



PARENT AND STUDENT HANDBOOK 2020-2021



For all policies not addressed in this handbook, the policies in the New Horizons student rights and responsibilities handbook apply.

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2020-2021 School Calendar

CENTER FOR AUTISM & NEWPORT ACADEMY

New Teachers Report	Aug 17
New Paraprofessionals Report	Aug 26
All Staff Report	Aug 27
Staff Development	Aug 27-Sept 4
Newport Academy and CFA Open Houses	Sept 4 (10:00 –noon)
Labor Day – Closed	Sept 7
All Students Report – 1 st Qtr. Begins	Sept 8
Professional Day	Oct 9 (E.R.)
Interim Grades in PowerTeacher	Oct 16*
1 st Qtr. Ends	Nov 2
Professional Day/Election Day/Parent Conferences	Nov 3 (N.S.)
2 nd Qtr. Begins	Nov 3
Quarter Reports Issued	Nov 11
Thanksgiving Holiday - Closed	Nov 25-27
Interim Grades in PowerTeacher	Dec 18*
Winter Break - Closed	Dec 21-31, Jan 1
All Students and Staff Return to School	Jan 4
Martin Luther King Day - Closed	Jan 18
Exam Days/Workdays	Jan 25-27 (E.R.) *
2 nd Qtr. Ends	Jan 27
Teacher Workday	Jan 28 (N.S.)
Regional Professional Development Day	Jan 29 (N.S.)
Second Semester Begins/3 rd Qtr. Begins	Feb 1
Qtr. Reports Issued	Feb 9
President's Day	Feb 15 (N.S.)
Professional Day	Mar 5 (E.R.)
Interim Grades in PowerTeacher	Mar 12*
3 rd Qtr. Ends	Apr 2
Spring Break - Closed	Apr 5-9
4 th Qtr. Begins	Apr 12
Qtr. Reports Issued	Apr 20
Interim Grades in PowerTeacher	May 7
Memorial Day - Closed	May 31
Exam Days/Workdays	Jun 16-18
Last Student Day, 4 th Qtr. Ends, Qtr. Reports Issued	Jun 18
Last Teacher Day/Workday	Jun 21

Calendar Notes: This calendar applies to N.A. and CFA students and staff only. Twelve-month staff should follow the Holiday schedule. Professional Day constitutes a conference day, assessment day, or professional development day. Dates are subject to change due to inclement weather and other emergencies.

WELCOME

Welcome to Newport Academy. This handbook has been prepared to help orient students to the program. Please read it as soon as possible. Please, do not hesitate to discuss any questions with a member of the staff.

Although this handbook describes the general program, there are also individual expectations. All students will have an education plan with goals that are designed specifically for them.

INTRODUCTION

Newport Academy is a safe and therapeutic school environment for students with emotional disabilities who require a more specialized school environment than is otherwise available within their school system.

Program hours are from 7:55 AM – 1:46 PM, with transportation provided by the zoned school division/or parents.

This guide provides information concerning school regulations and procedures, transportation, attendance, and conduct. These regulations and procedures have been established to provide all students with an equal opportunity to gain the maximum educational benefit from their program. Therefore, each student will be expected to be familiar with and to observe these regulations and procedures.

DESCRIPTION OF THE PROGRAM

Newport Academy is a day program that provides a specialized school environment for students with emotional disabilities in grades K-12. As a regional education program, Newport Academy serves the following school districts: Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County, and York County.

The day program provides a highly structured, supportive, educational environment with trained staff to meet the unique needs of students with emotional disabilities. Related services, such as speech, recreational therapy, psychological consultation, and career awareness, are available to enhance the educational experience.

Newport Academy provides SOL and Life Skill instruction, positive behavior management, and social skills development and maintenance.

The primary goal of the program is to provide appropriate services in the least restrictive environment, enabling the student (through success) to return to his or her home school division.

PHILOSOPHY

We provide a highly structured and supportive educational environment with caring staff trained to meet the unique needs of students with emotional disabilities. We meet the educational needs of a diverse student population. Individualized education plans address Virginia Standards of Learning, Aligned Standards of Learning, functional academics, positive behavior supports, and social skills development based on student needs.

Our primary goal is to provide services and accommodations necessary to ensure student success in the least restrictive environment. School divisions may use Newport Academy as an educational transition placement from a more restrictive or residential setting. At the same time, some students are referred because they require more intensive, specialized services and supports than can be provided in their school division. In either case, our goal is to provide students with the skills needed to return to the least restrictive environment in their local school division.

WE BELIEVE:

- In striving for excellence.
- All students can learn.
- Our program should be a rewarding experience for students, their families, and our staff.
- We can help students and their families overcome obstacles and solve problems.
- Instruction should be individualized and modified to meet each student's needs.
- We need to be knowledgeable about current research and evidence-based instructional techniques to meet the needs of our students better.
- In the use of positive behavioral interventions and supports, which focus on the functions of behavior, teaching replacement behaviors, and teaching rules and expectations to make socially significant changes in student behavior.
- It is essential to encourage and improve each student's communication and social skills.

ACADEMIC PROGRAMS

Newport Academy provides a supportive and structured learning environment designed to meet the specific needs of students with emotional disabilities. Each student's Individualized

Educational Plan addresses Virginia Standards of Learning, Aligned Standards of Learning, communication/language skills, functional academics, life skills, positive behavior supports, leisure and play skills, and social skills development based on their needs.

