living, Additional Online Electives

High School Core Courses

- Mathematics: Algebra I Parts 1 and 2, Geometry, AFDA, Economics & Personal Finance
- English: English 9, English 10, English 11, English 12
- Science: Biology, Earth Science, Environmental Science
- Social Studies: World History I, World History II, Virginia & U.S. History, Virginia & U.S. Government

Specialized Courses

- General Math I-IV
- General English I-IV
- General History I-IV
- General Science I-IV

High School Electives

Art I, Art II, Art III, Culinary Arts I, Culinary Arts II, Culinary Arts III, ICEV Electives, Additional Online Electives

Course descriptions available upon request.

Program of Instruction Outcomes

Core content: 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 content areas that we teach. The Standards of Learning (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.

Students participate in assessment activities throughout the school year, including Standards of Learning (SOL) testing, IXL diagnostic assessments, classroom assessments, and progress monitoring aligned with IEP goals and academic needs. John G. Wood School also looks at the outcomes of the IEP goals and objectives as well for academic and behavior progress of enrolled students. Assessment reports are maintained in the student's cumulative educational record.

Health and Physical Education: The Department of Education requires all students 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 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. Parents/guardians may review curriculum materials and may opt their student out of instruction in accordance with Virginia guidelines.

Art and Music: The staff at JGW look for opportunities to increase exposure to cultural experiences for students in art and music by taking field trips to local events and museums and inviting guest speakers and presenters.

Virtual Courses: Virtual courses offer content aligned to the academic standards which includes online elective classes. A qualified teacher facilitates instruction.

Career Technical Education—Culinary Arts: 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, purchasing and receiving, and fundamental nutrition. The curriculum incorporates math and science in culinary applications.

Homework: The teachers at John G. Wood School at times require homework assignments. Homework contributes to 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 help students understand the relationship between their assignment 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 supports responsibility, self-discipline, and independence while reinforcing academic learning.

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 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 804-270-6566 ext. 1680.

Make Up Work

Students who miss any work because of an absence will receive the opportunity to make up missed work. Students are responsible for obtaining and completing missed assignments within timelines established by their teacher. Students may also be given homework as deemed appropriate by the instructor.

Work Study and Transition Services

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

Parents, guardians, and students 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 basis, and all stakeholders agree it is in the best interest of the student to participate in the program. The program will also need to work around the student's daily class schedule and required courses before approval.

Transition Services

Our team works closely with 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 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 collaborates with the Virginia Department for Aging and Rehabilitative Services (DARS). Through this partnership, eligible students receive support related to employment readiness, independence, and transition planning.

Graduation Requirements

Standard Diploma: Minimum Course & Credit Requirements

John G. Wood School works in collaboration with the local education agency (LEA) to ensure students are successfully 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>

SOL Requirements

SOL Tests and Verified Units of Credit

Each student in grades 6 through 8 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 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 the required verified credits through approved end-of-course assessments and alternative pathways recognized by the Virginia Department of Education. Available verified-credit opportunities may include Algebra I, Geometry, Biology, Earth Science, Virginia and U.S. History, and English Reading and Writing (English 11), among others as determined by VDOE requirements.

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

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 transition to public school, employment, postsecondary training, independent living, or other appropriate placements. Once plans have been developed, contacts will be made with the appropriate community-based individuals and agencies.

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.

Student Rights, Code of Conduct, and Plan for Behavioral Support

John G. Wood School utilizes a strengths-based approach that values the unique experiences, needs, and strengths of every student. Strong relationships between adults and students are essential to students' success, and employees are responsible for building strong relationships with students. In the context of these relationships, employees use proven techniques to teach skills and behavior for success. Teaching is most effective when it occurs in a caring, nurturing, individualized manner, and when the student is calm and receptive.

Student Rights and Staff Practices Policy

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

Monitoring of Student Rights

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

- **Program Monitoring** - The School Director or Designee makes routine visits to the various classes to ensure that staff utilize the training given during orientation, following lessons plans and enforcing/adhering to school policies. Observation and review of written lesson 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 have been any rights violations or staff practices issues. The tool utilized for this evaluation is administered by the 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 workers, parents, probation officers, 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 Quality Assurance Manager.

- Student Complaint Process— Students are informed of the procedures available to file a formal complaint if they believe their rights have been violated.

