



STUDENT HANDBOOK



FOR ALL POLICIES NOT SPECIFICALLY ADDRESSED IN THIS HANDBOOK,
THE POLICIES IN THE NEW HORIZONS STUDENT RIGHTS AND
RESPONSIBILITIES HANDBOOK APPLY.

W E L C O M E

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.

I N T R O D U C T I O N

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. Inclusive in the program are academic courses, recreational activities, art therapy, and periodic educational outings.

Program hours are from 7:55 AM – 1:46 PM, with transportation provided by referring school system and/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.

D E S C R I P T I O N O F T H E P R O G R A M

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, art therapy, 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.

P H I L O S O P H Y

We believe that our students need support in their efforts to reach their goals. Because our students have not experienced school success and have received negative consequences for their behavior, they may have developed negative attitudes toward school, be distrustful of school staff, become easily frustrated by school work, be fearful of embarrassment or failure, may have developed inappropriate behaviors to avoid school work or consequences, and may have inappropriate reactions to rules and people in authority.

Our philosophy is to:

- Create an environment of success.
- Provide positive programming.
- Help students identify their strengths and weaknesses.
- Focus on students' strengths and build on them.
- Provide the best possible academic support while concentrating on behaviors that might impede academic success.
- Provide motivation for student attendance.
- Provide ongoing feedback and reinforcement to students through our level system.
- Utilize the IEP as a tool to optimize student success and facilitate a return to their zoned school.
- Provide positive role models.
- Help students feel more positive about themselves.

PROGRAM COMPONENTS

Academic Program

- Pre – and post – testing for developmental and educational levels
- Highly structured environment
- Curriculum designed to award credits in English, math, science, social studies, vocational, and health and physical education, to earn standard and modified diplomas, or IEP diplomas.
- Life skills curriculum for all students
- Low student / teacher ratio
- Individualized instruction and small group instruction
- Speech and language therapy when needed

Behavioral Program

- Positive level/privilege system
- Individualized Functional Behavioral Assessments and Behavior Intervention Plans
- Group process stressing effective communication skills
- Psychological testing and consultation as needed
- Opportunities to generalize skills in a mainstream setting
- Individual counseling, as needed

Recreational Therapy Program

- Community-based activities
- Opportunities for skill generalization in various settings
- A variety of recreational and educational experiences

Art Therapy Program

- Group art therapy focusing on building self-esteem, problem solving skills, anger management skills, and social skills for all students
- Individual psychological assessments and therapy, as needed
- Art Education activities and experiences integrated into therapeutic programming and academic curricula

Support Services

- Collaboration with participating school divisions
- Follow-up for mainstreamed students
- Coordination and Collaboration with community agencies
- Transition planning (school-to-work & post-secondary) for students over the age of fourteen

PARENT INVOLVEMENT

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

- Parents can help their students catch the bus every day.
- Parents should read, sign, and return student's point card every day. *They WILL get one every day.*
- Parents 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 his/her homework.
- Parents should call the teacher immediately if there is ever a question or concern.
- Our parents are the best source 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 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 un-necessary disruption.

MAKE-UP WORK

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 an 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 assignments before returning to school. Students may do this by calling and requesting assignments from the school office or their teacher. Please remember that teachers need 24 hours to prepare assignments.

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 hand held 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:

- One bus at a time will be unloaded.
- Three students will be allowed into building at one time.
- Students will remove jackets and items from pockets.
- Student will walk through scanner while bags, purses, etc. are being checked for contraband by staff.
 - If scanner alarms:
 - Student will remove belt, shoes and pull out pockets of pants (rabbit ears)
 - Student will walk through scanner again.
 - If scanner alarms:
 - Student will be scanned with wand.

ACHIEVE

Newport Academy's Level System, Achieve, is designed to reinforce and motivate positive behaviors. The structure and procedures have been adjusted over the years because of student, teacher and staff observations and recommendations, Achieve's design guides staff response and provides students with clear expectations. As student privileges increase, so do student expectations.

