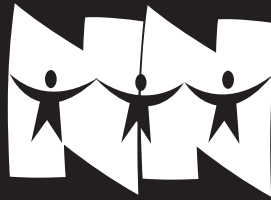


NEWPORT NEWS



PUBLIC SCHOOLS

# Rights and Responsibilities Handbook

STUDENT CODE OF CONDUCT  
AND ANNUAL NOTICES  
**2022-2023**

*College, Career and Citizen-Ready!*

## SCHOOL CALENDAR

Newport News Public Schools • 12465 Warwick Blvd., Newport News, VA 23606 • (757) 591-4500 • www.nnschools.org

July 2022						
S	M	T	W	T	F	S
					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
31						

1, 8, 15, 22, 29 Summer Hours  
4 Independence Day - Schools and Offices Closed

August 2022						
S	M	T	W	T	F	S
	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	31			

5, 12 Summer Hours  
8 New Teachers Report  
16 All Teachers & Teacher Assts. Report  
29 All Students Report

September 2022						
S	M	T	W	T	F	S
				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	

2 Schools Closed (as required by State Code), Offices Open  
5 Labor Day

October 2022						
S	M	T	W	T	F	S
						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	31					

21 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)

November 2022						
S	M	T	W	T	F	S
		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			

8 Teacher Work Day (Election Day); Students do not report  
23 Schools Closed, Half Day for Offices  
24-25 Thanksgiving Observance  
Schools & Offices Closed

December 2022						
S	M	T	W	T	F	S
				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	31

14 Half day dismissal for students (in-person instruction in a.m.; student independent learning and teacher Professional Development in p.m.)  
19-30 Winter Break - Schools and Offices Closed (12 month staff to use 1/2 day leave on December 19 full day closure)

January 2023						
S	M	T	W	T	F	S
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	31				

2 Schools reopen  
16 Rev. Dr. Martin Luther King, Jr. Day  
23-25 Exam Dates - 1/2 day high schools  
26 Teacher and Support Staff Work Day - Students do not report  
27 Regional Prof. Development Day  
30 Second Semester begins

February 2023						
S	M	T	W	T	F	S
				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			

20 President's Day - Schools Closed, Offices Open

March 2023						
S	M	T	W	T	F	S
			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	31	

10 Schools Closed for Students; Half Day Teacher PD in morning and family conferences in the afternoon (and held throughout the week)  
31 Teacher Work Day - Students Half Day Dismissal

April 2023						
S	M	T	W	T	F	S
						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						

3-7 Spring Break (annually 1st week of April for Peninsula school divisions) - Schools & Offices Closed (12 month employees to use 1/2 day leave each day, April 3-7)  
19 Half day dismissal for students (in-person instruction in a.m.; student independent learning and teacher PD in p.m.)

May 2023						
S	M	T	W	T	F	S
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	31				

29 Memorial Day

June 2023						
S	M	T	W	T	F	S
				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	

3-4 High School Graduations (Tentative)  
7, 8, 9 ECC, Elementary & Middle - Early Dismissal  
7, 8, 9 High School - Half Day Dismissal  
9 Last Student Day  
12 Last Teacher Day  
16, 23, 30 Summer Hours  
19 Juneteenth - Schools and Offices Closed

9 Weeks Report Cards			
Period	Ends	# of Days	Reports Issued
1	Nov. 7	48	Nov. 16
2	Jan. 25	42	Feb. 7
3	Mar. 31	43	Apr. 18
4	June 9	44	June 9

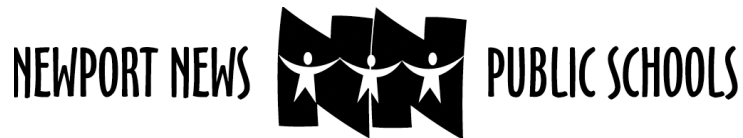
Religious observances beginning/occurring on 2022-2023 student school days:

Rosh Hashanah - Sept. 26    Ash Wednesday - Feb. 22  
Yom Kippur - Oct. 5        Ramadan - March 23  
Sukkot - Oct. 10            Ascension Day - May 18  
Shavuot - May 26

**Calendar instructional hours exceed 990 state hour requirement.**

\*All schools need to schedule at least one evening conference period, preferably in the fall.  
NOTE: If make-up days are necessary, they will be made up, at the superintendent's direction.

- ★ First Day of School
- Schools & Offices Closed
- Half Day Dismissal
- Early Dismissal
- Schools Closed, Offices Open
- ⋯ Schools Closed, Half Day Offices Only
- Key Dates



## A Message from the Superintendent

Newport News Public Schools Families,

Welcome to the 2022-2023 school year! This year will be filled with new and exciting opportunities for learning, growth and achievement. The NNPS team is dedicated to working collaboratively with you and the community as we prepare our students for success.

One of our top priorities is ensuring that all students have safe and productive learning environments that encourage critical thinking, problem-solving and collaboration. We know that establishing positive relationships and clear expectations for behavior are at the core of creating supportive classrooms and great schools.



This handbook contains useful information about student rights and responsibilities, the 2022-2023 Student Code of Conduct, annual notices and permission forms. Please note that there are updates to this year's Code of Conduct, so I encourage you to carefully read each page, review the handbook with your child and keep it as a resource throughout the school year.

Maintaining open communication with you is an important part of your child's success. I ask that you communicate any matters that may impact the welfare or education of your child with your child's teachers, counselors and administrators. We are on the same team and share the same goal.

I appreciate and value your partnership as we work together to ensure that all students graduate college, career and citizen-ready.

A handwritten signature in black ink that reads "George Parker, III". The signature is fluid and cursive.

George Parker, III, Ph.D.  
Superintendent



# **Rights & Responsibilities Handbook**

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# Things You Should Know

## Basic Rights & Responsibilities

The following statements summarize students' rights and responsibilities. They help explain the relationship between and among students. In exercising their rights, students shall not disrupt the educational process or violate, endanger, or deny the rights of others.

### Education

#### *Right*

Students have the right to a public education unimpaired on the basis of race, color, national origin, sex, religion, marital status, age, pregnancy, sexual orientation, sexual identity, veteran status, or disability, or any reason not related to their individual capabilities.

#### *Responsibility*

Students have the responsibility to avoid actions or activities, individually or in groups, which shall interfere with the right of any person to a public education.

### Learning Environment

#### *Right*

Students have the right to a safe and orderly environment while in schools, classrooms, or at school activities; such a safe and orderly environment will ensure an optimum learning experience for all students.

#### *Responsibility*

Students have the responsibility to ensure that their actions do not disrupt the school, classroom, school activities or bus.

### Expression

#### *Right*

Students have the right to express themselves in speech, writing, or symbolism within boundaries of the law.

#### *Responsibility*

Students have the responsibility to ensure that such expression does not disrupt the educational process, present health or safety hazards, damage public property, violate the law, or violate the requirements of this Handbook.

### Possess & Distribute Literature

#### *Right*

Students have the right to possess and distribute literature including, but not limited to, newspapers, magazines, leaflets, and pamphlets.

#### *Responsibility*

Students have the responsibility to submit a copy of such literature to the principal or designee in sufficient time for the principal to review the material. Students must ensure that distribution (or possession) of literature will not conflict with or infringe upon school activities. For example, the material must not promote rebellion against authority, give false or damaging information against another person, or include indecent writings or pictures. The time, place, and manner of distribution shall be determined by the principal.

## Basic Rights & Responsibilities (*continued*)

### **Religion**

#### *Right*

Students have the right to their own religious beliefs.

#### *Responsibility*

Students have the responsibility to ensure that in exercising their own religious freedom, they do not violate other students' constitutional rights to religious freedom.

### **Peaceful Assembly**

#### *Right*

Students have the right to peaceful assembly.

#### *Responsibility*

Students have the responsibility to secure approval for using school facilities for assembly, to discuss with an administrator the appropriateness of the facility for the functions, and to ensure that such assembly does not disrupt the educational process. Non-availability of adequate supervision shall constitute grounds for disapproval of such assembly.

### **Privacy**

#### *Right*

Students have the right to protection from unlawful search and seizures of their personal possession(s) or their persons.

#### *Responsibility*

Students have the responsibility not to endanger themselves, other students, school personnel, or the general public by possessing material or objects which are potentially hazardous and/or prohibited by federal, state, or local law, or the requirements of this Handbook.

### **Transportation**

#### *Right*

Transportation to and from school and to school activities is a privilege, not a right; students do, however, have a right to safe and orderly transportation when such transportation is provided by the school system.

#### *Responsibility*

Students have the responsibility to ensure that their conduct contributes to a safe and orderly atmosphere while being transported; to refrain from conduct which will offer a hazard to themselves, their fellow students or the general public; and to refrain from violating federal, state or local law or the requirements of this Handbook.



The following definitions will apply to the Handbook unless the context of the language used clearly indicates contrary intent:

**Code** means the Code of Virginia, 1950, as amended.

**Days** means calendar days unless otherwise specified; **school days**, means each day that students are required to report to school, **administrative working days** means the days for which the division's School Administration Building will be open for regular business.

**Exclusion** means the denial of school admission to a student who has been expelled or has been placed on a long-term suspension by another public school or private school, either in Virginia or another state, and for whom admission has been withdrawn by a private school in Virginia or another state.

**Expulsion** means any disciplinary action whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

**Handbook** means this Rights and Responsibilities Handbook.

**In-School Suspension** means a student's separation from the student's regular classroom and assignment to another in-school location. In-School Suspension provides a means for a student to keep up with class work and homework assignments.

**Long-term Suspension** means any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. *Note: State law permits a long-term suspension to extend beyond a 45-school-day period, not to exceed 364 calendar days, if (i) the offense involves weapons, drugs, or serious bodily injury or (ii) the school board or division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.*

**Parent** means biological parents, step-parents, guardians, or any other person authorized to act on behalf of a parent; provided that a person whose parental rights have been terminated in accordance with the law will not be deemed a parent for purposes of this Handbook.

**Short-term Suspension** means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days. Suspended students are able to access and complete graded work during and after the suspension.

# General Information

## Legal Status

The Student Code of Conduct contained in this Handbook has been adopted by the School Board and constitutes a School Board Policy. The Superintendent is authorized to establish Procedures which implement Policy and the Handbook contains such Procedures (they are clearly labeled as such).

## Searches

High academic achievement for all students and maintaining safe and orderly schools are division-wide goals for Newport News Public Schools (NNPS). In order to meet the goal of safe and orderly schools, the school board authorizes video surveillance equipment, metal detectors, vehicle searches, random searches of personal property, and drug and munitions dogs, to be used to discourage students from unsafe activities and to discover potential prohibited items. Searches may be done at the direction of the principal or designee to help maintain a safe school environment.

### **Blanket and Random Administrative Searches**

- Lockers are considered school property and are subject to search at any time
- A condition of parking an automobile on school property is that school officials may search it and its contents at any time
- Principals may order searches of randomly selected classrooms
  - Students in these classrooms may be scanned with a metal detector
  - Student property in these classrooms may be scanned with a metal detector or be opened and searched
- Use of metal detectors
  - Hand-held or walk-through detectors may be used during the course of any school activity including, but not limited to, entering or leaving a school bus, any NNPS building or room, athletic event or off-site school activity
  - Students and their property may be scanned with the metal detectors – if the metal detector activates, the student and his/her property may be searched to determine the cause
- Use of Police Canines - Drug/Munitions Dogs
  - Dogs that are trained to detect drugs and/or munitions, and their handlers, may check lockers, student belongings in a hall or classroom, or vehicles on school property
  - Dogs will only search areas free and clear of staff and students
  - If a dog “alerts” to an item or location, the police officer will alert the principal or designee which constitutes a reasonable basis to conduct a search of the item or location
- Students who are found in unauthorized locations or returning to school from an unauthorized absence are subject to having their persons and property searched for dangerous and/or other prohibited items

### **Reasonable Suspicion Searches**

If a principal or his/her designee develops reasonable suspicion that a student may have a prohibited item or evidence of a school division rule violation, he/she has the legal authority to conduct or direct a search of that student and his/her property.

### **Consent Searches**

A principal or designee may ask permission to conduct a search, even without reasonable suspicion that the search would reveal evidence of school division rule violation. A consent search of a student exists when a student grants the principal or designee permission to search.

### **Notes**

- A student's failure to permit Blanket and Random Administrative or Reasonable Suspicion searches, as mentioned above, will be considered grounds for disciplinary action.
- If a search yields illegal or contraband materials, such findings may be turned over to the proper legal authorities for ultimate disposition.

### **Law Enforcement Searches**

A School Resource Officer (SRO) or any other law enforcement officer may conduct a search if he/she has probable cause to do so and, when required, a search warrant will be obtained.

### **Gang Activity**

Gang activity will not be tolerated by NNPS on school grounds, on school buses or at any school sponsored activity. A gang is defined as any group of three or more whose purpose includes: illegal acts, participation in activities that threaten the safety of persons or property, disruption of school activities and/or creation of an atmosphere of fear and intimidation. Disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include display of any apparel, jewelry, accessory, or tattoo, that by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Gang activity is defined as:

- wearing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol or sign that is evidence of membership or affiliation with a gang; Including any drawings or illustrations;
- committing any act, using any speech, or using non-verbal gestures/handshakes that show membership or affiliation with a gang;
- using any speech or action to further interests of any gang to include: solicitation, hazing, intimidation, initiation or inciting other students to physical violence or threatening other students with physical violence. Student conduct in gang activities will be regulated in accordance with the rules outlined in this Handbook.

### **Disciplinary Authority Under Certain Circumstances**

Pupils may be subject to punishment for acts committed away from school property and outside of school hours which are detrimental to the interests of the school or adversely affect school discipline (1960-61 Op. Att'y Gen. 274).

### **Mandatory Reporting to Law Enforcement**

The principal or designee of each school may have an obligation to report to a law enforcement agency (i.e. School Resource Officer) violations related to the following offenses:

1. Assault and Battery
2. Any conduct involving illegal substances or facsimile
3. Theft, or attempted theft, of student prescription medications
4. Threats against school personnel
5. The illegal carrying of a firearm or a weapon onto school property
6. Conduct involving firebombs, explosives or hoax explosives
7. Conduct involving explosive/incendiary devices
8. Use of chemical bombs capable of producing smoke
9. Threats to bomb made against school personnel or involving school property or buses
10. Stalking
11. The arrest of any student for any incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge, therefore.

**Principals need to call the Office of Student Conduct and Discipline to confirm that the incident rises to the standard outlined in State law prior to contacting law enforcement.** The violations denoted above may be found in the rules section of this Handbook marked by (☎). Parents will be made aware when the incident has been reported to local law enforcement.

## General Information (*continued*)

### **Special Notice**

The school is not responsible for personal property that may be lost, stolen, or damaged. School personnel will take reports for such incidents. For stolen or damaged personal property, school personnel may investigate if there is reasonable suspicion that the perpetrator is or can be readily known. The results of the investigation may be used in disciplinary action and may be provided to the police. Please advise your student that they should be cautious with valuable personal items to prevent loss. In addition, students should not carry large amounts of cash that draw attention to themselves.

## Student Dress Code

### **Elementary, Middle, and High**

The following dress practices **are not allowed in school**:

- Headwear or head coverings of any kind such as hats, hoods, sweatbands, bandannas, scarves, sunglasses, combs, picks, curlers, or rakes worn in the hair. **Exceptions to this are religious, ethnically-specific, or significant head coverings or hairstyles, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows which are allowed.**
- Any article of apparel which displays obscene words, pictures or designs. Any article that conveys a sexually suggestive message or a pro-alcohol, drug, or gang related message. This would include the display of any apparel, jewelry, accessory, or tattoo, that by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.
- Clothing that is transparent or exposes the midriff, back, navel, or has a low-cut neckline.
- Tank tops, tube tops, halter tops, one shoulder tops, spaghetti straps, strapless or backless tops (unless covered).
- Dresses, skirts, or shorts that do not reach at least mid-thigh or have slits above mid-thigh.
- Underwear worn as outer garments.
- Pants, skirts or shorts worn below waistline (“sagging”) or inside out. Pajamas/ sleepwear of any kind. Cut-up shorts or pants with slits, rips or holes above mid-thigh.
- Bare feet. Footwear must always be worn.
- Jewelry or accessories that may be used as a weapon (e.g. two or three finger rings that are joined, chains, oversized or spiked accessories).
- Garments that are excessively tight, clothing that resembles leggings, jeggings, tights, or yoga pants unless worn underneath a shirt, shorts, dress, or skirt that is at mid-thigh length.

\* Refer to the section on Behaviors related to School Operations - Dress Code violation for disciplinary sanctions.

**The dress code does not preclude instructors from requiring, or forbidding specific items of personal protective equipment, and footwear for the safety and participation of students.**

### *NNPS Policy JICA - Student Dress*

*A student will not dress, groom, or wear items where the effect is to cause disruption or interference with the operation of the school. The principal or designee will determine whether any particular mode of dress or apparel results in such interference or disruption. Such determinations will not be made by direct physical contact with a student or student's attire, nor by a requirement to disrobe.*

## Cell Phone/Two Way Communication Device

### IMPLEMENTING REGULATIONS

The Newport News Public Schools' guidelines for the use of cellular phones and two-way communication devices are designed to ensure that the use of these items does not interfere with teaching and learning, or with maintaining a safe and orderly environment during the school day.

The Newport News Public Schools will assume no responsibility in any circumstance for loss, destruction, damage, theft or charges made on monthly statements for a cellular phone or two-way communication device.

- Elementary students with cell phones should keep them off, and out of sight, during regular school hours and during after-school activities.
- Middle and high school students are permitted to have and use cell phones or two-way communication devices after school dismissal on school board property.
- Under no circumstances may students use any device to photograph, video record, or audio record any student, employee, or member of the public on school grounds unless they have permission from both the person(s) being photographed or recorded and a school official.
- If a student, in violation of these guidelines, should record, or receive a recording of a rule violation that occurred on school grounds and shares such a recording with others, or on a social media platform this will result in consequences in keeping with behavior code Relationship Behaviors (RB) 3- Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means.

### Sanctions for violation of these guidelines will be as follows:

- **First Offense:** A warning will be given to the student by the administrator or other school official. The policy will be explained to student for any future violations.
- **Second Offense:** The cell phone/two-way communication device will be confiscated by an administrator, secured in the office, and will be returned to the student at the end of the day. Parents will be contacted to request their support in policy enforcement.
- **Third Offense:** The cell phone/two-way communication device will be confiscated by an administrator, secured in the office, the student will receive ISS for 1 school day, and the phone will be returned at the end of the school day.
- **Repeated violations** of these guidelines, after the third offense, will result in disciplinary actions that can range from Level 2 to Level 4 and may require a parent conference for reinstatement.

### Use of other Electronic Devices

No student, unless authorized by the school principal/designee, shall bring or possess any object that has no educational purpose and may distract from teaching and learning (i.e. Toys, iPads, Kindles, Nooks, iPods, other MP3 and CD players, Digital or Tape Recorders, or any other portable communication devices).

In addition, the Newport News Public Schools will assume no responsibility in any circumstances for loss, destruction, damage or theft of any such item. Students who choose to bring such items do so at their own risk. ***These items may be confiscated and sanctions for violating these guidelines are the same as outlined above for the cell phones/two-way communication devices.***

## Bus and Bus Stop Rules

**STUDENT SAFETY** on the school buses and at the bus stops is a major priority. Parents are encouraged to monitor student behavior going to and returning from the bus stops and at the bus stop locations. Students' behavior on the bus that endangers others will not be tolerated.

The state law authorizes the proper discipline of students going to and returning from school. "As a general rule, this authority to discipline extends to pupils on their way to or from school if such conduct directly affects the good order and welfare of the school." (1960-61 Op. Att'y. Gen. 274) Principals stress to students that they are expected to conduct themselves in an orderly manner at all times and that failure to do so going to and from school may result in disciplinary action described in this Handbook.

All carry-on items (i.e. book bags, backpacks, etc.) should be held on laps or placed under the seat. Carry-on items must not take a seat required for another student. School projects and band instruments are exempted.

Students may ride a different bus and be dropped off at a different bus stop only with parent and administrative approval. Disciplinary action may be taken against students who purposely board or exit a bus at a stop other than the assigned stop.

Students riding a NNPS school bus are required to scan their T-pass in order to get on and off the bus. T-Passes are to be easily accessible while entering and exiting the school bus.

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

### At the Bus Stop

- Arrive at the assigned stop ten minutes before bus pickup
- **Be visible** (i.e. stand on the sidewalk or the edge of the street by the curb)
- Stay off private property
- Do not stand on the traveled part of the road
- Be respectful and watchful of traffic
- Wait quietly and orderly

### On the Bus

- Scan your T-pass
- Sit in assigned seat
- Remain seated at all times
- Cooperate with the driver and practice orderly conduct
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No live animals
- No unsafe objects or weapons
- No throwing items from the bus or on the bus
- No glass
- No balloons
- No skateboards

### When the Bus Arrives

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner
- Cross in front of the bus

### Leaving the Bus

- Remain seated until the bus comes to a complete stop
- Leave in an orderly manner
- Leave at your assigned stop

## In the Event of an Accident Involving the School Bus

- Emergency Medical Services Personnel and Transportation Staff will respond immediately and check for injuries.
- Students should remain with the bus until released by school staff, Emergency Personnel, or a Transportation Supervisor.
- Bus Drivers may only release students at their assigned bus stop or school.
- Parents who respond to the accident location and request release of their student must present identification and only sign out their own student from the Transportation Supervisor or School Staff.
- Uninjured students will be transferred to a recovery bus to continue the bus ride.
- School Staff will notify parents as soon as possible of serious accidents or provide written notice of minor accidents.

## Bus Stop Responsibilities of Preschool and Kindergarten Parents

Pre-school and kindergarten students must be met at the bus stop by a responsible person. If no one is available, the child will be returned to school and the Parent will be contacted to pick up the child.

The Department of Transportation for Newport News Public Schools is available to answer questions regarding transportation of students to school or questions regarding walking students.

*Parents should call the following numbers for assistance:*

- NNPS Transportation: 757-881-5052
- Newport News Police Department: 757-247-2500

### Safety Tips for Walking to Bus Stops and to Schools

- Always walk with a friend or in a group.
- Walk on the sidewalk or near the roadside curb in order to be better seen.
- Stay in well-lit or populated areas.
- Never approach or talk to anyone you do not know.
- Report any suspicious activity or anything that makes you feel uncomfortable. Dial 911 if necessary.

## The Three Card System

The Three Card System is designed for the protection of young students, and to ensure the appropriate, secure transfer of pre-school and kindergarten students from the school bus.

Schools provide Parents with three identification cards that match their child's identification tags. Parents or their designated responsible person must present the cards to receive the pre-school or kindergarten students from the school bus.

Parents must also have the name of one responsible person printed on the back of the child's identification tag. That person may receive the pre-school or kindergarten student from the bus by presenting a driver's license or other picture ID card.

Bus drivers must enforce that pre-school and kindergarten students are transferred only to persons who have the matching card or are designated on the back of the child's tag. Parents must ensure that these students continue to wear their ID tags and show the card daily in the event that there is a substitute driver who will not know the parent or the child.

**Pre-school and kindergarten students will be returned to school when the matching identification card is not presented by the person responsible for receiving the student.**



# Student Attendance Policy

## Attendance Policy

Attendance on a daily basis is a mandatory requirement for all students. The Code §22.1-254, requires that all children who have reached their fifth birthday on or before September 30th and who have not yet reached their eighteenth birthday must attend school. This requirement does not apply to any child who has obtained a high school diploma, its equivalent, or a certificate of completion or who is exempted pursuant to the provisions of the law.

When a student accumulates more than six (6) unexcused absences in an academic year the attendance officer/superintendent's designee will enforce the provisions of the Code §22.1-258 by either or both of the following: (1) filing a complaint with the Juvenile and Domestic Relations Court alleging the pupil is a child in need of supervision or (2) instituting proceedings against the Parent for contributing to the delinquency of a minor.

## Absences

Students are expected to attend school every day. Parents are expected to contact their child's school on the day of the child's absence to inform the school of that absence. Parents are encouraged to notify the school of pre-arranged appointments as soon as the date of such appointments is known. When such notification is made, the Parent need not contact the school on the first day of the absence. For any reason, a written note providing the dates of and reasons for the child's absence is required from the Parent within five days of the child's return to school. The purpose of this note is to determine whether or not the student's absence is excused or unexcused. This note will be maintained until the end of the school year for documentation purposes.

## Excused Absences

In support of the mandatory attendance law, Newport News Public Schools defines the following conditions as the only acceptable reasons for a student's absence from school.

**Illness** - When a student is unable to attend school due to an illness, a note written by the Parent or a physician documenting the illness will provide evidence of the illness for the school.

**Chronic/Extended Illness** - For students who are absent because of chronic illnesses, a disability, or because of a need for homebound services, the Parent must complete a chronic/extended illness notification form with the principal at the beginning of the enrollment of the student in school or upon the onset of the student condition that affects regular attendance. Documentation from a physician will be required. For students who have excessive excused absences (10-18 days) and/or who exhibit defined patterns of absences, the Parent will be required to complete the Chronic/Extended Illness Notification Form. Documentation from a physician will be required.

If the Parent does not complete the form or does not provide documentation from a physician or other mental health professional of a chronic or extended illness, the principal will review the child's attendance for needed services and/or applicable sanctions of the attendance law (Code §22.1-258). Failure to provide documentation may result in the absences being unexcused.

**Prearranged Appointments** - For appointments with the court, social services or other state agencies and appointments with health care providers, official documentation must be presented to the school.

**Family Death or Emergency** - For absences because of a death in the family or an emergency beyond the family's control, the Parent must notify the school and provide documentation for the absence.

**Religious Observances** - Absences as a result of observances of religious holidays should be prearranged by the Parent, who is responsible for notifying the child's school of the religious holiday(s) to be observed. If the Parent is unable to prearrange the absence, a request for exemption must be received no later than the second day after the student's return to school from the absence occasioned by the religious observance.



## Student Attendance Policy (*continued*)

**Exclusions/Suspensions** - For absences because of an exclusion or suspension, the Parent will be notified of the suspension/exclusion and the date when the student will be expected to return to school. The student must return on the indicated date.

**Exceptional Circumstances** - The principal may approve prearranged absences for situations in which an exemption from attendance appears to be in the best interests of the student and his/her family.

Prior to the student's absence, the Parent must complete the Request for Exceptional Circumstance to Attendance Form. The Parent will document on this request the rationale for the absence, dates of absence, and siblings within the school division for whom the exception will be also requested. The principal must provide the response to the Requests for Exceptional Circumstances in writing to the Parent. In documented extenuating circumstances, the principal may approve an absence after-the-fact as exempt from the sanctions of the attendance policy.

For those circumstances which cause the student to be absent and prior request for approval is not possible, the Parent must complete the Request for Exceptional Circumstances within two days of the student's return to school.

No more than five (5) days may be approved by the principal for exceptional circumstances during a school year. For requests of more than five days, the request must be endorsed by the principal and approved by the superintendent/designee.

### **Parent Notification Procedures**

#### **Excused and Unexcused Absences**

For all absences, the school will contact the home on each day of the child's absence from school using the automated dialing system.

#### **Unexcused Absences**

In compliance with the Code of Virginia §22.1-258 and Regulations Governing Collection and Reporting of

Truancy Related Data and Student Attendance Policies (8VAC20-730-20), the school division has established procedures that school division personnel are required to follow when a student fails to report to school and no indication has been received by school personnel that the pupil's parent is aware of and supports the student's absence.

### **The following procedure will be implemented when notifying families of unexcused absences.**

In accordance with state law, whenever any student fails to report to school and no indication has been received by school personnel that the pupil's parent "is aware of and supports the student's absence" (unexcused absence), a reasonable effort to notify by telephone the parent to obtain an explanation for the student's absences shall be made by the principal's designee(s), or volunteers.

### **The following intervention steps shall be implemented to respond to unexcused absences from school and to engage students in regular school attendance.**

1. Whenever a student fails to report to school on a regularly scheduled school day and no information has been received by school personnel that the student's parent is aware of and supports the absence, the school principal or designee, attendance officer, or other school personnel or volunteer will notify the parent by phone or email or any other electronic means to obtain an explanation. The school staff shall record the student's absence for each day as "excused" or "unexcused." Early intervention with the student and parent or parents shall take place for repeated unexcused absences.
2. When a student has received **five unexcused absences**, the school principal or designee or the attendance officer shall make a reasonable effort to ensure that direct contact is made with the parent. The parent shall be contacted in a face-to-face conference, by telephone, or through the use of other communication devices. During the direct contact with the parent and the student (if appropriate), reasons for nonattendance shall be documented and the consequences of

## Student Attendance Policy (*continued*)

nonattendance explained. An attendance plan shall be made with the student and parent or parents to resolve the nonattendance issues. The student and parent may be referred to a school-based multi-disciplinary team for assistance implementing the attendance plan and case management.

3. The school principal or designee or the attendance officer shall schedule a face-to-face attendance conference, or an interaction that is conducted through the use of communication technology, within 10 school days from the date of the student's **sixth unexcused absence** for the school year. The attendance conference must be held within 15 school days from the date of the sixth unexcused absence. The conference shall include the parent, student, and school personnel (which may be a representative or representatives from the multi-disciplinary team) and may include community service providers.
4. The school principal or designee shall notify the attendance officer or division superintendent of the student's **seventh unexcused absence** for the school year. The division superintendent or designee shall contact the Juvenile and Domestic Relations Court intake to file a complaint alleging the student is a child in need of supervision (CHINSup) or to institute proceedings against the parent. In addition to documentation of compliance with the notice provisions of § 22.1-258 of the Code of Virginia, all records of intervention regarding the student's unexcused absences, such as copies of the conference meeting notes, attendance plan, and supports shall be presented to the intake worker.

Schools will provide interventions and alternative educational options for a student who fails to make academic progress as a result of attendance problems.

### Excessive Absences

The principal/designee will also notify Student Advancement Outreach Services of the accrual of excessive absences or a pattern of absences that appear to be having an effect on the academic performance of a child. Efforts will be made to identify reasons for excessive absenteeism or patterns of absenteeism. Virginia Department of Education Accreditation

Standards (effective 2018/2019 school year) include Excessive Absenteeism (students with 10% absenteeism during their enrollment within a school year to include any type of absence) which will impact the accreditation of the school.

### Make-Up Work

1. When students are absent (except for circumstances included in #2 below), 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 the 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 principal 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. They may do this by:

- Absence of one or two days: Contact a friend in class to obtain information on work missed.
- Absence of three or more days: Call the school office requesting assignments remembering that teachers need 24 hours to prepare assignments.

Students who are absent due to a short-term suspension will have the option to access and complete graded work during and after the suspension. Please contact the school to request assignments.

2. When students cut class or cut school, (Rules 1B or 1C of the students' Rights and Responsibilities Handbook), high school teachers shall assign a grade of "F" for any work or test missed due to an absence that resulted from class cutting or school cutting. Teachers who assign grades on a five-point scale will give a zero to student work for the reasons stated in this procedure. For teachers who use a numerical grading system, the determination of the numerical grade equivalent of "F" will be left to the discretion of the individual teacher.

## Student Attendance Policy (*continued*)

### **Perfect Attendance**

For purposes of determining perfect attendance, the student must be in attendance for a period of two hours to be counted as present for the school day.

Pre-arranged absences for religious observance will not count against perfect attendance.

### **Tardies**

Tardiness to school or to class is addressed as a discipline issue in the Rights and Responsibilities Handbook.

### **Reports of Children Enrolled and Not Enrolled**

The state code at §22.1-260, requires that within ten days after the opening of the school, each public school principal will report to the division superintendent:

- The name, age and grade of each pupil enrolled in the school, and the name and address of the pupil's parent or guardian; and
- To the best of the principal's information the name of each child subject to the provisions of this article who is not enrolled in school, with the name and address of the child's parent or guardian.

Within one calendar month of the opening of school, the principal of each school shall send to the parents or guardian of each student enrolled in the school a copy of the compulsory school attendance requirements of the law and the enforcement procedures and policies established by the School Board.

The school division will typically comply with the above requirements by delivering a digital copy of the student Rights and Responsibilities Handbook to students and their parents at the beginning of the school year. Attendance law, policies and procedures will be reflected in that Handbook.

### **Reports of Children with Five (5) or More Unexcused Absences and 10% of Any Type of Absence**

The number of students with five or more unexcused absences and the number of students with 10% of any type of absence within the student's yearly enrollment period will be reported to the Superintendent of Public Instruction annually.

## Child Nutrition Services

**Through excellent customer service, Child Nutrition Services will provide appealing and nutritious meals to support academic achievement and promote lifelong healthy food choices.**

The Child Nutrition Services Program, an extension of the educational program of the schools, is operated under the federally funded National School Lunch and Nutrition Act. The federal laws regulating the school food services programs are administered under the United States Department of Agriculture and carried out within the Commonwealth of Virginia by the State Department of Education.

A written agreement is made by the division superintendent with the Virginia State Department of Education for each individual federal lunch program and federal breakfast program. These agreements with the state agency assure all programs are in compliance with the regulations and qualify for the federal cash reimbursements and donated foods. All Newport News Public Schools participate in the National School Breakfast and Lunch Program.

All students in Newport News Public Schools are eligible to receive a healthy **breakfast and lunch for free** each school day during the school year.

The free meals are offered through the Community Eligibility Provision, which is available for select schools in the National School Breakfast and Lunch Program. