



**Indiana State Board of Education
Request for Freeway School Accreditation**

Board Date: May 2, 2012

School: Gateway Woods School [A352 Renewal of Accreditation]

Education Director: Adam McAfee

Address: 14505 Klopfenstein Road
Leo, Indiana 46765

Grade Span: 6-12

Public/Private: Private

Current Enrollment: 27

Targeted Population: Students who require behavioral treatment in a Christian residential facility. Placement is by family choice, social service or court ordered placement.

The following executive summary has been compiled by the Office of School Accreditation for use by the Indiana State Board of Education. It includes information presented by the school during the accreditation process, potential legal standard issues, and any other information collected during the process that may impact accreditation.

Identity: The school is part of the Gateway Woods Children's Home. The entire school is situated on the 50-acre campus of Gateway Woods Children's Home, which is 1 1/2 miles east of Leo. The mission, vision, core values, goals, and objectives formulate the philosophical direction for a comprehensive grade 6 through grade 12 and GED program. The mission of Gateway Woods School is to provide spiritual and moral training in a structurally secure environment so students can achieve behavioral and academic success and return to public school in their home environment.

Curriculum: Gateway Woods School uses the Indiana Department of Education standards as the curriculum for class content. GWS teachers then develop their course content based on the Indiana standards using various sources and texts.

Testing History: The average length of stay at Gateway Woods is 9-18 months. Due to the transient nature of the students served, it is difficult to track individual trend data and identify specific areas for school improvement. The school utilizes ISTEP+, NWEA and the Wide Range Achievement Test 4 (WRAT 4) to gauge student performance and educational needs. The extensive testing provides quality diagnostic information to the student's home school as they transition back to their former environment.

Staffing: The teachers at GWS teach all students grade 6-12. All GWS teachers are licensed by the state of Indiana.



Waiver Requests:

- 511IAC 6.1-3-4. The school seeks permission to use master of course content rather than based on semesters.
- IC 20-30-5-8, IC 20-30-5-9, and IC 20-30-5-11. The school seeks permission to develop their own instruction in the areas of drug, alcohol and sex education to allow instruction consistent with the Christian faith of the school.
- IC 20-30-5-8, IC 20-30-5-9, and IC 20-30-5-11. The school seeks the flexibility to use textbooks not on the state adopted list when appropriate.
- 511 IAC 6.1 1-5-3.5 and 511 IAC 6.1 1-5.4. The school seeks flexibility to utilize curricular content to match the needs of their transient student population, many of which have IEP's and require modifications.

Issues: None

Recommendations: Full Five-Year Freeway Accreditation

Gateway Woods School

PETITION FOR RENEWAL OF FREEWAY ACCREDITATION

Gateway Woods School
P.O. Box 125
14505 Klopfenstein Road
Leo, IN 46765

260.627.2159

Executive Director
Jeff Schumacher

Principal
Adam McAfee

Gateway Woods School

“Meeting students where they are, taking them where they need to be”

Petition for Freeway School Status

I. Identify The School Entity To Be Declared a Freeway School.

Program Description

Gateway Woods School (GWS) is a Christian school in Leo, Indiana serving grades 6-12 and GED. The school is part of the Gateway Woods Children’s Home. The entire school is situated on the 50-acre campus of Gateway Woods Children’s Home, which is 1 1/2 miles east of Leo. The mission, vision, core values, goals, and objectives formulate the philosophical direction for a comprehensive grade 6 through grade 12 and GED program. The mission of Gateway Woods School is to provide spiritual and moral training in a structurally secure environment so students can achieve behavioral and academic success and return to public school.

The first commitment of Gateway Woods School is Christian education. GWS is an accredited school through the National Association of Private Schools (NAPS) and Association of Christian Schools International (ACSI). GWS’s desire for excellent Christian education is evident by seeking additional accreditation by organizations with high standards of excellence. As part of the ACSI accreditation process, GWS completed a very thorough self-study based on ACSI’s standards for schools. Based on our findings the School developed a plan for self-improvement. A team of Christian school administrators confirmed the self-study and plan for school improvement during an onsite visit. At the conclusion of the onsite visit, the Visitation Team found that GWS met or exceeded standards set forth by ACSI and recommended GWS for accreditation to the Regional Commission.