Newport Academy staff use evidence-based instructional strategies and interventions to promote positive student outcomes. Ongoing assessment is used to determine student strengths and needs, develop student goals, and evaluate their progress. Functional skills and routines are incorporated into instruction, as needed, to promote student self-sufficiency and independence on tasks of daily living, leisure/play activities, and vocational tasks.

The High School Curriculum is designed to award credits in English, Math, Science, Social Studies, some electives, and Health and Physical education, to earn a standard or Applied Studies diploma. Students have credit recovery opportunities through on-line programming and classroom instruction.

Technology is used to enhance student learning, communication, and behavior. Laptops, Computer Labs, iPads, smart board technology are available and accessible to students. Newport Academy's Reading Intervention Specialist collaborates with teachers to develop and implement instructional techniques to improve student literacy skills.

POSITIVE SUPPORTS AND INTERVENTIONS

Our school-wide positive behavior system teaches students appropriate behavioral expectations and rewards student progress. Our students know it as STARR: Safe Students Teach All Respect and Responsibility. (Tier 2 & 3 students can be identified within this system and provided with more intensive programming)

An individualized Behavior Intervention Plan is developed and implemented for each student. It is based on a functional assessment of behavior with input from the student, guardian, and instructional staff. Behavior plans focus on identifying and avoiding triggers, teaching student's appropriate replacement skills and coping techniques, and reinforcing desired behaviors.

Behavior Specialists provide support services for classroom staff and students through classroom observation, collaboration, and participation in the development of individualized Behavior Intervention Plans. They also support students directly by building rapport, evaluating individual needs, establishing goals, and monitoring progress. Our Behavior Specialists hold Master's Degrees, is Special Education Licensed by the Virginia Department of Education and are Board Certified Behavior Analysts or in the process of completing requirements for Board Certification.

Teachers communicate daily with parents/guardians using a Daily Behavior Communication Form.

Our Nationally Certified School Psychologist (NCSP) has met rigorous, nationally recognized standards. School psychologists who hold the NCSP demonstrate their commitment to the highest levels of professionalism, ethical practice, and continuing professional development.

Social Skills Instruction focuses on teaching student's effective communication, problem-solving, coping, and anger-management skills.

All students have access to sensory and exercise activities, Cool Down Toolboxes, social stories, visual supports, and quiet spaces to help regulate emotions, calm if upset, and re-energize or regain focus for educational activities.

The Recreational Therapy Program offers a variety of recreational and educational experiences focusing on the development of life skills, including problem-solving, positive social skills, communication, and cooperation within a team.

All staff receives training in crisis management techniques, verbal de-escalation, and nonviolent crisis prevention intervention. The primary goal is to work with students to prevent crisis situations. If a student's behavior does escalate to crisis level, our staff work as a team to de-escalate the situation and calm the student quickly and safely.

TRANSITION SERVICES

According to IDEA, Transition Planning involves "a coordinated set of activities designed to be a results-oriented process that is focused on improving academic and functional achievement to facilitate movement from school to post-school activities."

Virginia Regulations require that secondary transition services be addressed beginning at age 14. Participants in the Transition Planning process include the student, family, special educator, guidance counselor, career and technical educator, vocational evaluator, therapists, adult agency service providers, or any others who may be identified by the family or school as members of the transition planning team.

The IEP includes age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Transition planning begins with a conversation among the student, the student's parents, and school personnel about the student's education, career, and adult living goals. Transition planning is based on student preferences, interests, needs, and strengths. Services and supports needed to help the student obtain his/her post-school goals are determined using transition assessment data. A wide variety of formal and informal assessments are used to evaluate these factors. Assessment areas may include Vocational/Career Interest, Functional Behavior, Interest Inventories, Learning Styles, Self-Determination, and Assistive Technology.

A Transition Portfolio is developed for each student beginning at age 14. A yearly checklist of assessments and activities are completed to help the student and family envision and plan for the future. Activities are then implemented based on these assessments, to help the student reach his/her postsecondary goals. This individualized portfolio is maintained and updated each year until the student graduates or transitions out of the program.

The Education for Employment (EFE) Program provides a school and community-based job training for Newport Academy students, age 16 years and older, as indicated in the IEP. The program is designed to provide job exploration, job preparation, and training in work behavior skills, socialization, and independence skills.

The goals of the EFE Program are to prepare students to transition from school to employment or adult services, increase students' employability skills, and to teach them the work behaviors needed to hold a job. Each student is evaluated prior to placement in the program. Work skill objectives are based on ongoing assessments and directly relate to the student's Individual Education Plan.

Through the use of school-based enterprises and community job sites, students gain a direct understanding of the behaviors, skills, and attitudes needed to gain employment. While participating in EFE, students working in the community are always transported by and supervised in the community by New Horizons staff. Due to the educational nature of the program, there is no expectation of pay, and businesses are not responsible for liability. Benefits of the program include easing the transition to work after high school, providing real-life work situations within the school and community, improving self-esteem, and increasing the ability to generalize skills in a variety of environments.

Several local community businesses have partnered with New Horizons in providing job sites for students to gain a real-life understanding of the world of work. The Transition Instructor works closely with managers at businesses to design programs, and New Horizons staff supervise students at work. Students work along with their peers and co-workers at the job sites.

