 

PARENT AND STUDENT HANDBOOK

Newport Academy

Center for Autism

2024-2025



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

SPECIAL EDUCATION SERVICES ADMINISTRATION

**CENTER FOR AUTISM & NEWPORT ACADEMY**

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Newport Academy - Center for Autism

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**Center for Autism and Newport Academy**

**SCHOOL CALENDAR**

**2024-2025**

| New Teachers Report and New Employee Orientation | Aug 5 |
| --- | --- |
| New Paraprofessionals Report | Aug 13 |
| All Staff Report | Aug 15 |
| Staff Development | Aug 15-August 23 |
| Newport Academy and CFA Open Houses   * Kiln Creek/Center for Autism * York Middle School/Center for Autism * Woodside Lane Newport Academy/Center for Autism | Aug 20 (10:00-noon)  Aug 21 (10:00-noon)  Aug 22 (10:00-noon) |
| All Students Report – First Semester Begins / 1st Qtr Begins | Aug 26 |
| Labor Day - Schools and Offices Closed | Aug 30 and Sept 2  (NS) |
| Teacher Professional Development - Students Do Not Report | Oct 11 (NS) |
| Election Day - Schools and Offices Closed | Nov 5 (NS) |
| 2nd Qtr Begins |  |
| Thanksgiving Holiday - Schools and Offices Closed | Nov 27-29 |
| Winter Break - Schools and Offices Closed | Dec 23- Jan 3 |
| All Students and Staff Return to School | Jan 6 |
| Martin Luther King Day - Schools and Offices Closed | Jan 20 |
| 2nd Qtr Ends | Jan 24 |
| Teacher Workday - Students Do Not Report | Jan 27 (NS) |
| Regional Professional Development Day - Students Do Not Report | Jan 28 (NS) |
| Second Semester Begins / 3rd Qtr Begins |  |
| President’s Day - Schools and Offices Closed | Feb 17 (NS) |
| 3rd Qtr Ends |  |
| Professional Development / Instructional Planning Day | April 4 |
| Spring Break - Schools and Offices Closed | Apr 7-April 11 |
| 4th Qtr Begins | Apr 9 |
| Memorial Day - Closed | May 26 |
| Early Dismissal for Students and Teacher Work Days | Jun 10-12 |
| Woodside Lane Graduation | Jun 3 |
| YMS Graduation | Jun 4 |
| Last Student Day | Jun 11 |
| Last Teacher Day/Workday | Jun 12 |
| Juneteenth - School & Offices Closed | Jun 19 |

***Calendar Notes:*** This calendar applies to NA 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.

NS = No Students, ER = Early Release for Students (11:00 am), \* = Dates are subject to change

# WELCOME

Welcome to New Horizons Newport Academy and Center for Autism. This handbook has been prepared to help orient students and their families to our specialized programs. Please read it as soon as possible and do not hesitate to discuss any questions you may have with a staff member.

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

# INTRODUCTION

Newport Academy and the Center for Autism are safe and therapeutic school environments for students with Emotional Disabilities and Autism Spectrum Disorder (ASD) who require a more specialized school environment than is otherwise available within their regular public school setting.

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

# DESCRIPTION OF THE PROGRAMS

Newport Academy and Center for Autism are separate public day programs established to provide a safe and therapeutic school environment for students with Emotional Disabilities and Autism Spectrum Disorder (ASD) in grades K-12. They require a more specialized school environment that is otherwise available within their regular public school setting. Inclusive in the program is a highly structured environment, positive behavior programming, low student /teacher ratio, individualized instruction to possibly include speech and language therapy and adaptive physical education, transition services, a focus on communication and social skill development, and community-based instruction. We are a regional program serving the following school divisions: Newport News, Hampton, Poquoson, Williamsburg-James City County, York County, and Gloucester.

The program's primary goal 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 and ASD. 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 the student’s individualized needs.

Our primary goal is to provide the services and accommodations necessary to ensure student success in the least restrictive environment. School divisions may use Newport Academy and Center for Autism 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 support 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.

# VISION STATEMENT

Newport Academy and Center for Autism aspire to serve as a regional educational model of excellence by providing innovative and individualized services through highly skilled staff that develop well-rounded youth and young adults, strengthen families, and build community.

# MISSION STATEMENT

Our mission is to remain steadfast, committed and focused on outcomes that meet the needs of our diverse learners. We will do this by establishing a culture of care, safety, respect, and responsibility for all, developing relationships and partnerships (home, school, and community), and offering creative instructional programming using evidence-based practices that ensure each student has a voice. This will result in measurable growth outcomes for every student in the areas of instruction, social-emotional/behavior, communication, functional and vocational skills, independence, transition, and quality of life.

# ACADEMIC PROGRAMS

Newport Academy and Center for Autism provide a supportive and structured learning environment designed to meet the specific needs of students with emotional disabilities and ASD. 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.