The second commitment is that of academic excellence. Gateway Woods School teachers, while sometimes being required to teach outside of their licensing area, all have college degrees and are qualified teachers, licensed in the state of Indiana (see Section IX). GWS hires highly qualified teachers that exhibit mastery of their content area and are able to operate a therapeutic classroom. Due to the nature of our students, it is essential that our teachers understand that GWS is educating the whole child, academic, behavioral, and spiritual. This is in congruence with the mission of Gateway Woods School and provides our students with a unique educational opportunity. Gateway Woods School students also benefit from extra-curricular activities, and an emphasis on the development of each student’s God-given talents and abilities. GWS is committed to school improvement as an ongoing process. Gateway Woods School believes that Freeway accreditation will enable the school to accomplish its mission, and to remain consistent with the Indiana Department of Education’s methods of school improvement.

Gateway Woods School History

Gateway Woods School was established as an extension of Gateway Woods Residential Program. Many of our residents were experiencing both behavioral and academic problems that were difficult for the public school system to address. Because of these issues Gateway Woods felt it was necessary to develop an on-grounds school program. The primary focus of GWS is to concentrate on behavioral and academic goals so that the child can return to the public school system where they will need to function after they are discharged.

In August of 1997, Gateway Woods School hired its first teacher and accepted its first students (capacity 5).

In 1998, at the request of East Allen County Schools, GWS became accredited by the National Association of Private School (NAPS) to better facilitate the transfer of credits.

In August of 1999, Gateway Woods School hired a second teacher and expanded to two classrooms (capacity 8).

By April 2000, it became evident that GWS would need more classroom space, a third classroom was created, a third teacher hired, and an aide was hired, bringing our capacity up to fourteen students.

In July 2001, Board Members approved construction of a new school facility. The new school consists of six classrooms and a multipurpose room. Therefore, student enrollment can be increased and more teachers can be hired.

In January 2003, Gateway Woods School moved into the new building, which has the capacity for 35 students. The school was designed and built to assist the residential program with structured learning environment.

In June 2006, Gateway Woods School hired a fourth teacher to accommodate the growth of Gateway Woods Residential Program. The addition of a fourth teacher allowed Gateway Woods School to better meet student needs (capacity 25).

In February 2012, Gateway Woods School conducted an onsite Association of Christian Schools International (ACSI) accreditation visit. The visiting team recommended the Regional Commission grant accreditation to Gateway Woods School.

Independent Living Curriculum

The Indiana Department of Education has many different courses that are required for schools to teach. Gateway Woods School, by its design and function, is not capable of teaching all these courses. But, considering the unique connection with the Gateway Woods Residential Program, many of the subjects that are not taught in the school are taught as part of the Residential Program. Some examples of these subject areas include:

- Family and Consumer Science

- Cooking
- Comparative shopping
- Healthy diet, etc.
- Shop
- Horticulture
 - Gardening
 - Summer landscape business
- Independent Living Program
 - Budgeting/Finance
 - Checkbook maintenance
 - General work skills
 - Filling out applications
 - Interviewing
 - Interpersonal skills

The above items are all a part of the total education that a child receives while at Gateway Woods, but are not necessarily taught by Gateway Woods School.

Parental Involvement

Since parents and guardians are an integral part of our program they are involved in the decision making process of enrolling their child in Gateway Woods School, or public school, whichever best meets their child's needs. Through family counseling, quarterly progress reports and report cards, parents/guardians are informed of a child's progress, academically and behaviorally, and are able to give input on their child.

Residential Licensure and Regulations

GWS complies with all the required health and safety codes as required for Gateway Woods Family Services by the Indiana Regulations for Child Caring Institutions. As well, Gateway Woods School has been inspected by and is in compliance with the Indiana Department of Health. Gateway Woods School is also in compliance with applicable fire codes.