RELATED SERVICES

A student's Individualized Education Program (IEP), developed by the IEP team, may include related services. Virginia regulations define related services as:

"Related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling

services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. Related services do not include a medical device that is surgically implanted, including cochlear implants, the optimization of device functioning (e.g., mapping), maintenance of the device, or the replacement of that device. The list of related services is not exhaustive and may include other developmental, corrective, or supportive services (such as artistic and cultural programs, and art, music, and dance therapy) if they are required to assist a child with a disability to benefit from special education.

(§ 22.1-213 of the Code of Virginia; 34 CFR 300.34(a) and (b))

Speech/Language Therapy

Individual and group speech and language therapy, using evidence-based practices, is provided by speech/language pathologists licensed by the Virginia Board of Audiology and Speech-Language Pathology (BASLP) as determined by a student's IEP.

Speech assessment and therapy address all areas of communication development, including articulation, voice, fluency, literacy, and language.

Occupational Therapy

When occupational therapy is included as a related service in an IEP, it is meant to enhance a student's ability to function in an educational program. By focusing upon the skills of daily living, occupational therapists can often help individual students to function in the least restrictive environment.

Generally, occupational therapists provide treatment to strengthen and develop fine motor functions; focus on the treatment of the small muscles, primarily those of the face, upper trunk, arms, and hands; and improve the student's ability to perform tasks necessary for independent functioning, such as chewing, swallowing, placement of the tongue and mouth for speech formation, eye-hand coordination, and manual dexterity.

Our Occupational Therapist holds National Board for Certification in Occupational Therapy (NBCOT) and is licensed by the Virginia Board of Medicine to practice as a licensed occupational therapist (OTR/L).

Recreational Therapy

The Recreational Therapy Program at Newport Academy offers instruction and experiences in activities focused on the development of life skills, including teamwork and problem-solving. Positive behavior is taught, modeled, and reinforced. Community-based outings are also included as opportunities to practice the skills learned in class and to utilize local resources. All students attend Recreational Therapy through their tenth-grade semester as part of their regular schedule. With a passing grade, students earn high school credit for P.E. in the ninth and tenth grades.

In the Recreational Therapy class, students are encouraged to explore and engage in activities that enhance their physical fitness, mental wellness, and quality of life. Leisure education, sports-related activities, team challenges, individual activities, and expressive art are all included in the curriculum. Students are exposed to a wide variety of leisure pursuits to enhance and broaden their leisure interests. Students may choose to participate in special events where they may perform or showcase their talents.

Our Certified Therapeutic Recreation Specialists have met rigorous standards set forth by the National Council for Therapeutic Recreation Certification. Recreational Therapists who hold these credentials demonstrate their commitment to the highest level of professionalism, ethical practice, and continuing professional development.

PARENT INVOLVEMENT

Following is a list of some things that will help parents help their children be more successful.

- Parents/guardians can help their students catch the bus every day.
- Parents/guardians should complete all enrollment paperwork and return to the school in a timely manner.
- Parents/guardians should provide emergency contact information for their child.
- Parents/guardians should read, sign, and return the student's Daily Behavior Communication Form.
- Parents/guardians should provide written notes for any school absences. Please note that parent notes **will not** be accepted after the fifth, absence, a doctor's note will be required so that we can promote school attendance.
- Attend all meetings, including conference days, helps support our students.
- Set schedules for their students' homework.
- Parents/guardians should call the teacher immediately if there is ever a question or concern.
- Our parents/guardians are the best sources of knowledge about their children. It helps when parents share.
- When you hear something that concerns you, stay focused on your child's success. Try not to make judgments until you have spoken to the teacher.
- Parents/guardians are positive role models.
- Parents' availability for their children is crucial.
- Unless there is an emergency, parents should only call their child's teacher during non-student hours between 2:00 and 3:00. An interruption to class makes it difficult for all students to learn and causes unnecessary disruption.
- Parents/guardians must bring their child's medication to the school. Medication may not be brought in by students or transported by bus drivers.

GUIDELINES FOR DECORUM IN MEETINGS AND OTHER INTERACTIONS

New Horizons Regional Education Centers (NHREC) is committed to addressing the educational needs of all students. These guidelines address questions and concerns that have been presented by adult students, parents/legal guardians and school personnel regarding meetings and other communications. These guidelines are intended to facilitate productive and collegial interactions between school personnel and adult students, and parents/legal guardians. These guidelines do not supersede Federal and State regulations that govern the education of students with disabilities.

Meeting Scheduling:

- Polite and timely communication is expected at all times.
- Meetings and telephone conferences will be scheduled during a mutually agreed upon time with the parents/legal guardians/adult students.
- Meetings and telephone conferences will occur during allotted time.

Meeting Preparation:

- Parties should review relevant records prior to meetings.
- Parents/legal guardians/adult students should provide relevant documentation to school personnel prior to meetings.

Meeting Participants:

- School personnel reserve the right to speak directly with the responsible party (parents/legal guardians/adult students) when represented by attorneys or other representatives.
- Parties will give prior notice of intent to bring attorneys, advocates, or other representatives to meetings.
- Parents or legal guardians should notify school personnel prior to meetings that he/she will need a foreign language interpreter or interpreter for the deaf or hearing impaired.

Meeting Conduct:

- Parties will exhibit respectful and productive conduct.
- Parties will provide prior notice of intent to record meetings.
- Concerns about a party's conduct during meetings should be directed to the principal or administrator.