All staff members 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 online programming and classroom instruction.

Technology is used to enhance student learning, communication, and behavior. Laptops, Computer Labs, iPads, and smart board technology are available and accessible to students.

**COMMUNICATION AND LANGUAGE**

Communication and Language instruction is a major focus at the Center for Autism and is embedded in all instructional activities. Individual and group speech and language therapy, using [evidence-based practices,](about:blank) as determined by each student's IEP. Evidence-based practices include but are not limited to, picture exchange systems for communication, visual supports, social thinking, modeling, functional communication training, video self-modeling, social stories, and reverse mainstreaming. Speech assessment and therapy address all areas of communication development, including articulation, voice, fluency, literacy, and language. Speech Therapists use and provide support for a wide range of communication systems, including various picture systems and speech-generating devices, as determined by each student's IEP. Speech Therapists frequently collaborate with instructional staff. All staff is trained to use effective strategies to support student communication throughout the school day. Emphasis is placed on the development of individual communication systems that can be used consistently across home, school, and community environments.

# POSITIVE SUPPORTS AND INTERVENTIONS

Our program-wide positive behavior system teaches students appropriate behavioral expectations and rewards students for their progress. Our students know it as STARR: Safe Students Teach All Respect and Responsibility.

An individualized Behavior Intervention Plan (BIP) 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 students 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, are Special Education Licensed by the Virginia Department of Education, and are Board Certified Behavior Analysts or in the process of completing the 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 students 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 a 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 is 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 school and community-based job training for Newport Academy and Center for Autism students aged 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 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 supervises students at work. Students work along with their peers and co-workers at the job site.

# PARENT SUPPORT AND RESOURCES

Newport Academy and Center for Autism support parents with frequent contact and interaction between home and school. It is suggested that parents, classroom teachers, and related service staff establish a consistent mode of communication, e.g., e-mail, daily communication notebook that travels by backpack, phone calls, etc. Please discuss your preferred means of communication with your child's classroom teacher. Newport Academy and Center for Autism will continue to provide parent/family activities at various intervals during the school year to provide information and support. Parents are welcome to come and visit the school and participate in school activities. We have an open-door policy but ask that you be courteous and considerate when planning a visit. We ask that you call ahead and check in with the classroom or support staff. Extra people in the classroom and changes in routine are often very disturbing or distracting to our students. When you do visit during student hours, please respect the matter of confidentiality regarding all students other than your own child. Prior to visiting the classroom, you will sign in at the office, obtain a visitor's badge, and complete a confidentiality form. Please also know that the staff is very busy during student hours. They would love to take the time to chat and answer questions, but that can best be done after students have left for the day.

**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 the 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 reserves 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 are 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.

# ATTENDANCE

Parents/guardians may excuse **five** absences per semester 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; however, the case manager will attempt to contact parents/guardians after the **third consecutive absence.**

After a student's 5th absence (it does not have to be consecutive), a notification of absence letter will be generated by the case manager and reviewed with the coordinator. The letter will then be mailed to the parent/guardian. Letters will continue to be mailed after every fifth absence. Front office staff will file a copy of the notification letter in the student's confidential record and fax it to the LEA representative.

After a total of 10 unexcused absences, the case manager will contact the parent and schedule an attendance conference to determine the reasons for the absences and develop a plan to improve attendance. The conference shall include the parent, student, and school personnel (which may include home school division level personnel). Community service providers may be included if appropriate.

Students may also be subject to individual school division policies on attendance.

**Age of Compulsory Attendance**

Virginia Law (in brief):

* Requires students to attend school (children having reached their fifth birthday on or before September 30 of any school year and who have not passed his/her eighteenth birthday);
* Requires parents to send children to school;
* Requires schools to take a specific action when children are not enrolled or students fail to attend;
* Authorizes law enforcement officers to pick up students who are skipping school.
* Authorizes juvenile courts to take act against parents and/or children for failure to attend.
* This is pursuant to Virginia Code § 22.1-254.1.

# 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.

# 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 or CFA staff member, and state the reason for the call. Students will always be monitored during a phone call.

# PORTABLE COMMUNICATION DEVICES

Cell phones or 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 enter the building, students who refuse to turn in their devices will have them confiscated, and a parent/guardian may pick them up.

# TRANSPORTATION

Bus transportation is provided for students through their school division. Our staff will be glad 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, a case manager, or a neighbor transport (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-in will not be required.

# 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

# 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 radios, tapes/CDs, food items, disruptive clothing, or any item that becomes disruptive to others. Unauthorized items are determined at the discretion of New Horizons.

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

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.

Medication: All medication must be brought to the school by a parent/guardian. No medication is allowed to be transported by the student (book bag or in-person) or by bus staff. All medication must be checked in, counted, and received by a med-trained staff member.

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 must submit to scanning in order to gain entrance to the building.

# POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Newport Academy and Center for Autism provides comprehensive programming to a diverse population of students with various needs. Both programs are based on the premise that the education of children must include dignity and respect for each individual child. It is our belief that all children have rights and preferences that must be recognized and honored in the educational setting.

Our behavioral intervention philosophy is built on positive, proactive interventions and supports that contribute to a climate of safety and respect. Newport Academy and Center for Autism utilize the principles of Applied Behavior Analysis (ABA) to inform the development of positive behavioral interventions and support for the students served in both programs. Our procedures and staff training incorporates the Antecedent/ Behavior/ Consequence (ABC) data collection framework. By considering the unique needs of the individual student, our programs provide programming designed to identify the function of behavior, significantly reduce the occurrence of maladaptive or undesirable behavior, develop an effective skill acquisition plan, and evoke substantive and sustainable positive behavioral change with each student.

The utilization of positive behavioral interventions and supports is a priority in reducing and de-escalating challenging behaviors. Our staff is trained to utilize a range of strategies to maintain positive student engagement or to de-escalate a student's challenging behavior.

Some of these challenging behaviors include but are not limited to verbal aggression and/or physical aggression such as hitting, kicking, biting, and/or scratching self or others. All staff who work for our programs understand that the potential for challenging behaviors is an ever-present risk, and staff must be capable of responding to these situations appropriately to ensure the safety of students as well as their own safety. In most instances, more than one staff member will be present to assist in helping de-escalate a student's behavior by providing additional positive behavioral interventions and supports and, if necessary, as a last resort for safety.

This can be accomplished, for example, by removing the other students from the location and calling for assistance.

When a student presents a challenging behavior, it is important that the staff begin assessing the underlying "function" of that behavior. Understanding the function of a student's behavior allows the staff to respond by utilizing strategies developed for the student and geared toward maintaining the student's positive engagement and safety. To fully analyze the function of challenging behavior that a student repeatedly uses, staff can initiate a functional behavioral assessment (FBA) process. Many verbal de-escalation techniques are used in attempts to support and calm. These supports are individualized to each student on their Behavior intervention plan.

## Examples of Strategies used in Behavior Intervention Plans

* **Break Area:** Break Area is defined as a separate designated area that the student chooses to go to and can leave at any time.
* **Physical Prompting**: Occasionally, a student may need to be directed from one location to another for programming and/or safety reasons. In these situations, there is a continuum of approaches used by staff. Attempts to intervene in a non-physical manner are the first priority and can be accomplished through body positioning and verbal/non-verbal prompting or through the use of a light touch to redirect the student.

**Physical Escort:** There may be instances where a student is unable or unwilling to respond to verbal/non-verbal prompts when in an unsafe situation. Under such circumstances, the student may be physically escorted to a safer location. Newport Academy and CFA staff will use the Handle With Care approved escort technique to move the student to a safer location, and then it will be discontinued as soon as possible.

**Imminent Risk of Harming Self or Others - The Utilization of Restraint and Seclusion:** It is our Programs’ position that if a student is at imminent risk of injury to self and/or others and staff have attempted to use all positive behavioral interventions and supports available, the student may be restrained or secluded until they no longer pose an imminent risk of harming self or others. The utilization of restraint or seclusion is only used as a last resort, solely to maintain safety, and not used as a behavioral intervention or support.

In acknowledging the use of restraint and seclusion, Newport Academy and Center for Autism will comply with 8VAC20-750, the *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Regulations)*. These Regulations are effective as of January 1, 2021. As stipulated in the Regulations, Newport Academy and Center for Autism does not train or utilize a "prone" restraint or other restraint or seclusion technique that restricts a student's breathing or harms the student. Physical restraint or seclusion is not used to punish or discipline; a means of coercion or retaliation; a convenience; nor to prevent property damage.

## Staff Training:

Annually, staff is required to complete the ODU/VDOE training modules to inform Virginia school personnel on the Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia. (https://[www.odu.edu/eps/programs/ciees/initiatives/restraint-and](http://www.odu.edu/eps/programs/ciees/initiatives/restraint-and) seclusion.html)

Additionally, staff receives training annually on the development and use of positive behavioral interventions and supports. The second tier of staff training is the annual training on the correct implementation of physical restraint through the Handle with Care Behavior Management System. Staff is trained on the appropriate procedures and utilization of seclusion. When a student is at imminent risk, staff are trained to continue the use of positive behavioral interventions and supports to de-escalate the student's behavior, if feasible, prior to initiating a restraint or secluding a student.

**Restraint and Seclusion:**

When a student is at imminent risk of harming self, other students and*/*or staff and staff have utilized less restrictive positive supports, interventions, and de-escalation techniques, a physical restraint or seclusion may be initiated to maintain the safety of the student and/or others. Seclusion or physical restraint is never used as a consequence or punishment for inappropriate behavior. The restraint or seclusion of a student is to be discontinued once the imminent risk of harm to self or others no longer exists.

*Physical restraint* means a personal restriction that immobilizes or reduces the ability of a student to move freely. Our staff are trained in the use of the Handle with Care Behavior Management System primary restraint technique (PRT) to immobilize or reduce the ability of the student to move freely and is only used when there is an imminent risk of harm to self or others. Once the student is no longer at imminent risk of harming themself or others, the restraint is discontinued.

When a student is restrained, staff monitor the student for signs of physical distress or trauma and adjust the restraint as needed to maintain the safety of the student. Upon ending the restraint, the student must be seen by the nurse, who will document if any injury to the student is evident, and the visit is then logged into the School Doc student information system. If the school nurse is not available, an administrator must examine the student and document if any injury to the student is evident. The incident must be reported to an administrator no later than the end of the school day on which the restraint occurred. Every attempt is made to contact the parent*/*guardian by the end of the same school day on which the restraint occurred.

*Seclusion* means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving [i.e., a designated seclusion room with the door closed, preventing the student from leaving). Once the student is no longer at imminent risk of harming self or others, seclusion is discontinued.

During seclusion, staff document behaviors the student engages in while secluded and the length of time seclusion was used. Staff are always required to maintain visual contact with the student, and de-escalation is attempted at 10-minute intervals throughout the seclusion. Staff will use the door window to view the student directly or view the student through the door window utilizing a mirror installed in the seclusion room that provides a view of the entire seclusion room. Prior to returning the student to their typical routine after an instance of seclusion, the student must be examined by the school nurse, who will document if any injury to the student is evident. If the school nurse is not available, an administrator must examine the student and document if any injury to the student is evident. The incident must be reported to the administrator no later than the end of the school day on which the seclusion occurred. The parent/guardian is contacted by phone by the end of the same school day on which the seclusion occurred.

Notification and Reporting of the Use of Restraint or Seclusion:

As noted above, when staff are involved in initiating a restraint or seclusion with a student, they are to report the use to the program administrator and to the student's parent/guardian the same day the use of restraint or seclusion occurred.

Within two (2) school days from when restraint or seclusion has occurred, the staff member who initiated the restraint or seclusion, or staff designated by the program administrator, are to complete a written incident report in SWIS database and notify the program administrator, or their designee, of its completion. The program administrator, or their designee, will review the incident report. The program

administrator, or their designee, will provide the parent*/*guardian and the student's responsible school division a copy of the report within seven (7) calendar days from the date of the incident.

Additionally, following an incident of physical restraint or seclusion, an administrator will ensure that within two (2) school days, they or their designee review the incident with all persons who implemented the restraint or seclusion to determine (1) whether the use of restraint or seclusion was implemented in compliance to the *Regulations* and New Horizons Procedures procedures; and (2) how to prevent or reduce the future need for physical restraint or seclusion.

Within ten school days following the second school day in a single school year on which an incident of physical restraint or seclusion has occurred, the student's IEP team shall meet to discuss the incident and to consider, among other things, the need for: (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behaviors as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any ne*w* or revised behavioral goals; and (iv) any additional evaluations or reevaluations.

During orientation and again each new school year, parents*/*guardians are given a letter informing them of the New Horizons procedures regarding the use of positive behavioral interventions and supports, student safety, and the use of restraint, and make them aware of the possible use of seclusion in both programs. The parent's signature on the returned letter only indicates that they have been informed of the use of these procedures.

# 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, violence, alcohol, or tobacco, may not be worn.
4. Pajamas, tank tops, halter tops, or apparel specifically designed as beachwear may not be worn.
5. Footwear must be worn at all times. Flip-flops/slides, steel-toed boots, and bedroom slippers are not permitted.
6. Shirts must be worn appropriately (pulled overhead, both shoulders and arms through the sleeves).
7. Sunglasses are not to be worn in the school building.
8. 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.
9. 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.
10. Clothing, which may be offensive to different cultures or groups of people, is not permitted.
11. Clothing, colors, or items, which may be considered "gang" related, may not be worn on campus.
12. Coats and jackets will be put in designated areas immediately upon arrival at school and remain there until dismissal.
13. Hooded sweatshirts may only be worn if the hood remains off of the student's head at all times.
14. Wallets with chains attached are not permitted in the program.
15. Students should exercise caution if choosing to wear high-heeled shoes. It is recommended that the heel be 3 inches or lower.

**PARENT AND STUDENT HANDBOOK**

**Newport Academy**

**Center for Autism**

**2024-2025 SY**

I have read and reviewed the Newport Academy and Center for Autism 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.**