Individualized adaptations can be made to privileges and reinforcers for specific students or classrooms as long as they parallel levels and do not allow higher-level privileges to students on lower levels.

Level/Day Procedures

All new students begin their year on Level Two – Day One. Students who finished the previous year at Newport Academy in good standing will begin the new school year at the level and day they were on at the end of the previous year. If the student ended the year on reflection, they will start at the beginning of the level they ended the previous year. However, full privileges for level 4 and 5 will not be available to any student until two weeks into the school year. Students cannot lose a level or day once it has been earned unless the student has exhibited over a period months that he/she is not fulfilling level expectations. Students having difficulty reaching or maintaining level responsibilities or exhibiting aggressive or disruptive behaviors will be placed on reflection until a specified number of days are earned. Reflection and level privileges are meant to encourage students to achieve level status. (Students who are involved in a school incident resulting in charges or have been sent to detention/jail for a period of three school days or more, or have been withdrawn from the program due to absences, will begin upon their return at level two day one.)

Students meeting level requirements as described in the "Responsibilities" sections of each level will automatically move to the next day. It is extremely important that they meet all requirements. Students must also meet all requirements to move to the next level. This is explained in-depth in the "Moving to Next Level" sections.

Point Sheet/Point Accumulation

Students can earn two points per objective, per time frame. One bonus point will be assigned to each time frame when the student has earned all points for that period or when the student exhibits success in an area of difficulty.

Please see attached sample point sheets on the last page of this document.

POINT SHEET

Level/Day

In this section, the highest level and day the student has earned will be recorded by staff. If on reflection, the Reflection point card will be used.

Time Frames

Time frames can cross periods and subjects. Each time frame indicates an hour of the students' day.

Target IEP Goals

Target IEP Goals should be taken from the students' active IEP. Teachers will discuss goals with students and prioritize them according to immediate need. Goals should be discussed with student before implementation on point card.

Follows Directions

Definitions for following directions can be different for every student. Students on level 5 should follow all directions after the first time they are given. Level 2 students may need to meet a set time limit before points become unearned. Whatever limit is set for a particular student, will strictly adhered to. Teachers will indicate limit on point card.

Note: Students failing to follow dress code (hats, bandannas, exposing under garments, exposure of body parts, etc) will not be able to earn all of their Following Direction points for that hour.

On Task

If the student is accomplishing his/her work, they are on task. Students may be on task and able to talk, sing or tease while working. They still earn On Task points. Perhaps they would not earn Appropriate Verbal points or Follows Directions points if they did follow directions to stop talking, singing, etc.

In Area

Area is defined as the specific area the student is expected to be in at any point during the day. Students who leave their assigned room without permission will place themselves on our reflection level.

Appropriate Verbal

Appropriate Verbal is considered language that would be used in any public school classroom. Cursing, sexual comments, derogative slang, name-calling, teasing, etc. are viewed as inappropriate, therefore earning less than the maximum amount of points for that period. Target IEP Goals may also direct this section for students who have difficulty minding their own business, speaking under their breath or challenging authority.

Appropriate Physical

We want our students to keep their hands to themselves and appropriately use all school furniture, equipment and supplies. Aggression, horseplay, inappropriate physical contact, or use of objects as weapons will be viewed as inappropriate, therefore earning less than the maximum amount of points for that period. We also expect our students to stay outside others' personal space, away from other's belongings and refrain from using hand gestures meant as disrespect or to instigate .the inappropriate behavior of another student.

Subtotal

Students can earn no more than 14 points in this area for each time frame and 84 points for the day. Two points for each objective per time frame.

Bonus Points

Students can earn one bonus point per time frame for a total of 6 points a day. If a student earns 14 points in a given time frame, that student automatically earns a bonus point. Once a bonus point is earned, it cannot be taken away.