Other Matters:

- Observations of students allowed under limited conditions.
- Observations of students during school hours by non-school personnel will be limited to licensed professionals conducting an independent educational evaluation (IEE) or with a prior history of treating or evaluating the student.
- Audio and Video Recording Audio or video recording by any means in classrooms and on all school property by staff, parents, students or third parties while students and/or school staff are engaged in providing educational opportunities to students or during school-sponsored activities not open to the general public is prohibited without prior written notice and approval by the building administrator.

PRIVILEGES

The following privileges are based on Es that are earned from the previous school day. A total of 46 Es can be earned. Staff will write/highlight the number of Es in the **top right-hand corner** of the student's current day's daily communication sheet.

PRIVILEGES FOR STUDENTS EARNING LESS THAN 37 OF THE AVAILABLE Es:

1. Students can participate in recreation therapy unless an incident occurs or is being processed at the time of the class.
2. Word search puzzles or coloring sheets at the desk.
3. Access to PBIS school-wide incentives.

STUDENTS WHO EARN 37 OF THE AVAILABLE Es MAY HAVE THE FOLLOWING PRIVILEGES:

1. All previously mentioned privileges.
2. Board games with peers during homeroom.
3. Access to PBIS school-wide incentives.

STUDENTS WHO EARN 39 OF THE AVAILABLE Es MAY HAVE THE FOLLOWING PRIVILEGES:

1. All previously mentioned privileges.
2. Use of class iPad (unless specified in a student's IEP or BIP).
3. Access to PBIS school-wide incentives.

STUDENTS WHO EARN 41 OF THE AVAILABLE Es MAY HAVE THE FOLLOWING PRIVILEGES:

1. All previously mentioned privileges.
2. Computer time during homeroom class only.
3. Access to PBIS school-wide incentives.

STUDENTS WHO EARN 43 OF THE AVAILABLE Es MAY HAVE THE FOLLOWING PRIVILEGES:

1. All previously mentioned privileges.
2. With laminated hall pass, walk in the hall unsupervised (restroom, nurse, errands) *subject to staff discretion*.
3. One visit to the school store. The student must be accompanied by staff while in the school store. The student **may not** purchase items for other peers.
4. Access to PBIS school-wide incentives.

STUDENTS WHO EARN 45 or more OF THE AVAILABLE Es MAY HAVE THE FOLLOWING PRIVILEGES:

1. All previously mentioned privileges.

2. Homework pass
3. Access to PBIS school-wide incentives.

In order for students to **EARN** privileges, they must have completed their work and demonstrated safe, respectful, responsible behaviors. If a student demonstrates a **major behavior**, he/she **will not earn** privileges. This must be clearly documented on the student's behavior communication form.

If a student has completed his/her assignment(s) and has permission from the teacher, he/she may access academic-related activities on the computer with staff supervision. This **does not include** computer games, YouTube videos, Facebook, etc.

Teachers are encouraged to make contracts with students for preferred items to earn additional incentives and privileges. **Case managers must be notified of any contracts before they are implemented.**

Staff Signature _____ Date _____

Student Signature _____ Date _____

Student Behavior Contract - Elementary

Student's Name: _____

Case Manager: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
I Will: 1. SAMPLE FORM ONLY	 	 	 	 	 
I Will: 2. SAMPLE FORM ONLY	 	 	 	 	 

If I earn _____ , I will earn:



Student Behavior Contract Middle and High School

STUDENT NAME _____ CASE MANAGER _____

GOALS FOR STUDENT:

- 1.
- 2.
- 3.
- 4.

REWARD(S) IF GOALS ARE MET:

- 1.
- 2.
- 3.
- 4.

