

NEW HORIZONS REGIONAL EDUCATION
CENTER

2007-2008

STUDENT HANDBOOK

NEWPORT ACADEMY

ALT. E.D.

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

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

Program hours are from 8:05 AM – 1:35 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.

DESCRIPTION OF THE PROGRAM

Newport Academy is a day treatment 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 treatment 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.

COMPONENTS OF DAY TREATMENT

Academic Program

- Pre – and post – testing for developmental and educational levels
- Highly structured environment
- 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
- 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

Community Based Instruction

- Direct, planned instruction while in the community.
- Provides opportunities to generalize and learn skills in the appropriate environment.
- Based upon individual needs which incorporate IEP goals and objectives.

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:

- Students will remove jackets and items from pockets.
- Bags, purses, etc will be checked for contraband by staff
- Students will be scanned with the wand.
 - If scanner alarms:
 - Student will remove belt, shoes and pull out pockets of pants (rabbit ears)

SCHOOL WIDE BEHAVIOR MANAGEMENT SYSTEM

Newport Academy utilizes a school wide behavior based level system. To encourage positive behavior and to promote learning, each student works on a daily contract system through which points are earned for appropriate behavior and completion of assigned tasks. Students may use the points they earn to purchase items from their individual classroom store or to purchase special privileges and activities.

These contracts will be sent home with the student each day for the parent to review. They must be returned to school with parent signature the following day.

Students in the Alternative program will use a level system that parallels the game of baseball. Students advance to the next base by fulfilling the required base requirements. If a student is unable to meet level requirements on a given day, that day will count as a strike. Upon earning three strikes, the student will return to the previous base. For example if a student is on third base and earns three strikes based upon not earning enough points for that base, he/she will return to second base. As the student proceeds around the baseball field, responsibilities and privileges for the bases increase; if the student is not able to fulfill their responsibilities and earns three strikes, returning to the previous base will allow the student to find success and work towards advancing to the next base.

Students new to the program will start on the "Up to Bat" level. Students returning at the start of a new school year will begin their year on the base on which they ended the previous school year.

Up to Bat	New students are placed on the "Up to Bat" level and must maintain the base responsibilities of earning 75 out of 100 behavioral points daily for 5 days in order to move to the next level.
First Base	Students must earn at least 80 or more behavioral points daily and meet other first base responsibilities for 10 days in order to move to the next base.
Second Base	Students must earn at least 85 behavioral points daily and meet other second base requirements for 15 days in order to move to the next base.
Third Base	Students must earn at least 90 behavioral points daily and meet other third base requirements for 20 days in order to move to the next base.
Home Plate	Students must earn at least 92 behavioral points daily and meet other home plate requirements in order to remain on home plate.

A more in-depth description of Level responsibilities, privileges, and Advancement can be found at the end of this book under the Appendix.

MAJOR LEAGUE

Alternative Level/Point System

Newport Academy's Alternative Level System, School Baseball, is designed to reinforce and motivate positive behaviors in our students. The structure and procedures have been adjusted over the years as a result of teacher and staff recommendations, support staff and administrative observation as well as trial and error. School Baseball's design guides teacher response and provides student with clear expectations. As student privileges increase, so do student expectations. Students meet increasing expectations through staff encouragement and praise.

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 "Up to Bat". Students who finished the previous year at Newport Academy in good standing will begin their school year on the base that they ended the previous year. Full privileges for third base and home plate students will not be available until two weeks into the school year. Students having difficulty reaching or maintaining base responsibilities will return to the previous base.

Students exhibiting ongoing or major critical incident behaviors will be placed "On the Bench" where they will contract with the classroom teacher and support staff to work on the behaviors that are preventing their progress. Upon completion of the contract, students will return to the previous base assignments. Major critical incident behaviors may result in the student returning to the previous base. Students can receive minimal privileges while on the bench. These privileges should never exceed those of students on base. For on the bench to work, teachers and staff must adhere to the guidelines presented. It is designed to free staff from having to haggle with students and require students to meet base expectations.

Students meeting base requirements will automatically advance to the next day. It is extremely important that they meet all requirements. Students must also meet all requirements to move to the next base. This is explained in-depth under sections "Moving to Next Level".

Point Accumulation

Students can earn two points per objective, per time frame. One bonus point will be assigned to each time frame when student has earned all points for that period or when student exhibits success in an area of difficulty. Students should not earn points from begging or haggling over behavior. Following are descriptions of each objective, their expectation as well as how classroom staff will be notified of bus/hall behavior.

During contract periods, teachers will need to monitor student progress towards contract completion.