II. Identify the Demographic Data of the School and the Community That It Serves.

Gateway Woods School is a Grade 6 through Grade 12, and GED Christian school. Students attend Gateway Woods School from the Gateway Woods residential, foster care, and home-based programs as well as students from local school districts. Students attending Gateway Woods School are primarily from Allen and surrounding counties though other public and private students are from elsewhere in Indiana and bordering states. There are no geographic boundaries.

Gateway Woods School differentiates instruction among similarly grouped students for each grade level needed from grade 6 through grade 12 and GED. The school currently has a capacity of 25 students with a maximum teacher to student ratio of 1:7. Our program is based on the

Indiana Department of Education’s Standards as the curriculum of Gateway Woods School with individualizing and differentiation of curriculum where needed.

Grades: 5-12

Enrollment as of May 31, 2011

Grade 5- 1
 Grade 6- 0
 Grade 7- 2
 Grade 8- 5
 Grade 9- 7
 Grade 10- 10
 Grade 11- 2
 Grade 12- 0
 Total: 27

Enrollment as of August 2010

0
 0
 0
 1
 3
 4
 4
 0
 12 (Total for Year: 44)

Note students who begin the school year are not necessarily the same students who end the school year. The above enrollment numbers attempt to show that. Therefore, the total number of students at the school at one time rarely exceeds 30 students.

As of May 2011

Gender	Race	Placed By:	Special Education
Male: 37% (10 students)	White: 81%	Probation: 59%	26%
Female: 63% (17 students)	African American: 11%	Department of Children’s Services: 32%	Day Students
	Multiracial: 4%	Private Families: 9%	11%
	Hispanic: 4%		

Gateway Woods Family Services treats students with problems such as oppositional/defiant behavior, incorrigible/status offenders, post-traumatic stress, depression, drug and alcohol related issues, eating disorders, ADHD, mild mental disabilities (I.Q. 70+), pre-delinquent/delinquent, pregnant teens or teens with babies, and special medical needs.

DSM-IV Diagnosis (for year 2010)	
Mood Disorder	30%
Anxious Disorder	13%
Childhood Disorder	52%
Psychotic Disorder	0%
Personality Disorder	4%
Chemical/Substance Abuse Disorder	4%
Other Condition of Clinical Attention	13%
Teen Mothers (2010-2011)	23%

Enrollment History:

	2009-2010	2008-2009	2007-2008	2006-2007
Grade 5	1	0	0	0
Grade 6	1	2	3	0
Grade 7	6	1	3	3
Grade 8	7	5	10	9
Grade 9	16	9	9	8
Grade 10	10	12	12	7
Grade 11	5	1	4	3
Grade 12	3	0	0	0
Total	49	30	41	30
Special Education	22%	37%	39%	27%

III. Attendance Rate, Student Performance on ISTEP and End of Course Assessments, and Graduation Rate.

GWS is committed to provide a quality education to all students who are enrolled in the school and to enable the students to return to public school and successfully accomplish academic achievement. The mission statement of GWS is to provide students with academic and moral growth through Christian training. In order for GWS to provide for the accomplishment of these goals, GWS will provide spiritual, emotional, and physical safety. This will allow students to develop self-sufficiency in school and society that agrees with the agencies that place children at Gateway Woods Family Services and GWS. With a safe environment, a challenging curriculum at their level, and emphasis on character development, students develop a deep conviction and perspective that will not only help them to transition into public school, but also have a profound impact on their lives. Students will be academically prepared for public school and will improve on standardized testing assessments.

Attendance Rate

Because GWS is part of the Residential Program, attendance is tracked daily at the school and except for illness, a court hearing, or an occasional doctor appointment, children are not absent. Therefore, GWS maintains an attendance rate greater than 95%.

Student Performance on ISTEP+ and End of Course Assessments

The goal for GWS is to prepare students for the public school system at the current grade level or at a grade level equivalent to the one stated on the Individualized Education Program (IEP). Not all of GWS students come with an IEP but many do. Because of the schools unique nature, GWS works with the public school on IEP's to insure entry into the public school. GWS is committed to assessing the student's ability through various standardized assessments (Wide Range Achievement Test 4 & Northwest Evaluation Association), and ISTEP+ to assure the students

appropriate entry into the public school. Standardized assessments are given when students are enrolled at GWS and throughout the school year. This data is compiled and analyzed for program evaluation and improvement.