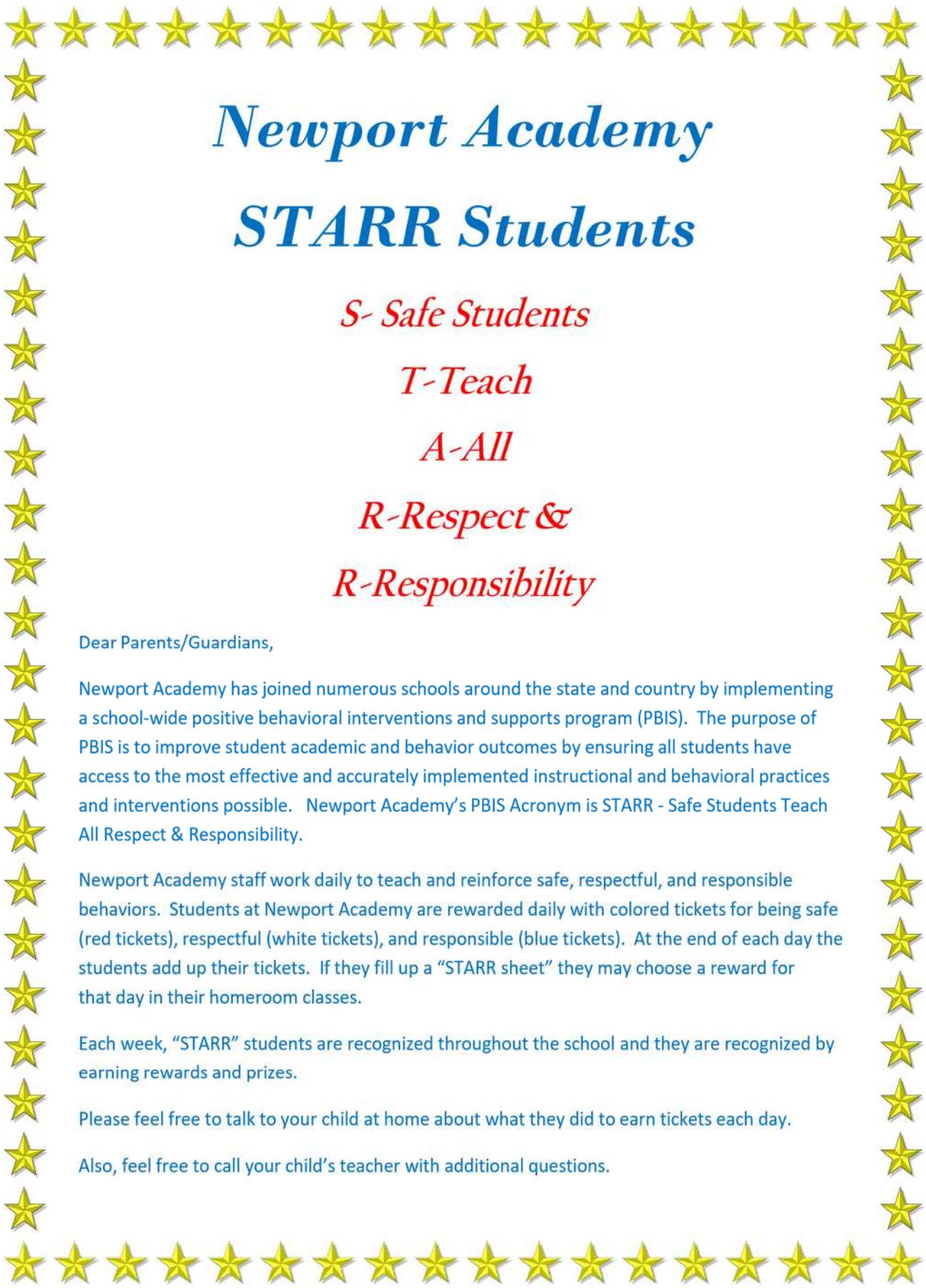
By signing this contract all parties agree to the stipulations in the document and will follow accordingly.

The following contract will be reviewed by the student, case manager and behavior specialist on the following date and time: _____.

(Signature of Student) Date (Additional Party) Date

(Signature of Behavior Specialist) Date

(Signature of Case Manager) Date



Newport Academy

STARR Students

S- Safe Students

T-Teach

A-All

R-Respect &

R-Responsibility

Dear Parents/Guardians,

Newport Academy has joined numerous schools around the state and country by implementing a school-wide positive behavioral interventions and supports program (PBIS). The purpose of PBIS is to improve student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Newport Academy's PBIS Acronym is STARR - Safe Students Teach All Respect & Responsibility.

Newport Academy staff work daily to teach and reinforce safe, respectful, and responsible behaviors. Students at Newport Academy are rewarded daily with colored tickets for being safe (red tickets), respectful (white tickets), and responsible (blue tickets). At the end of each day the students add up their tickets. If they fill up a "STARR sheet" they may choose a reward for that day in their homeroom classes.

Each week, "STARR" students are recognized throughout the school and they are recognized by earning rewards and prizes.

Please feel free to talk to your child at home about what they did to earn tickets each day.

Also, feel free to call your child's teacher with additional questions.

PBIS TICKET COLORS AND TRAITS



SAFETY
(red)



RESPONSIBILITY
(blue)



RESPECT
(white)

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NEWPORT ACADEMY PBIS MATRIX

Expectations	Arrival/ Dismissal	Hallways	Bathrooms	Gym	Cafeteria	Library/ Computer	Outside	Stairwell
Safety	Remain on bus until called Upon arrival - stay inline Remain in class until bus is called Keep hands, feet, and objects to self Bring only permitted items	Walk at all times Keep hands, feet, and objects to self Always walk on the right side	Keep floor clean and dry	Follow directions on first cue No food/drink/gum Use equipment as directed Go only in assigned areas	Walk at all times Stay in line Keep hands, feet, and objects to self Enter through the appropriate door	Keep hands, feet, and objects to self No food/drinks/gum	Stay with staff/group Look both ways before crossing street Keep hands, feet, and objects to self Use equipment as directed	Stay with staff/group One step at a time One hand on the rail Stay on the right side Walk
Responsibility	Follow check-in/checkout procedures Wait turn patiently Go directly to classroom/ bus When leaving, take all belongings to the bus	Bring hall pass as required Go directly to assigned area Stay with staff/group	Wash hands Put towels in trash Leave all writing utensils in the classroom Turn off lights Wait for staff check bathroom before and after use	Wear appropriate clothing Remain on task Follow directions of assigned task	Wait patiently inline Pushchairs in when finished Have money/lunch number ready and gather all necessary items before leaving the line Recycle when available Stay in designated area	Have staff permission to use library/computer lab Use books/computers appropriately Return items to designated place Only go to approved sites	Follow staff directions Wear appropriate clothing	All possessions must remain in your hands Stay on the right side Inform staff if you notice any broken equipment
Respect	Greet others and respond politely Walk quietly to and from class	Use appropriate voice, tone, and volume Use appropriate language Respect school property	Knock and wait before entering the bathroom Wait your turn Wash your hands using soap Keep all areas clean – flush, wash, leave	Cooperate with others Use kind/encouraging words Use appropriate voice tone and volume Play fairly/follow the rules	Use manners Notify staff if you spill anything Clean up your area Use appropriate voice, tone, and volume	Clean up area when finished Work quietly Respect school property	Leave all things in their natural environment Use manners Cooperate/share Play fairly	Do not block the stairwell Use manners Keep stairwell clean Follow staff directions at all times

DEFINITIONS OF MAJOR BEHAVIOR TYPES

When documenting behaviors in the PBIS database, staff will select one behavior type that most accurately describes the incident. Additional information can be provided in the anecdotal section of the report.