Achievement

Achievement can only be made when students attempt to succeed. Sleeping in class, although no disruption has occurred, is unacceptable and results in no earned points for that time frame. Students choosing to sleep also choose not to succeed. If a student sleeps for five minutes of a given time frame, that student should not be able to earn all possible points for that period, including bonus points. Whether or not student completes assignments is of no concern. Students able to sleep part of the day and complete assignments will warrant an increase in teacher expectation and assignments. Students coming to school under medication for illness and parent excuse do not necessitate point accumulation. Anecdotal documentation will recognize illness. Points will reflect effort and success. On rare instances, when a student attends school being legitimately sick, the school nurse will examine student, call parent to pick child up and sign off on point card that student is ill and may sleep until parent picks child up. Student will not be involved in class schedule for any reason.

Base Advancement

Specific requirements of base advancement are explained later in this document. Each base is assigned Responsibilities, Privileges, and Criteria for Moving to the Next Base. Strict adherence to the criteria will end in quicker gains for our students. Students who are given contracts for higher-level privileges at lower levels will have less reason to gain higher-level status. Students who have not met criteria for responsibilities, and are allowed to earn their day will not understand why they do not earn the next day having earned the same amount of points or acted similarly.

Privileges are also regimented towards motivating students to achieve. Going to the snack machine is a privilege that should be earned, not one that is given after endless argument. Moving to the next level is similar in that it is non-negotiable. Either students meet criteria or they do not. Earning their points is a major part of moving to the next level; however, there are other requirements that must be met before moving ahead. Those requirements are the responsibility of the student and classroom staff.

Classroom Store

The classroom store will be located in each individual classroom. Each classroom teacher will develop an in class reward system that students will have an opportunity to benefit from incentives as frequently as needed. There is NO CREDIT. Once points or other earned tokens are spent, they are non-refundable. If the student has purchased an activity and is unable to complete the activity due to negative behaviors, the activity

should be delayed until the student is able to participate appropriately. Students should have the opportunity to purchase EACH day. All transactions are to be recorded in the student account log. Teachers are encouraged to assist students in keeping a log that is appropriate. The privilege of purchasing will be prohibited on any day when serious inappropriate behavior results in a critical incident. Students may save points to buy larger items from the store. If a student chooses to save for a larger item, the item they are saving for will be recorded on the student account record.

GOTCHA

Gotcha's are recognition of students showing positive behaviors. Gotcha's are earned individually but collected as a classroom. Once a classroom collects the classroom's designated number of points or gotcha's, they are eligible for a Gotcha Party. Parties can be held on/off premises. Examples: pizza party, bowling, roller skating, free time in the lab (needs to be arranged), extra activities, etc.

POINT SHEET

1-6

1-6 indicate daily time frames. They can cross periods and subjects. Time frames should be as close to another as possible. Time frames are:

One	8:05-9:00
Two	9:00-10:00
Three	10:00-11:00
Four	11:00-12:00
Five	12:00-1:00
Six	1:00-Dismissal

Target IEP Goals

Target IEP Goals should be taken from 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

Directions for following directions can be different for every student. Students on home plate should follow all directions after the first time they are given. On the plate students may need to meet a set time limit before points become unearned. Whatever limit is set for a particular student, strictly adhere to it. Teachers should indicate time limit on point card.

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 asked to stop talking, sing, etc.

In Area

Area is defined by classroom staff and should be similar for all students. In area could mean within the classroom or within a certain amount of feet from their desk. Make sure students are aware of classroom parameters. In addition, teachers should make clear and understandable directions as to if students are allowed to freely move to pencil sharpener or to retrieve or drop off classroom materials without permission.

Appropriate Verbal

Appropriate verbal could have many different meanings and may be different among each student. Cursing, sexual comments, derogative slang, name-calling, teasing, etc. should be 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

Appropriate physical is another area that could have many different meanings depending on the student. However, regardless of exceptionality, expectations should increase as they progress through the bases. Obviously, we want our students to keep their hands to themselves as well as items that could be thrown, turned over or otherwise used as a weapon. We can also expect our students to stay outside others' personal space, away from their belongings and refrain from using hand gestures meant as disrespect or instigation.

Subtotal

Students can earn no more than 14 points in this area for each time frame and 84 for the day; two points for each objective per time frames 1-6.

Bonus Points

Bonus points should be used as a motivator, not an intimidator from staff or student. One bonus point per time frame may be given for a total of 6 a day. If a student earns 14 points in a given time frame, that student automatically earns a bonus point. Teachers may choose to assign a bonus point during a specific period if a student has shown noticeable control surrounding a Target IEP Goal such as physical aggression. If student had an opportunity to strike a peer or staff, or historically would have struck out during a given situation and did not, but used inappropriate language instead, that student could earn a bonus point.