Positive Behavior Expectations

1. **SOAR Expectations:** Clearly defined behavioral expectations lead to the success of all. These expectations are connected to core values using John G. Wood SOAR framework:
 1. Success: Interacting with Others. The student will demonstrate respectful and appropriate social behavior by sharing space and materials, taking turns, participating appropriately, maintaining expected boundaries, and responding to others without aggression, disruption, or disrespect.
 2. Ownership: Work Completion. The student will begin work within an appropriate time frame, remain engaged, follow directions, and work toward task completion with no more than expected staff support.
 3. Ownership: Organization/Readiness. Given classroom expectations and daily routines, the student will gather needed materials, come prepared, organize belongings, and use classroom systems to support timely task initiation, participation, and completion of assigned work.
 4. Agility: Coping Skills. When the student is upset, frustrated, angry, or overwhelmed, the student will use a taught self-regulation or coping strategy, such as taking a break, deep breathing, requesting adult support, or using another approved calming strategy, to avoid escalation and return to the expected activity.
 5. Agility: Staying in Area, Following Schedule. In daily routines, transitions, and non-preferred tasks, the student will remain in the assigned area, follow transition expectations, and move appropriately between activities or settings without eloping, refusing, or shutting down.
 6. Accountability: Problem Solving. During a social conflict, frustrating situation, or challenging classroom interaction, the student will use problem-solving and coping strategies to respond appropriately, consider options, seek support when needed, and resolve the situation without escalating behaviors.
 7. Accountability: On Task Behavior. During whole-group, small-group, or independent classroom activities, the student will demonstrate on-task

- behavior by attending to instruction, participating appropriately, remaining focused, and sustaining engagement in the assigned activity.
8. **Respect: Accepting Staff Redirection/Feedback.** The student will accept staff redirection and feedback by listening calmly, responding with cooperative behavior, following directions, and using taught coping strategies to return to the expected task or activity when frustrated, corrected, or redirected.
 9. **Respect: Positive Language/Tone.** The student will use appropriate language and voice tone with peers and adults across structured classroom settings, transitions, hallways, and other school environments while limiting disrespectful, disruptive, or inappropriate verbal interactions.
 10. **Responsibility: Asking Permission/Self-Advocacy.** In the structured school setting, the student will appropriately ask for help, request permission, communicate needs, or seek a break from staff when needed rather than leaving the area, shutting down, or engaging in unexpected behavior.
2. **Behavioral Expectations are Taught:** The behavioral expectations are taught to all students in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general expectation is presented; the rationale 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. Skill Building Groups with MSW interns include topics such as anger management, social skills, independent living skills, life skills, conflict resolution, and anxiety management.
 3. **Behaviors are Rewarded:** Appropriate behaviors acknowledged on a regular basis. JGW has designed a formal system that rewards positive behaviors. Points are awarded to encourage and reinforce positive behaviors demonstrated. Points may be exchanged for incentives, privileges, or other approved reinforcement opportunities.
 4. **Data Collection:** Patterns of behavior are reviewed and analyzed in order to strengthen support for positive student behavior. Behavior reports allow the students and those who support them to see progress over time.

Unacceptable Behavior

The following examples are considered unacceptable and extremely serious violations of the standards of student conduct and threaten the safe and orderly operation of the school program, and are prohibited:

1. Disruption of School: Students shall not, use violence, force, coercion, threat or any other means, cause disruption or obstruction to the normal operation of John G. Wood School.
2. Harassment: Students shall not harass other students, school employees, persons that are guests of the school or conducting business for the school.
3. Threats: Students shall not, through verbal, written, technological or any other means, make statements or communicate messages that threaten physical or emotional harm to another person or 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: Students are expected 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. 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 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.
8. 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.
9. Drugs, Narcotics, and Alcoholic Beverages: 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. Counterfeit or look-alike drugs and drug paraphernalia are

included and will be dealt with accordingly. 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 this rule 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.

10. Tobacco: Tobacco, in any form, shall not be carried or used by any student on school property or at school events, home or away.
11. Theft: Students shall respect the personal ownership rights of others. The Director may exercise the prerogative of reporting thefts to local authorities.
12. 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.
13. Excessive Restroom Use: Students are instructed to use the restroom during class changes unless in case of an emergency.
14. Dress Code Violations: Refer to the Dress Code.
15. 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.
16. Unauthorized or Unsupervised Areas: Students shall not be in areas for which they have not been authorized or areas that are unsupervised.
17. Computer Misuse: Misuse of school technology, including accessing prohibited content, bypassing security measures, or using devices in unauthorized ways.
18. Destruction of Property
19. 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.
20. Gross Misconduct: Repeated violations of the Code of Conduct.

Interventions and Support

During both calm and escalated situations, employees will remain engaged with students, prioritize safety, evaluate the environment, and use trauma-informed, empathic, therapeutic proactive strategies and interventions as trained. Progressive

interventions, including suspension, are used when needed to maintain a safe and therapeutic environment for all.

Each student has the right to learn in an environment which respects the safety and well-being of all students.