BEHAVIOR TYPES	DEFINITION	EXAMPLES
Aggressive Physical Contact	Any physical contact intended to intimidate or cause physical harm to another individual	Shoving, intentionally walking into another, intentionally tripping another, grabbing another
Alcohol/Drug/ Paraphernalia	Possession of any type of alcohol, prescription or illegal drugs or drug-related paraphernalia	Possession of medication that has not been prescribed to the student, possession of alcohol
Class Disruption	Intentionally disrupting the classroom through words and/or actions to the point where instruction or daily classroom activities cannot take place.	Running around the class, attempting to engage others in off-task behaviors, banging, screaming, repeated calling out
Student Reported or Suspected Abuse of Student	Student reports or staff suspect abuse or neglect of any kind (all staff are mandated reporters)	The Program Coordinator and/or Director MUST be notified immediately.
Contraband	Possession of any item identified as contraband in the student handbook	Possession of lighter, cell phone, playing cards, tobacco products, etc.
Destruction of Property	Intentional or willful damage to school or others personal property	Writing on school property (walls, desks) or punching/kicking holes in walls, damaging school phones, computers, etc.
Direct Verbal Threats	Making an intentional verbal threat to cause harm to another individual	Telling someone that they are going to get "beaten up"

Failure to comply (noncompliance)	Repeated refusal to respond/follow staff directions and/or challenging directions, rules, expectations when given adequate prompts	Repeated work refusal, continuing a behavior after being asked to stop, running up/downstairs, telling staff "no" after adequate requests, assistance, and prompting to comply have been made (may include repeated sleeping)
Harassment (Bullying)	Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim, and is repeated over time or causes emotional trauma. It includes cyberbullying	See definition
Destruction of Property	Intentional or willful damage to school or others personal property	Writing on school property (walls, desks) or punching/kicking holes in walls, damaging school phones, computers, etc.
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Out of Area (within the building)	Leaving an assigned area without staff permission inside of the school building	Walking out of class without permission, leaving assigned group/area, leaving group or class during transitions, standing in classroom doorways
Out of Area (out of the building)	Exiting the school building without permission and/or leaving school property without permission	See definition
Spitting	Intentionally ejecting saliva or any substance in the mouth towards a student or staff member	See definition
Suicidal Ideation	are thoughts or statements about how to or wanting to kill oneself, which can range from a detailed plan to a fleeting consideration	See definition *The school psychologist or other staff trained to complete a risk assessment MUST be notified immediately*
Tampering with Fire Alarm	Pulling/sounding the alarm causing the sounding to record at Fire Department resulting in the arrival of the Fire Department. This includes attempting to pull or tamper with the alarm.	See definition

<p>Harassment (Sexual)</p>	<p>Unwelcome sexual advances, comments or gestures that create a general feeling of discomfort</p>	<p>Making comments about one's body parts – comments may be directed towards peers or staff</p>
<p>Harassment (Religious)</p>	<p>Written or verbal comments, pictures or statements directed towards race or ethnicity with the intent to intimidate, belittle or coercion</p>	<p>Teasing someone for their religious beliefs or practices</p>
<p>Inappropriate Language</p>	<p>Ongoing intentional use of profanity, or discussions about violence, drug use, racist comments after receiving adequate prompts</p>	<p>Intentionally cursing at peers or staff, comments intentionally made to put down a race or culture</p>
<p>Inappropriate Physical Contact</p>	<p>Any act of intrusive touching of a student or staff member</p>	<p>Kissing, hugging, inappropriate touching</p>

Indecent Exposure	Purposefully displaying private areas of the body	Wearing clothing that exposes the private areas of the body (i.e., sagging pants or low-cut shirts)
Injury	Injury not sustained as a result of an aggressive act by another person	Accident, falling, etc.
Weapons	Any instrument or device intended to intimidate, or to use in an attack	Guns or gun look-alikes, box cutters, knives, razors, etc.

The following information will also be documented: bus behaviors and situations involving medication.

ATTENDANCE

Parents/guardians may excuse five absences during a school year without providing a doctor's note or documentation of a family emergency. All other absences will be considered unexcused unless documentation is provided by a doctor, therapist, court official, etc. A daily automated call will be made for all students marked absent. After a student's third consecutive day from school, the case manager will call parents/guardians who have not provided information to the school about their child's absence. Notification of absence letters will be sent to parents/guardians after every five absences.

EARLY DISMISSAL

Students will dismiss at 11:00 AM on early dismissal days. Students will receive breakfast on these days, but lunch will not be provided. Please check with your child's teacher to see if he/she should bring a snack on these days.