Bus/Hall Points

Bus referrals are completed by bus staff when students behave inappropriately on their school division buses. Students receiving a bus referral for inappropriate behavior the afternoon before or morning of each school day, will receive zero points in this section unless an administrator or support staff indicates otherwise after following up with bus staff on the referral. . In such cases, the teacher will be advised of how to award points through notation on the bus referral form. Points earned will be assigned by support staff. Students wishing to discuss their points will be able to speak with the assigned support staff or administrator. If classroom staff observes inappropriate behavior that support staff is unaware of, the teacher may award points accordingly.

Total

Sum of all of the points earned during the day.

Time Out

Time Outs should be recorded on daily point sheets. This will include self time outs requested by the student and staff directed time outs. Comments will include the reason for needing time out as well as the time of starting time out and the time returning to the classroom.

Physical Intervention

This area should be marked any time Handle With Care's physical procedures are used. An explanation of the incident will be written in the anecdotal section of the point card. An incident report will be completed by the teacher and the student will be seen by the nurse. -.

Daily Comments

In this area, staff will describe student achievement and areas of concern. Descriptions will be brief and precise. Time frames are written to the side of this section so staff indicate each period's achievements and/or concerns. All time frames will be completed daily. Student quotes will be used as often as possible.

An extra page is provided for staff to document extended anecdotal information. The addition of a second page will be noted on the first page to help insure that the 2nd page is not misplaced or overlooked. .

Homework

The appropriate option will be circled below the subject name. Option "yes" indicates to the parents that an assignment/homework has been given to the student for that subject on that day. "No" indicates that the student does not have work to do in that subject. Note: "No" should rarely be seen. "Study" will be circled when there is no direct assignment and the teacher suggests that the student studies for an upcoming assessment.

LEVEL 2

STUDENT RESPONSIBILITIES

1. Earn 75 or more points per day to earn day.
2. Follow all school guidelines and policies.
3. On first day of level, discuss and choose Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).

STUDENT PRIVILEGES

1. Participate in group activities (recreation therapy, art therapy).
2. Purchase only level 2 items from classroom store with earned points. (Level 2 item descriptions to be displayed in classroom).
3. Seek a contract with classroom teacher for privileges. (no more than one at a time).

MOVING TO NEXT LEVEL

1. Maintain level 2 responsibilities for 10 days.
2. Write a letter explaining to Newport Academy staff why the next level has been earned, stating successful completion of requirements, and listing personal Level 3 goals. (Level Advancement Letter)

LEVEL 3

RESPONSIBILITIES

1. Earn 80 or more points per day to earn day.
2. Follow all school guidelines and policies.

3. On first day of level, discuss with teacher progress made and review/change Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).
4. Student will present to a class of students, a social skills lesson or project explaining why the student was referred Newport Academy and what they have learned before advancing to Level 4.

PRIVILEGES

1. Level 2 privileges plus...
2. Purchase only level 2 and 3 items from classroom store with earned points. (Level 2 and 3 item descriptions to be displayed in classroom).
3. No more than two earned trips to snack machine per week and only from base class.
4. Seek a contract with classroom teacher for privileges. (No more than one contract at a time)

MOVING TO NEXT LEVEL

1. Maintain level 3 responsibilities for 20 days; the last five days must be consecutive.
2. If student does not achieve 80 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on our reflection level until he/she earns three consecutive successful days according to level three requirements, then return to previous level and day.
3. Present to class of students, a social skills lesson or project explaining reason for referral to Newport Academy and what they have learned at Newport Academy before advancing to Level 4. (Students may start creating their lesson as soon as they begin Level 3. Students must be on level to present their project)

LEVEL 4

RESPONSIBILITIES

1. Earn 85 or more points per day to earn day.
2. Follow all school guidelines and policies.
3. On first day of level, discuss with teacher progress made and review/change Target IEP Goals – Sign statement of participation and understanding (to be placed in blue book).

PRIVILEGES

1. Level 2 and 3 privileges plus...
2. Purchase only level 2, 3 and 4 items from classroom store with earned points. (Level 2, 3 and 4 item descriptions to be displayed in classroom.)
3. Able to visit snack machines three times a week from base class only.
4. Participate in Field Day and other school sponsored events.
5. With laminated hall pass, walk in hall unsupervised (restroom, nurse, errands).
6. Higher preference for class choice during elective periods.