Bus/Hall Points

Students receiving a bus referral the afternoon before or morning of, will receive zero points in this section unless an administrator or support staff indicate on the referral that there is information opposing referral statements. In such cases, a suggestion of points

will be made on the referral. If classroom staff observes inappropriate behaviors that support staff is unaware of, the teacher has the right to deduct points accordingly.

Total

Add up all of the points earned during the day.

Verbal De-escalation

Teachers and staff need to keep track of the number of times they had to verbally de-escalate behaviors. High numbers in this area could indicate disorderly behaviors or improvement from physical aggression. Staff needs to give themselves credit for a job well done. This area is designed to help staff effectiveness and allow parents to have an understanding of their child's behavior.

In-Class Conference

Not to be confused with verbal de-escalation, in-class conferences are private conversations with a student in hopes to focus their abilities towards positives.

Within Class Separation

When a student is asked to sit in a quiet area and expected to use the time given to pull self together and return to group focused on Target IEP Goals.

Other

Defined by classroom staff and student. Most likely it is an agreed upon intervention to assist with student focus. Examples: walk with preferred staff member, specific reward.

Time Out

Time outs should be recorded on the daily point sheets in the comments section. This should include the reason for needing time out as well as the time sent to time out and the time returning to the classroom. Critical incident forms will also reflect this information and the incident will be logged in school timeout log.

Daily Comments

This area is where staff describes student success and areas of concern. Description should be brief and precise. Refer to handout on covert and overt language for observable anecdotes. Parent/guardians, community resource workers, LEA representatives and advocates will read student point cards. Daily comments will be void of personal emotion and opinion. Quotes should be used as often as possible.

An extra page is provided when needing to document extended anecdotal information. Staff should keep a copy of both the first and second page and staple a copy of both together for the student to take home. Please indicate on the first page if you are attaching a second so the parents/guardians know to look for more information.

UP TO BAT

RESPONSIBILITIES:

1. Earn 75 or more behavioral points per day.
2. On the first day of level, discuss and choose Target IEP Goals--Sign statement of participation and understanding (to be placed in blue book).
3. Work on increasing school work.
4. Improve behaviors.
5. Improve participation in group and activities.
6. Improve peer/staff relations.

PRIVILEGES:

1. Classroom store shopping
2. Earn stickers, tickets, token economy
3. Center time
4. Free time in classroom
5. Participate in group activities (processing, recreation therapy, art therapy)

Moving to the Next Level:

1. Maintain "up to bat" level's of responsibilities for 5 days.
2. If student does not achieve 75 behavioral points in a day, that day will count as a strike. After three strikes on the current base (level) the student will return to the previous base where he/she will fulfill those base (level) requirements before advancing to the next base.
3. Discuss with classroom teacher successes on level and request a change in level. Describe changes in behavior and skills that are being developed. Either write a letter requesting a change in level or sign a letter prepared by staff.

FIRST BASE

RESPONSIBILITIES:

1. Earn 80 or more behavioral points per day.
2. On first day of level, discuss with teacher progress made and evaluate Target IEP Goals--Sign statement of participation and understanding (to be placed in blue book).
3. Maintain responsibilities of "up to bat".
4. Verbally acknowledge responsibility for actions.
5. Maintain behavior and follow directions so privileges can continue.

PRIVILEGES:

1. Up to bat privileges plus...
2. Computer time
3. Gotcha participation
4. Cafeteria privileges with appropriate behavior
5. Individual contracts with classroom teacher.

MOVING TO NEXT LEVEL:

1. Maintain first base responsibilities for 10 days.
2. If student does not achieve 80 behavioral points in a day, that day will count as a strike. After three strikes on the current base (level), the student will return to up to bat where he/she will fulfill those base (level) requirements before advancing to the next base.
3. Student must discuss with classroom teacher and/or support staff successes in and out of class, current target IEP goals, and present goals student and staff would like to focus on while on second base. The student can then request a change in level by either writing a letter or signing a letter prepared by staff.

SECOND BASE

RESPONSIBILITIES:

1. Earn 85 or more behavioral points per day.
2. 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).
3. Maintain responsibilities of up to bat and first base.
4. Serve as a role model.
5. Positively encourage peers to be successful.
6. Discuss behavior and provide solutions to improve negative behavior.
7. Maintain Second base points.

PRIVILEGES:

1. Up to bat and first base privileges plus...
2. Opportunity to eat with the lunch group out of classroom.(Student must earn at least 2 "100" Point days during the week to participate)
3. Use of snack machine
4. With laminated hall pass, walk in hall unsupervised (restroom, nurse, errands based upon individual ability).
5. Use of leisure room weekly on specified days and if earned.

MOVING TO NEXT LEVEL:

1. Maintain second base responsibilities for 15 days.
2. If student does not achieve 85 behavioral points in a day, that day will count as a strike. After three strikes on the current base (level), the student will return to first base where he/she will fulfill those base (level) requirements before advancing to the next base.
3. Student must meet with teacher, support staff, and administrator to review successes, current IEP goals and present goals student and staff would like to focus on while on third base.

THIRD BASE

RESPONSIBILITIES:

1. Earn 90 or more behavioral points per day.
2. Return signed point cards daily.
3. Review with teacher remaining IEP goals and choose target goals while on third base.
4. Ability to be trusted by staff in halls.
5. Increased positive interaction with peers including younger students when appropriate.
6. Verbal encouragement to peers.
7. Maintain third base points.

PRIVILEGES:

1. All base privileges and purchase items plus.....
2. Ability to earn free time in the gym or leisure room if earned and space is available.
3. Random surprise treats/activities from staff.
4. Use of walkman with teacher approval for a pre determined amount of time.
5. Opportunity participation in the "100" point club(students must earn at least 3 "100" point days during the week to participate.

MOVING TO NEXT LEVEL:

1. Maintain third base responsibilities for 20 days.
2. If student does not achieve 90 behavior points in a day, that day will count
3. After three strikes on the current base (level), the student will return to the Second base where he/she will fulfill those base (level) requirements before advancing to the next base.

HOME PLATE

RESPONSIBILITIES:

1. Earn 92 or more behavioral points per day.
2. **Self monitor** a copy of point card. Staff will also keep a copy of the point card each day.
3. Chart target areas or areas of concern as agreed upon by teacher, support staff and student (focus on areas that are preventing return to home school).
4. Discuss behavioral issues with staff and any discrepancies between point Cards--those kept by student and staff. Accepting feedback as necessary.
5. Maintain all responsibilities of previous bases (levels)

PRIVILEGES:

1. Up to bat, first base, second base and third base privileges.
2. Monitoring own point card.
3. Able to negotiate additional privileges.

MOVING TO NEXT LEVEL:

1. Maintain responsibilities of all bases.
2. If student does not achieve 92 behavioral points in a day, that day will count as a strike.
3. After three strikes on the current base (level), the student will return to the third base where he/she will fulfill those base (level) requirements before advancing to the next base.

ON THE BENCH

Students are placed on the bench for significant behavioral issues. Minor incidents lead to the student receiving a strike on their base. Students who have difficulty demonstrating base behavior and engage in on-going behaviors even after staff intervention may be placed on the bench. Students who engage in behavior such as physical aggression, leaving school grounds, destruction of property, etc. may also be placed on the bench. The decision to place a student on the bench is done after consultation between the classroom staff and support staff. The duration of a student being placed on the bench is based on the ability of the student to understand the consequences. Days on the bench may range from 1 to 5 days. In extreme cases, the student may return to the previous base. That decision is also made after consultation between classroom staff and support staff.

RESPONSIBILITIES:

1. The student will develop a contract with the classroom teacher and support staff to return to active status on their current base. Student must successfully meet the requirements of the contract in order to return to active status. Being on the bench provides students with an opportunity to focus on new skills and learn replacement behaviors.
2. Students will process their behavior with staff focusing on how others can be affected by their behavior.
3. Students will be required to participate in activities/strategies that can prevent the behavior from occurring in the future (anger management skills, social skills lesson, requesting a self time out, calming techniques, etc.)

PRIVILEGES:

NONE--Student is able to participate in CBI, functional lab activities, recreation therapy and art therapy. Student may not visit the snack machine or cafeteria for any reason. Lunch can be ordered or made for the student. Student is not able to participate in the school store or any gotcha activities.

Teachers are encouraged to offer items of individual reinforcement upon completion of "on the bench" for those students who have difficulty returning to level.

RETURNING TO LEVEL:

1. Meet contract requirements if on the bench for a minor critical incident
2. Review in writing current Target IEP Goals, including reason(s) for placement on "on the bench".

ON THE BENCH CONTRACT

I am being placed on the bench because _____

I am aware I will have no level privileges while on the bench.

I will need to demonstrate the following behaviors while on the bench for _____:

Student: _____ Date: _____

Teacher: _____ Date: _____

Support Staff: _____ Date: _____

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT/PARENT HANDBOOK

I have read and reviewed the Newport Academy Alt E.D. student handbook. I understand that if I have any questions about the information contained within the handbook I may contact a school representative.

PARENT/GUARDIAN SIGNATURE

STUDENT NAME

DATE