HALL PASSES

No student is to be in the hallway or other areas outside of the class without a hall pass. Note: Students will be supervised from arrival to dismissal. A hall pass will be given to students who demonstrate safe, respectful, and responsible behavior.

LUNCHES

Newport Academy students will be allowed to go through the lunch line every other day and eat in the lunchroom. Students who are unable to maintain safe and appropriate behavior in the lunchroom will order meals to be eaten in their homeroom. The free or reduced lunch program is available. Parents must complete a form and submit it to Newport Academy. Students may also bring their lunches and purchase milk.

STUDENT PACKET INFORMATION

Each year parents/guardians will receive a packet of information and forms to complete. It will include information about our open house for that school year, a summary of important information and procedures for parents and current emergency and medical forms. Please take a few minutes to complete and sign these forms and return them at an open house or with your child on their first day of school. It is important that this information is on file in a timely manner. Please do not hesitate to call your child's case manager if you have questions regarding this packet.

TELEPHONE USE

Students are not allowed to use school phones without permission. If a student adamantly feels a phone call is necessary, staff will verify contact information via release forms, dial the number, identify themselves as a Newport Academy staff member and state the reason for the call. Students will be monitored at all times during a phone call.

TRANSPORTATION

Bus transportation is provided for students through their school division. Newport Academy will be happy to assist with questions or concerns, but school divisions set their transportation policies and procedures. If the bus is late, or the bus has not picked up your child, please call your school division transportation department for information.

If you, a family member, or case manager, drop off or pick up your child, your child must be signed in or out in the register in the main office. If you plan to transport your child on a regular basis, a note regarding the transportation arrangements can be filed in the office, and daily sign out will not be required.

Students are not permitted to drive a vehicle to and from school. All students must be transported to and from school by school bus, parent/guardian, or an adult with prior written parental permission.

SCHOOL DIVISION TRANSPORTATION NUMBERS

Gloucester: (804) 693-2715

Hampton City Schools: (757) 727-1079

Newport News Public Schools: (757) 881-5052

Poquoson: (757) 868-3069

York County: (757) 898-0344

WJCC: (757) 565-0808

SAFETY

UNAUTHORIZED ITEMS

Items that are disruptive to other students and to the educational process are considered unauthorized items. Any student bringing disruptive items to school will be given the opportunity to give the unauthorized item(s) to support staff upon entering the building to be locked up and returned at the end of the day. Failure to comply with this may result in the confiscation of item(s) and further consequences. Unauthorized items include such things as iPods, C.D.s, food items, disruptive clothing, or any item that becomes disruptive to others.

Students are not allowed to buy or sell any items while on school grounds, including but not limited to: personal items, trading cards, C.D.s, food, or candy.

Material Restrictions/Contraband:

- Bandannas/Scarves
- Bookbags
- C.D.s, DVDs, Blu-Rays
- Computers, iPads, Tablets, Portable video games, iPods
- Drugs (illegal or prescription)
- Electronic devices that record audio, images and/or video
- Fireworks
- Gang-related paraphernalia
- Glass containers
- Headphones or earbuds
- Knives
- Laser pointers
- Letter openers
- Lighters/Matches
- Mace/Pepper Spray
- Magazines or materials containing sex, guns or aggression in any way
- MP3 players
- Open containers
- Phones
- Pornography
- Smart Watches
- Sunflower Seeds
- Sums of money greater than \$20 to be reported to parent/guardian
- Tobacco products and/or electronic cigarettes
- Tools
- Trading or playing cards
- Weapons

Students that choose to use book bags to transport their personal materials are required to use clear/mesh book bags only. Parents/guardians may purchase clear/mesh book bags for their students if they choose. Newport Academy will have a supply of clear/mesh book bags available to issue to students. Students will receive one school-issued book bag per year.

Cell phones and other unauthorized communication devices are prohibited during the school day. Students who bring unauthorized communication devices to school will turn them in upon arrival and retrieve them when they exit the building. Students who refuse to turn in their device will have it confiscated, and a parent/guardian may pick it up.

Prescription medication that will be administered by the school nurse must be checked-in, counted, and receipted by a med-trained staff.

Parents/Guardians may pick up confiscated items at the school prior to the end of the school year. Any confiscated items not picked up by June 30 of that year will be disposed of.

METAL DETECTORS

Weapons of any nature on school property or at school functions are prohibited by school policy and state law. Program coordinators or their designees are authorized to use stationary or handheld metal detectors.

Every student in Newport Academy must submit to scanning in order to gain entrance to the building.

Purpose: To reduce contraband from being brought onto the school campus.

To decrease behavioral anxiety while entering school and increase school safety.

Procedure:

- Buses will be unloaded one at a time
- Three students will be allowed into the building at one time
- Student will remove jackets and items from his/her pockets
- Student will walk through the scanner while purses, bags, etc. are being checked for contraband by staff.

If the scanner alarms:

- Student will remove belt and/or shoes and pull out pockets of pants (rabbit ears).
- Student will walk through the scanner again.
- Student will be scanned with a wand if the scanner alarms a second time
- Student will not be permitted into the program until the scanner alarm does not sound.

PHYSICAL INTERVENTION AND TIME OUT

All Newport Academy staff are trained in a physical intervention system by certified instructors. All staff are trained in verbal de-escalation and will assess and attempt to de-escalate crises before using physical intervention. Physical intervention will only be used when there is a safety concern due to physical threats or behavior that could cause injury to the student or others.

If physical intervention is used, the nurse will check the student. Parents or guardians will be notified when physical intervention is used.

Newport Academy may utilize time out booth when students exhibit behaviors such as loud and disruptive behavior, verbal or physical aggression, refusing to leave an area when directed, or need a quiet place to calm down and refocus. Time out rooms are supervised, and students are monitored for safety at all times. Parents or guardians will be notified when time out is used.

Students are encouraged to use voluntary time outs when experiencing strong negative emotions to assist them in calming down and evaluating feelings.

Students may be asked to remove shoes, belts, jewelry, and empty pockets if they pose a safety concern

GUIDELINES FOR STUDENT GROOMING AND DRESS

Students should wear clothes appropriate for school. (Students must wear protective equipment when performing hazardous operations. This includes not only safety glasses and shields but also gloves, aprons, hats, etc. Clothing must cover legs and arms as required.) All students are required to wear shoes, shirts, and pants or skirts at all times on school grounds.

1. Hats, bandannas, sweatbands, sun visors, or other headgear are not to be worn in the building (except as required for safety in the class).
2. Lewd or suggestive attire may not be worn.
3. Apparel, which advertises, glorifies, or symbolizes any illegal substance, alcohol, or tobacco, may not be worn.
4. Apparel, which advertises, glorifies, or symbolizes violence, may not be worn.
5. Pajamas, tank tops, halter-tops, or apparel specifically designed as beachwear may not be worn.
6. Footwear must be worn at all times. Flip-flops/slides, steel-toed boots, and bedroom slippers are not permitted.
7. Shirts must be worn appropriately (pulled overhead, both shoulders and both arms through the sleeves).
8. Sunglasses are not to be worn in the school building.
9. The midriff must be covered at all times. Clothes that expose the stomach or lower back while sitting, bending, or stretching are considered inappropriate for school.
10. The waist of pants and shorts must be between the waistline and the hip (pelvic) bone. Skirts and shorts must hang no more than two inches above the knee.
11. Clothing, which may be offensive to different cultures or groups of people, is not permitted.
12. Clothing, colors, or items, which may be considered "gang" related, may not be worn on campus.
13. Coats and jackets will be put in designated area immediately upon arrival to school and remain there until dismissal.
14. Hooded sweatshirts may only be worn if the hood remains off of the student's head at all times.
15. Wallets with chains attached are not permitted in the program.
16. Students should exercise caution if choosing to wear high heeled shoes. It is recommended that the heel be 3 inches or lower.

Failure to comply with dress code requirements may result in temporary separation from the classroom setting until the student is compliant. Staff will offer appropriate garments to replace those of concern.

RETURNING TO YOUR ZONED SCHOOL

Consideration for returning to a student's zone school is done on a case by case basis. Students must demonstrate safe, respectful, responsible behaviors that would be considered acceptable in a public day school. A Consideration Contract for Returning to Zoned School may be developed with the LEA, student, parent/guardian, case manager, and Newport Academy administrator. This contract is meant to be an outline of expectations that can be monitored and periodically updated. The contract only allows the student to be considered for return. A final decision to return to a student's zone school is made by the IEP team.

GRADING/HOMEWORK/MAKE UP WORK

Students will be given a daily grade in each subject. Grades may be based on participation, appropriate completion of tasks, and correctness.

Students will be given homework assignments. Assignments will generally be small. If no direct assignment is given, students should study for upcoming quizzes and tests. Grading will be based on a ten-point scale. There will be no scores below 50 for any assignment.

When students are absent, an opportunity to make up work will be provided. Make-up work is encouraged so that students will profit from future instruction. In middle and high school, it is the student's responsibility to ask the teacher for make-up work. Work (including tests), missed due to absence, may be made up and credit given for such work.

Upon the student's return to school, he/she must make up the work within five school days. Additional time may be granted by the program coordinator due to extenuating circumstances. A student will not be penalized for a teacher's absence.

Students are encouraged to get make-up work before returning to school. Parents or students may do this by calling and requesting assignments from their case manager. Please remember that teachers need at least 24 hours to prepare assignments.

HIGH SCHOOL SCHEDULE

7:55 – 8:25	Home Room
8:27 – 9:12	1 st Period
9:14 – 9:59	2 nd Period
10:01 – 10:46	Resource/Life Skills
10:48 – 11:33	4 th Period
11:35 – 12:05	Lunch
12:07 – 12:52	5 th Period
12:54 – 1:39	6 th Period
1:41 -1:46	Home Room
1:46	Dismissal

GRADING SCALE

90-100 = A

80-89 = B

70-79 = C

60-69 = D

50-59 = F

No scores below 50

"The New Horizons Regional Education Centers does not discriminate in admission to, or access to, or treatment or employment in, its educational programs, services, or activities based on race, color, national origin, sex, creed, marital status, age, or disability, as required by Title VII, Title IX, Section 504, and the Americans with Disabilities Act (ADA).

**NEWPORT ACADEMY ACKNOWLEDGEMENT
OF
RECEIPT OF STUDENT HANDBOOK**

I have read and reviewed the Newport Academy Student Handbook. I understand that if I have any questions about the information contained within the handbook, I may contact a school representative.

Student Name _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Name _____ Date _____

Parent/Guardian Signature _____ Date _____

Please return this signed form to your child's case manager.