In addition to behavioral processing, loss of rewards, lunch detention, restitution, and student/parent/stakeholder conference, these interventions may be used:

- **Journaling:** Journaling is a structured and experiential writing process that motivates and guides youth toward positive life changes.
- **Small Groups:** Small groups teach teamwork ability, improve self-directed learning, enhance student-faculty and peer-peer interaction, develop self-motivation, allow students to test their thinking, and help with acceptance of personal responsibility for own progress.
- **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 a standardized monitoring intervention that increases positive adult contact while providing frequent feedback, consistent home-school communication, and positive reinforcement contingent on meeting behavioral goals.
- **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.

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 may not return to campus during the suspension period unless specifically authorized by administration. The student (if a resident of VHBG) is prohibited from participating in all school activities on and off campus during the suspension.

Procedure

1. Parent/Guardians of the student suspended will be notified on the day of the incident with defined reasons for the actions. This notification will be by telephone call and/or email to be followed by a copy of the Serious Incident or the Suspension Notice from the school within no more than 24 hours.
2. 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 telephone call and/or email to be followed by a copy of the Serious Incident Report/Suspension Notice from the school within no more than 24 hours
3. 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 disciplinary 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.
4. During the time of suspension, a student's absence will be indicated as "suspension". Students will continue to have access to academic assignments and opportunities to make up missed work during suspension.

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.

Expulsion

If the Director believes that the student is better served in another educational program, they have the right to discharge, and the student will not be considered for readmission for a period of up to 365 days. 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.

To ensure the safety of all, the school's Director can recommend a student's expulsion when the student:

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

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 student's stakeholders.

Physical Restraint

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 Mandt; staff members are trained and certified annually to utilize Mandt. Mandt Crisis Prevention & De-Escalation provides for emotional, psychological, and physical safety for everyone involved.

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 is 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, follow up actions including health assessment, signature of the person completing the report and date, and reviewer's signature and date. The written report is sent to the parent and opportunity given for the parent and student, as appropriate, to discuss the matter with school staff.

Prohibited Practices

The following actions are prohibited:

- Restraint, except when it is necessary to protect the student or others from personal harm, injury, or death and other less restrictive interventions were unsuccessful;
- Prone "face down" restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the student or interferes with the student's ability to communicate;
- Deprivation of drinking water or food;
- Limitation on contacts and visits from the student's probation officer, social worker, placing agency representative, or other service provider as appropriate;
- Any action that is humiliating, degrading, or abusive;
- Corporal punishment;
- Deprivation of approved prescription medication or other necessary services;
- Denial of access to toilet facilities;
- Application of aversive stimuli;
- Strip and body cavity searches; and
- Discipline, restraint, or implementation of behavior management plans by other students.
- Seclusion (which is defined as the confinement of a student alone in a room from which the student is physically prevented from leaving).

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 by a term or condition of a student's academic status or progress.
- Submission to or rejection of 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 are 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 John G. Wood School policies and are also explicitly covered by the Virginia State Code of Criminal Conduct.

Appendix of Detailed Procedures

Student Record Confidentiality

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

- Records are kept in a locked location (physical or electronic) accessible to school staff and authorized personnel.
- Information may only be released in accordance with applicable laws, policies, and signed parent/guardian authorizations.
- 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 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.

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 the 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 student 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 calls 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 student 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 signs 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 IEP draft) to necessary participants (LEA) within 10 days prior to the IEP/IIP/Eligibility review; the student overview must include the following information:

- Student Demographics: Age, Grade, Eligibility Information (if appropriate), Diploma Track, Home School, Home District
- Student Strengths: Information is based on record review, student & staff interview(s)
- Area of Need: Information 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 point system, behavioral reports, student & staff interview(s).
- Functional Performance: Information is based on functional checklists, reports, record review, staff & student interview(s).

- Transition Services: Information is based on transitional interview & career assessment (applicable no later than age 14 or grade 8, whichever comes first)
- Proposed Annual Goals/ Objectives
- Proposed Accommodations / Modification

Additional guidelines:

- Case managers are to attend or make themselves accessible for the IEP/Eligibility meetings on and off campus as scheduled by LEA.
- LEAs are to assist in providing needed participants for the IEP/Eligibility meeting(s) if on campus.
- LEAs are to assist with acquiring required signatures for all IEP/Eligibility documents.
- LEAs 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.
- JGW case managers are to share all changes and updates in the IEP with the students' teachers. They need to make copies of the Present Levels of Academic Achievement and Functional Performance (PLOP), goals, and accommodations for each teacher.
- JGW case managers are to complete the progress notes for the IEP every 4 to 5 weeks and give them to administrative staff to send to stakeholders. All progress notes must be filed in the students' master records.

SOL Testing Procedure

Upon enrollment, school staff review available records and collaborate with the student's home school division regarding required SOL assessments, testing accommodations, and graduation requirements.

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. Testing opportunities are provided in accordance with VDOE and local division requirements, and accompanying documents are 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 is sent once the documents have securely left the building.

Staff Professional Development

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

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

Transportation Policy

To maintain student safety, we ensure all VHBG staff drivers:

- Are at least 21 years old and have a valid driver's license and 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, in the event that the employee resided there within one year of employment with VHBG.
- Have completed the VHBG Driver Training Course

A first aid kit and fire extinguisher are present in each vehicle transporting students.

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.

Suspected Student Abuse or Neglect 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.

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 a report is warranted, they shall err on the side of caution and make the report. CPS will screen out reports by 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. Record the name of the person taking the report 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 also 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 the 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.

Trespassing

Laws have been established to protect you, and items considered to be real property from harm by unauthorized individuals 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 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.

Fire / Fire Drill Emergency Procedures

Promptness and silence are required. Near the door in each classroom is a chart giving directions 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. Fire alarm equipment is governed by State and Federal Laws. Any student tampering with the fire alarm/fire extinguishers will be subject to suspension.

The evacuation plan is 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 are discussed with each class using the room during the first days of the school year.

The following expectations are 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 driveway.
- 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.
- Account for all students upon reaching the evacuation area.
- Report any students unaccounted for to the Director.
- Report on 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.

Parent/Guardian Complaint Procedure

Parents and guardians are encouraged to share concerns as early as possible so that issues can be addressed respectfully, fairly, and promptly. Complaints are handled discreetly and retaliation is prohibited. Records of formal complaints are maintained by the Vice President of Programs.

Whenever appropriate, concerns should first be discussed directly with the school staff member involved. If the concern is not resolved, the parent or guardian may follow the steps below. Concerns involving suspected abuse, neglect, threats, discrimination, or student safety do not follow this process but are escalated for immediate resolution.

Complaints that may require a formal process: A formal complaint must be submitted in writing and signed by the parent or guardian. Formal complaints may be reviewed by the Director and/or the Vice President of Programs unless the matter:

- Concerns professional competence and should be referred to the Department of Education;
- Is determined to be frivolous, vexatious, or unrelated to the work of school staff; or
- Can be addressed through legal action or another existing procedure.

Concerns that are not submitted in writing may still be handled informally under Stage 1, when appropriate.

Stage 1: Informal resolution

1. If appropriate, the parent or guardian should first speak with the school staff member involved to try to resolve the concern. (Note: If the concern involves safety, harassment, discrimination, retaliation, abuse/neglect, or a serious personnel matter, parents should immediately contact the Director or skip to stage 2.)
2. If the concern is not resolved, the parent or guardian should contact the Director for assistance.
3. If the concern remains unresolved, the parent or guardian should contact the Vice President of Programs.

Stage 2: Written complaint

1. If the concern is still unresolved and the parent or guardian wishes to continue the process, the complaint must be submitted in writing to the Vice President of Programs.
2. The Vice President of Programs will share the specific concerns with the Director and the school staff member involved and will attempt to resolve the matter within five days of receiving the written complaint.

Stage 3: Meeting to resolve the complaint

1. If the complaint is not resolved after step 2, the Vice President of Programs will provide the school staff member with a copy of the written complaint.
2. The Vice President of Programs will arrange a meeting with the school staff member and, when appropriate, the Director. This meeting should take place within ten days of receiving the written complaint.

Stage 4: Senior Leadership Team review

1. If the complaint remains unresolved, the Vice President of Programs will submit a formal report to the Senior Leadership Team within ten days of the Stage 3 meeting.
2. The Senior Leadership Team will determine whether the complaint should be referred to the Board of Governors.
3. If the complaint is not substantiated, the school staff member and the parent or guardian will be notified within three days of the Senior Leadership Team meeting.
4. If the complaint is substantiated or requires further investigation, the school staff member will be notified that the process is moving forward and will receive any written evidence supporting the complaint.
5. The school staff member may submit a written response and may present their case to the Senior Leadership Team. The staff member may choose to be accompanied and assisted by another staff member at the meeting.
6. The Board may also meet with the parent or guardian if needed. The parent or guardian may be accompanied and assisted by a support person at the meeting.
7. Any meetings described in this stage should take place within ten days of the Stage 3 meeting.

Stage 5: Final decision

1. After the investigation is complete, the Director will provide the decision in writing to the school staff member and the parent or guardian within five days of the Board meeting.
2. The decision of the Senior Leadership Team is final.

History of John G. Wood School

In 1973, it was recommended to Virginia Home for Boys and Girls' 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.

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 smaller teacher-student ratio.

2013-2026 John G. Wood served K-5 students in the elementary program.

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

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