MOVING TO NEXT LEVEL

1. Maintain level 4 responsibilities for 25 days; the last 10 days must be consecutive.

2. If student does not achieve 85 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on our reflection level until he/she earns three consecutive successful days according to level four requirements, then return to previous level and day.
3. Student must present a written document to support staff that reviews successes in and out of class. (Level Advancement Letter. This letter must be signed and approved by all of the student's teachers.)
4. Student must present self to a board made up of his/her teacher, parent/guardian, lead teacher, support staff and administrator to review successes in and out of class, to review progress toward current target IEP goals and to present new goals the student and staff would like to focus on while in level 5.

LEVEL 5

RESPONSIBILITIES

1. Earn 90 or more behavioral points per day to earn day.
2. Follow all school guidelines and policies.
3. On first day of level, review with teacher or staff of choice request for mainstreaming and write follow-up letter describing recent achievements.
4. Review with teacher remaining IEP goals and choose target goals while on level 5.

PRIVILEGES

1. All level privileges and purchasing of items at previous levels plus...
2. Unsupervised daily trips to snack machine FOR SELF only from base class.
3. Seek contract with staff to have lunch off grounds - with staff and level 4 or 5 peers who have made similar contracts.
4. Higher preference for class choice during elective periods.

MOVING TO NEXT LEVEL

1. Maintain level 5 responsibilities for 30 days; the last 15 days must be consecutive.
2. If student does not achieve 90 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on our reflection level until he/she earns three consecutive successful days according to level five requirements, then return to previous level and day.

MAINTENANCE

RESPONSIBILITIES

1. Earn 92 or more behavioral points per day to earn day.
2. Follow all school guidelines and policies.
3. Self monitor a copy of point card. (not the original)

PRIVILEGES

1. Level 2, 3, 4, and 5 privileges
2. All reported and documented home school privileges.

3. Does not need to use a hall pass.
4. First choice on preferred class for elective periods.
5. Eligible to be on school store team and to hold other leadership roles.

MOVING TO NEXT LEVEL

1. Maintain responsibilities until reintegrated into home school or until graduation.

If student does not achieve 92 behavioral points in a day, that day will count as a Strike. After three strikes, the student will be put on our reflection level until he/she earns three consecutive successful days according to maintenance requirements, then return to previous level and day.

REFLECTION

RESPONSIBILITIES

1. If placed on reflection for achieving three strikes – student must earn three consecutive successful days on current level before returning to last level/day.

If placed on reflection due to disruptions or a verbally/physically aggressive incident – student must earn five consecutive successful days according to their level before returning to their last level/day.

2. Teachers, when appropriate, may give options to students to accelerate reflection release.

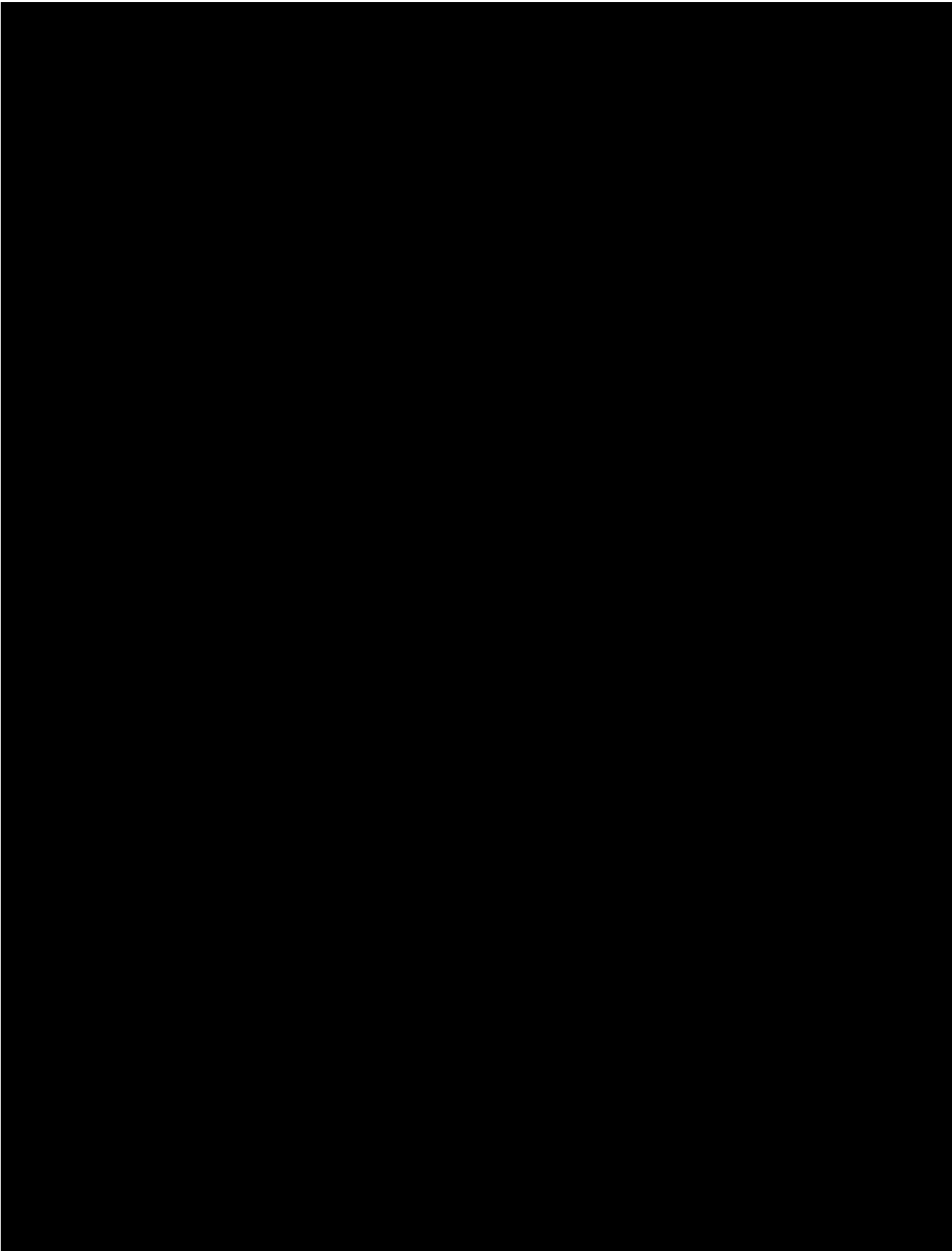
PRIVILEGES

1. Student is able to participate in recreation therapy and art therapy unless the incident occurs or is being processed at the time of the class.
2. Teachers are encouraged to make contracts with students for preferred items as an incentive to complete reflection.

RETURNING TO LEVEL

1. Earn five consecutive successful days per current level if reflection is incident driven or three consecutive successful days per current level if placed on reflection for achieving three strikes.
2. Must complete reflection placement and release letters.

| | | | | | | | | | | | | | | |
|---|------|------|----------------------|-------|-------|-------------------------|-------|--|--------------------------------|--|--|-------------------------|--|--|
| Name: | | | | | | | | Level: 2 3 4 5 Maint Reflection | | | | | | |
| Date: | | | | | | | | Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | | | | |
| Objectives: | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | Total | | | | | | | |
| Target IEP Goal | | | | | | | | Consecutive Days : 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 | | | | | | |
| Target IEP Goal | | | | | | | | | | | | | | |
| Follows Directions | | | | | | | | Strikes: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | | | | |
| In Area | | | | | | | | <u>Achievements / Concerns</u> | | | | | | |
| Appropriate Verbal | | | | | | | | 8:00 | | | | | | |
| Appropriate Physical | | | | | | | | | | | | | | |
| On Task | | | | | | | | | | | | | | |
| Subtotal | | | | | | | | | | | | | | |
| Bonus Points (6 total) | | | | | | | | | | | | | | |
| <i>Bus/Hall Points (5 per day)</i> | | | | | | | | 9:00 | | | | | | |
| <i>Point Card Returned / Signed From Previous Day (5 per day)</i> | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | |
| Interventions: | | | | | | | | | | | | | | |
| Time Out | | | | | | | | | | | | | | |
| Physical Intervention | | | | | | | | | | | | | | |
| 10:00 | | | | | | | | | | | | | | |
| 11:00 | | | | | | | | | | | | | | |
| 12:00 | | | | | | | | | | | | | | |
| 1:00 | | | | | | | | | | | | | | |
| | | | | | | | | <input type="checkbox"/> Additional Comments on Page 2 | | | | | | |
| Homework | | | | | | | | | | | | | | |
| English Yes No Study | | | Math Yes No Study | | | Science Yes No Study | | | Social Studies Yes No Study | | | Reading Yes No Study | | |
| | | | | | | | | <input type="checkbox"/> Request Phone Contact | | | | | | |
| _____ <i>Parent Signature</i> | | | | | | | | | | | | | | |



| | | | | | | | | | | | | | | | | | |
|---|------|-------|-------|-------|-------|---------------------|-------|---|-------------------|----|-------|---------|----|-------|-----|--|-------|
| Name: | | | | | | | | Level: _____ | Reflection | | | | | | | | |
| Date: | | | | | | | | Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 | | | | | | | | | |
| Objectives: | 8:00 | 9:00 | 10:00 | 11:00 | 12:00 | 1:00 | Total | Achievements / Concerns | | | | | | | | | |
| <small>Target IEP Goal</small> | | | | | | | | | | | | | | | | | |
| <small>Target IEP Goal</small> | | | | | | | | 8:00 | | | | | | | | | |
| Follows Directions | | | | | | | | | | | | | | | | | |
| In Area | | | | | | | | | | | | | | | | | |
| Appropriate Verbal | | | | | | | | | | | | | | | | | |
| Appropriate Physical | | | | | | | | | | | | | | | | | |
| On Task | | | | | | | | | | | | | | | | | |
| Subtotal | | | | | | | | 9:00 | | | | | | | | | |
| Bonus Points (6 total) | | | | | | | | | | | | | | | | | |
| <i>Bus/Hall Points (5 per day)</i> | | | | | | | | | | | | | | | | | |
| <i>Point Card Returned and Signed From Previous Day (5 per day)</i> | | | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | | |
| Interventions: | | | | | | | | | | | | | | | | | |
| Time Out | | | | | | | | | | | | | | | | | |
| Physical Intervention | | | | | | | | | | | | | | | | | |
| 10:00 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 11:00 | | | | | | | | | | | | | | | | | |
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| 12:00 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| 1:00 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | <input type="checkbox"/> Additional Comments on Page 2 | |
| English | | | Math | | | Homework Science | | | Social Studies | | | Reading | | | | | |
| Yes | No | Study | Yes | No | Study | Yes | No | Study | Yes | No | Study | Yes | No | Study | Yes | No | Study |
| | | | | | | | | | | | | | | | | <input type="checkbox"/> Request Phone Contact | |
| <i>Parent Signature</i> _____ | | | | | | | | | | | | | | | | | |

OTHER IMPORTANT INFORMATION

ATTENDANCE - Parents may excuse five absences during a school year without providing a doctor's note or documentation of family emergency. All other absences will be considered unexcused.

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. Hall passes will only be given to those students who have climbed to an appropriate level on our level system.

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.

VENDING MACHINES – Vending machines may be used by Newport Academy students as determined by the level system. Food and drinks are obtained after lunch and consumed in designated areas (to be determined by the instructor). Misuse of machines or the break period may lead to the loss of this privilege. When visiting the machines the instructor must be present. Breaks should be held in as short a period as possible.

Vending machine refunds will only be given when an instructor is present to verify the loss. Refunds for food items will be made only when your item is not released and your instructor is present to verify your loss.

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 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.

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.

Material Restrictions / Contraband:

- Bandannas
- Book bags
- Compact Discs, audio or video tapes
- Computer software
- Fire works
- Gang related paraphernalia
- Glass containers
- Knives
- Laser pointers
- Letter openers
- Lighters/Matches
- Magazines or materials containing sex, guns or aggression in any way
- Open containers
- Pagers
- Phones
- Pornography
- Sums of money of \$50 to be reported to parent
- Tobacco products
- Tools
- Trading or playing cards
- Weapons

CONFISCATED ITEMS – 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.

PORTABLE COMMUNICATION DEVICES – Beepers, phones, or other unauthorized communication devices are prohibited on school grounds. If a student is found to be in possession of these items, the items will be confiscated.

TELEPHONE USE - Students are not allowed to use school phones without permission. If a student adamantly feels a phone call is necessary, staff will make it for them.

STUDENT DRIVERS – 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.

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 physical threat made by the student, destruction of property, refusal to leave a designated area and disrupting instructional time, or behaving in a way that could cause self-injury. Parents or guardians will be notified when physical intervention is used through the point card.

Newport Academy utilizes a time out booth when students exhibit behaviors such as loud and disruptive behavior, verbal or physical aggression, leaving assigned area without permission, and refusing to leave an area when directed, or need a quiet place to calm down and evaluate behavior. Time out booths are supervised at all times while students are in them. Parents or guardians will be notified when time out is used through the point card.

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

Students will be asked to remove shoes, belts, jewelry, and to empty pockets if they have exhibited aggressive behaviors during the incident or have had a history of aggressive behaviors while in time out. Items will also be removed if used inappropriately in the time out room such as scratching or drawing on walls, destroying object, self-injury, or threatening to use it as a weapon.

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.

Students who refuse to comply with the dress code will not be able to earn *Following Directions* points on the level system and may be separated from other students until violation is corrected.

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. Tank tops, halter-tops, or other apparel specifically designed as beachwear may not be worn.
5. Footwear must be worn at all times. Flip-flops and bedroom slippers are not considered appropriate school attire.
6. Shirts must be worn appropriately (pulled over head, both shoulders and both arm).
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 area immediately upon arrival to school and remain there until dismissal.
13. Students are asked to keep their pants pulled high enough to hide undergarments. Students insisting on exposing undergarments or private areas will be placed apart from their peers. Options will be given such as string to use as a belt or sweat pants/scrubs.

GRADING/HOMEWORK

Students will be given a daily grade in each subject. Grades will be based on on-task behavior, participation, appropriate completion of tasks, and correctness. Students will be given daily homework assignments. Assignments will generally be small. If no direct assignment is given, students should study for upcoming quizzes and tests.

HIGH SCHOOL SCHEDULE

| | | |
|---------------|---|------------------------|
| 7:55 - 8:25 | - | Home Room |
| 8:27 - 9:12 | - | 1st Period |
| 9:14 - 9:59 | - | 2nd Period |
| 10:01 - 10:46 | - | Resource/Life Skills |
| 10:48 - 11:18 | - | Lunch |
| 11:20 - 12:05 | - | 4th Period |
| 12:07 - 12:52 | - | 5 th Period |
| 12:54 - 1:39 | - | 6th Period |
| 1:41 - | - | Dismissal |

MIDDLE SCHOOL SCHEDULE

| | | |
|---------------------|---|---|
| 7:55 - 9:12 | - | 1st Period(caseload/math) |
| 9:14 - 9:59 | - | 2nd Period (rec./art resource) |
| 10:01 - 10:46 | - | 3 rd Period (Language Arts) |
| 10:48 - 11:18 | - | Lunch/SSR |
| 11:20 - 12:05 | - | 4th Period (Science) |
| 12:07 - 12:52 | - | 5 th Period (Resource) |
| 12:54 - 1:39 | - | 6th Period (Social Science) |
| 1:41 - Dismissal | - | Return to Home Room |

"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).

Complaints should be directed to:

Dr. Dedra Jordan, Human Resources Director
520 Butler Farm Road
Hampton, Virginia 23666
(757) 766-1100 Ext. 309"