The benchmark that will determine that the educational goals are being attained at GWS include: (a) returning children to public school at appropriate academic level (b) achieving scores on standardized tests (WRAT 4, ISTEP, and NWEA).

GWS student population generally consists of at-risk students. GWS uses the normative assessment Wide Range Achievement Test 4 (WRAT 4) to acquire a general understanding of a student's academic ability. According to the WRAT 4, GWS students enroll with an average of a 1.24 grade level deficiency in reading, 2.75 grade levels in spelling, and 1.90 in math computation. These statistics explain the challenge facing the average student at GWS. GWS attempts to meet students at their academic level and remediate the student's abilities. GWS strives to raise student's abilities by the minimum of one grade level per school year.

In addition to the WRAT 4, GWS assesses growth by utilizing the Northwest Evaluation Association's computerized assessment. This assessment is administered three times throughout the school year and measures how much academic growth a student has made over the course of the school year.

The average length of stay at Gateway Woods is 9-18 months. Due to the transient nature of the students served, it is difficult to track individual trend data and identify specific areas for school improvement. However, GWS used student data to identify large trends in typical student deficits in math and language arts. Based on these findings, GWS developed a School Improvement Plan with heavy emphasis on language arts and math.

Graduation Rate

GWS rarely has seniors, and if we do they often do not have enough credits to graduate. In the majority of cases students are integrated back into their local school district after they are discharged from GWS. Since the school's inception, we have only had the opportunity to graduate 1 high school senior.

Instead of tracking the percentage of graduates, GWS utilizes the IARCCA (an Association of Child Caring Agencies) outcome study to measure the educational success rate of students discharged from our program (See Appendix A). On the education variable, an agency must score 2 out of 3 positives in order to have a positive education outcome at discharge. The three areas are: Behavior, Achievement, and Attendance. For the children who have successfully completed the Gateway Woods School program, 85% have had positive outcomes on the IARCCA Education section. GWS will continue to pursue at least an 80% positive outcome on the IARCCA Education form.

GWS will follow residents for 24 months after they are successfully discharged and seeks to have an 80% success rate for former residents who will remain in school or graduate. GWS's goal involves building life long learners. Due to this focus, GWS continues to pursue an

aggressive success rate among former students. Follow-up information is very difficult to track two years past discharge. While complete information will be impossible to acquire, GWS continues to pursue this data.

IV. Identify Statutes and Rules To Be Suspended as a Result of This Contract.

A. Gateway Woods School asks that 511IAC 6.1-3-4 relating to high school credit be suspended. Although GWS generally follows the public school schedule, there are cases where a student may complete a course in less time. GWS has a unique situation in that some students are taught one on one, and most students stay for a year or less. So, to better prepare students for re-entry into the public school, GWS wants the freedom to allow them to master a course in less time. GWS's reason for seeking this waiver would be for students who are behind in credits, and need credits to enter high school at their grade level. Also, GWS operates on a Trimester schedule so that the school schedule more adequately matches the local public school. This allows GWS students a smoother transition to public school from GWS. As a result of implementing the trimester schedule into GWS, the minutes per class have been reduced to better accommodate the entirety of the program. This adjustment allows the students to receive the entire breadth of services GWS offers.

B. Gateway Woods School provides a health and safety program for students. This curriculum includes: growth and development, mental and emotional health, nutrition, community and environmental health, family, consumer, and personal health, disease prevention, accidents, and alcohol and drugs. These topics are covered through multiple individual programs such as True Life Choices, Independent Living class, and the community service program. The topics of personal and human relations are covered during the devotional time that is required for each grade. Therefore, GWS requests that IC 20-30-5-8, IC 20-30-5-9, and IC 20-30-5-11 be suspended.

C. Gateway Woods chooses curriculum and instructional material that is in agreement with our mission and philosophical objectives. The National Association of Private Schools has approved the curriculum used at GWS. Since the goal of Gateway Woods is to return students to the public schools, some of the textbooks chosen may be from selections adopted by the state. Gateway Woods School uses the Indiana Department of Education standards as the curriculum for class content. GWS teachers then develop their course content based on the Indiana standards using various sources and texts. In other instances, textbooks may be chosen which are in agreement with the mission statement of Gateway Woods School. GWS would like the flexibility to purchase textbooks that would agree with the mission statement and be appropriate for the students. Gateway Woods School requests that IC 20-30-5-8, IC 20-30-5-9, and IC 20-30-5-11 be suspended in order to supplement or amend the adopted list. Gateway Woods School recognizes the importance of textbook selection. When a change in the curriculum is needed, teachers and the Director of Education select a textbook that will prepare students for public school and best addresses the mission and philosophy of Gateway Woods School. The philosophical statements are written to maintain the highest possible educational standards in conjunction with the Christian principles set forth as guidelines by Gateway Woods School. We request that IC 20-26-12-24 be suspended.

D. GWS would like to use the flexibility granted by the Freeway Schools Program in areas of general curriculum required so that the GWS curriculum can be more individualized and still meet the GWS mission statement. GWS would meet many of the requirements of the General Curriculum Requirements related to Middle School and High School and GED. GWS does not accept students lower than the 6th grade level because Gateway Woods Children's home seldom takes children lower than age 12, and students are taught at different levels. Gateway would like the following suspended:

511 IAC 6.1 1-5-3.5 concerning middle school

511 IAC 6.1 1-5.4 concerning high school

V. Identify the strategies for the curriculum to address issues related to: character education; hygiene; alcohol and drugs; sexually transmitted diseases, honesty; respect; and abstinence and restraint.

Due to the fact that GWS is closely connected to Gateway Woods residential treatment program, GWS places the same high standard of conduct in all areas of a student's life as does the residential homes. The curriculum implements a daily devotion time that covers a variety of value based content. The school offers a health curriculum and a special workshop in grades 6-12 which covers the following topics: health and safety, family health, hygiene, community and environmental health, sexually transmitted diseases, chemical and substance abuse, abstinence and restraint. In addition to the health curriculum, students enrolled at GWS attend a program that addresses abstinence and restraint along with a unit on diseases transmitted sexually.

Many of the students attending GWS have a history of chemical abuse. In order to break the cycle of dependence, GWS offers chemical abuse group counseling. The leader of this group is a highly qualified counselor that is certificated in drug abuse counseling. The curriculum utilized during group counseling is researched based and is nationally recognized.

VI. Describe How Technology Will Be Integrated Into Student Instruction.

Technology is a very important part of instruction at GWS. Each classroom teacher utilizes a Smartboard device for daily classroom instruction. Teachers use these devices to demonstrate concepts being taught. Students often participate in classroom activities by interacting with the Smartboard. Teachers also access the World Wide Web in through these devices and interact with websites that support student learning.

Computers are available to students to conduct research and gather information for school projects and reports. We offer Computer Application classes to students in order to teach them basic word processing, spreadsheet, and presentation skills. The ratio of computers to students is typically around 1:2, so we have ample computers to meet the needs of our students.

VII. Describe the plan allowing student to earn an Indiana Academic Honors Diploma where applicable.

Due to the unique nature of GWS's program, students will not be at GWS for an extended course of study. If a student is enrolled at GWS with honors level courses, GWS will continue to teach the student at that level until the student is returned to public school. An academic honors level course is generally taught through interactive individualized instruction with the assistance of a computer based curriculum. Should GWS get a student who is in or qualifies for an academic honors program, we will follow the attached plan.

See Requirement sheet

VIII. Describe procedures/plan to ensure a safe and disciplined learning environment.

GWS is interconnected with the residential childcare program of Gateway Woods and is utilized as an extension of the program. GWS works with Houseparents and Counselors to maintain a disciplined school, based in a Christian worldview. GWS faculty is directly involved with Gateway Wood's residential staff to maintain a congruent disciplinary procedure. This consistent disciplinary structure is aided by the intake process of a student, which involves a screening of students with consideration to safety.

All school, houseparent, and counselors are required to take MindSet training annually. MindSet is a researched based framework for addressing children at all stages of a crisis. In addition, to MindSet certification, all staff is required to be CPR and First Aid certified.

GWS developed a Crisis Emergency plan that addresses crisis such as fires, severe weather, earthquakes, floods, chemical spills, bomb threats, and missing students. This plan includes a course of action for school administration and teachers should a crisis happen. Prior to the beginning of each school, it is reviewed by school staff.

Discipline Policy

Gateway Woods School will provide a safe and orderly learning environment for our students. Therefore, students will be expected to conduct themselves in a manner that will be consistent with the school's discipline policy. Gateway Woods School discipline policy is designed to provide students the structure necessary to improve the student's opportunity to succeed.

Gateway Woods School believes that discipline is to be used to train and teach students appropriate behavior. Discipline involves setting up a structure of expectations and rules, and permits the student to take responsibility for and experience the logical and natural consequences of their own behaviors and attitudes. It includes teaching how to correct attitudes or behaviors and training in order to meet the goals of self-discipline and self-control. All of these are important aspects of the Gateway Woods School Discipline policy.

Consequences:

Students whose behavior does not meet the stated student guidelines will be subject to disciplinary consequences that may be administered by any GWS staff. The consequences may range from work detail, to writing sentences, to completing an essay on the behavior issue. All consequences at GWS are given in a respectful manner and done so with quality professional judgment. GWS staff is committed to consistent discipline.

Structured Lunch:

Structured Lunch is when a student requires their lunch to be highly structured due to behavior or academic performance. Structured lunch consists of separate seating, no talking, and extra supervision. Some common reasons for structured lunch are as follows

1. To write up a behavior
2. Recurring behavior issue during lunch or school
3. Grades of D's or F's
4. Late or missing assignments
5. To complete consequences

Independent School:

A student may be placed on independent school for behavior that is consistently contrary with a teacher's classroom structure. Behavior that creates a situation in which the student is unable to be effectively implemented into the classroom environment will be given their schoolwork independently. This will be supervised by a GWS staff and will require the student to work individually on their schoolwork. After the student's schoolwork is complete, they will be expected to read independently and the school staff will determine their participation in the remaining school activities for the day. An independent school will also be given for 3 instances of failure to cooperate or disrespect in one day.

Suspensions:

A suspension from regular school activities is a consequence designed for serious behavior issues. A suspension involves the student being removed from the schools regular schedule due to the student's inability to function appropriately within the schools regular activities. If a student is suspended at the end of the day, they will continue their suspension on the following day.

In School Suspension:

A student may receive the consequence of In School Suspension (ISS) for more serious behavioral issues or consistent serious behavioral issues. ISS involves the student sitting in a study room and completing their consequences. If a student completes their consequences and has taken responsibility for their behavior, they may be given schoolwork at the teacher's discretion. If a student has not taken responsibility for their actions, they will be expected to continue whatever consequence is assigned.

Out of School Suspension:

A student may receive the consequence of an Out of School Suspension if their behavior is serious enough to either endanger or threaten danger to anyone, require full staff attention, or any

behavior that is illegal. An Out of School Suspension is a serious consequence and requires the review of school staff and the student's authority to determine the status of the student in regards to returning to school. An Out of School Suspension will be followed by the student returning to either an In School Suspension or an Independent School for at least one day determined by all involved in the student's treatment. The student's authority will be expected to pick up their student in the event that he or she is suspended.

Dress Code:

Gateway Woods School dress code is designed to create a positive learning environment for our students.

Boys:

- Casual or dress pants (no jeans or athletic pants)
- All pants must have a belt
- Shirts must be tucked in, except those shirts that are designed to be untucked (i.e. sweaters)
- Boys must be clean-shaven and have appropriately trimmed hair
- No jewelry, watches only

Girls:

- Casual or dress pants (no jeans or athletic pants)
- Skirt or dress (denim OK), must be knee length
- Girl's shirts must have sleeves, be modest, and be long enough to tuck in
- All slacks or dress pants with belt loops showing must have a belt
- Girls can wear jewelry, but no body piercing other than earrings.

General Guidelines:

- Clothes must be neat, clean, worn appropriately, and fit properly.
- Shoes must be worn at all times.
- Shirts must be without writing
- Jackets (hoods), sunglasses, and hats must be put in lockers prior to first class period.
- No shorts
- School staff has the ability to announce dress down days. They will always be announced to home parents and day student parents prior to happening.
- Gateway Woods School staff has the ability to make changes in the dress code when deemed necessary.

IX. List the School's Teachers / Administrators Credentials

All Gateway Woods teaching staff is highly qualified. The teachers at GWS teach all students grade 6-12. All GWS teachers are licensed by the state of Indiana. While our teachers are occasionally teaching outside of their licensing area, they are all qualified and highly competent within their content area.

Director of Education – Adam McAfee
Indiana Teaching License -1035545
Elementary Education – Indiana University

Masters in Education – Indiana/Purdue University of Fort Wayne

Assistant Director of Education – Ryan Donaghy

Indiana Teaching License- 913657

Elementary Education – Indiana University

Masters in Education – Indiana/Purdue University of Fort Wayne

Science Teacher – Kristin Zimmerman

Indiana Teaching License - 1605967

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Classes currently teaching:

- Middle School Science
- Earth/Space Science
- Integrated Chemistry/Physics
- Biology
- Health

Math Teacher – Katie Kaufmann

Indiana Teaching License – 10029954

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Classes currently teaching:

- Middle School Math
- Algebra I
- Geometry
- Pre-Algebra

English/Language Arts Teacher – Laura Gerber

Indiana Teaching License- 1082995

– Ohio State University

Classes currently teaching:

- Middle School English
- English 9
- English 10
- English 11
- English 12

Social Studies Teacher – Christy Wiegand

Indiana Teacher License No-1602585

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Classes currently teaching:

- Middle School History
- World History
- US History
- Government
- Economics

X. Describe plans for continuing professional staff development

Due to the unique nature of Gateway Woods School, professional development is focused on the unique needs of the students we serve. Many, but not all, of the student who are placed at GWS have some sort of behavioral disorder. Therefore, professional development seeks to equip teachers and administrators with the ability to successfully work with and bring about positive behavioral changes in the students we serve.

Professional development to meet the academic needs of the students served at GWS is also very critical. Teachers and school administrators work with our local school district to better understand learning disorders and how we can differentiated instruction to meet the academic needs of all students.

XI. Confirm the School's commitment to Indiana's minimum 180 instructional days for students.

Gateway Woods School will adhere to Indiana's minimum of 180 instructional days for students. Many students will actually receive more days of instruction while at GWS, due to our policy that all students participate in summer school. High school students can receive credit for classes taken during the summer months. Middle school students will receive remediation in math and language arts.

XII. Describe the school's ability to produce and submit all required electronic state student data reports.

Gateway Woods School currently produces and submits all required electronic reports that are required by the Indiana Department of Education. GWS is committed to continuing its practice of producing and submitting all required reports in the future.

GWS Course Offerings

Middle School

Art

Literature/Grammar

Spelling/Vocabulary

History

Mathematics

Science

Physical Education

Health

Keyboarding

GWS Graduation Requirements - Academic Honors Diploma

SUBJECT	CREDITS
English/Language Arts (must include literature, speech, composition)	8 Total
Mathematics	6 Total
Algebra	2
Geometry	2
Algebra II	2
or Integrated Math series I, II, or III	6
Social Studies	6 Total
U.S. History	2
Government	1
Economics	1
World History or Geography of the World	2
Science	6 Total
Biology I	2
Chemistry, Physics, or Integrated	2
Any Core 40 course	2
Physical Education	2 Total
Health Education	1 Total
Directed Electives	5 Total
Electives	<u>6 Total</u> 47 Credits

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:

- A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
- B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
- C. Earn two of the following:
 - 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 - 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB exams.
- D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- E. Earn an ACT composite score of 26 or higher and complete written section
- F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - 1. Pathway designated industry-based certification or credential, or
 - 2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

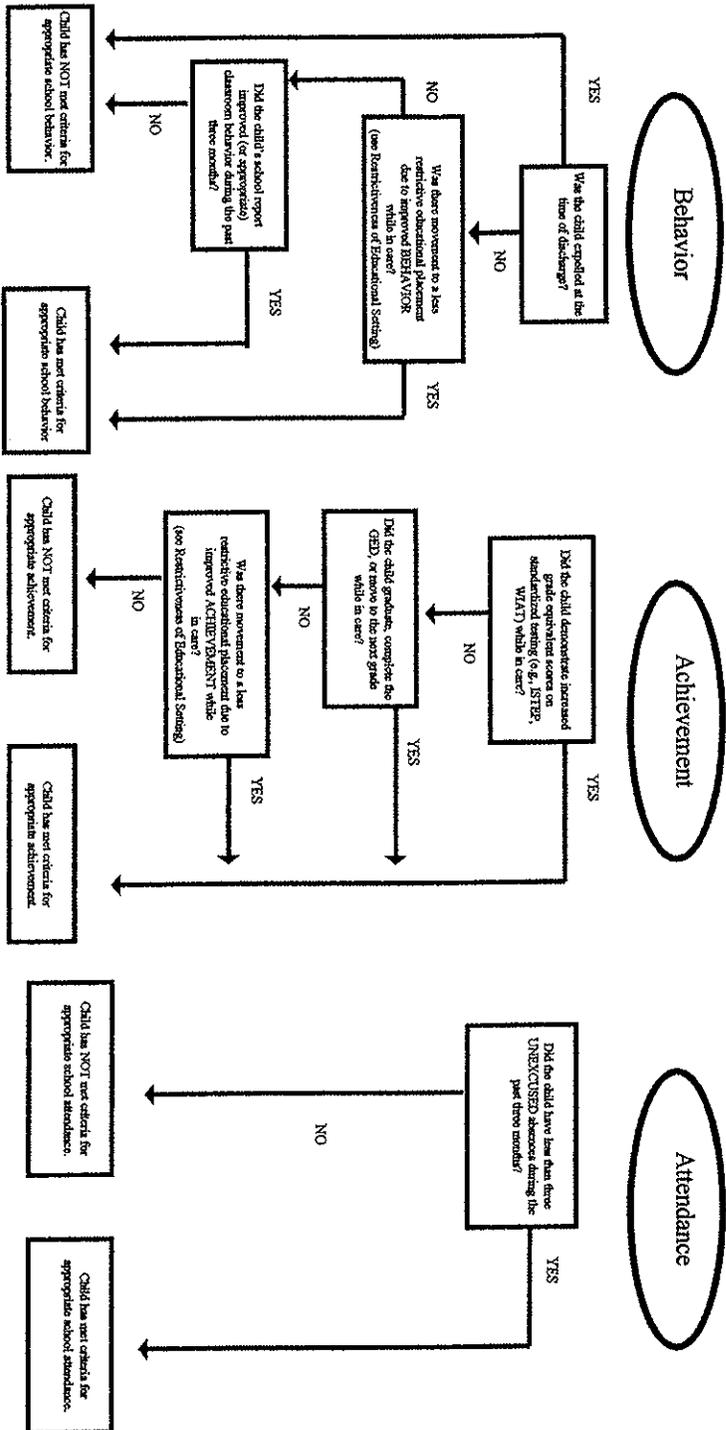
For the Core 40 with Academic Honors diploma, students must also:

- Earn 2 additional Core 40 math credits, and
- Earn 6-8 Core 40 world language credits, and
- Earn 2 Core 40 fine arts credits, and
- Earn a grade of “C” or above in courses that will count toward the diploma, and
- Have a grade point average of “B” or above, and
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college courses(s) resulting in 3 college credits
 - Score 1200 or higher combined SAT math and verbal

- Score a 26 composite ACT
- An International Baccalaureate Diploma

IARCCA Outcome Study
Education Worksheet

(Circle or Highlight process through flowsheet)



Education Outcome is positive if at least two of three areas are positive.

Case Number: _____

Agency Code: _____

Date Completed: _____

Education Outcome:
A. Positive
B. Negative

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Education Outcome Area	Was Criteria MET?
Behavior	Y/N
Achievement	Y/N
Attendance	Y/N
TOTAL # AREAS MET	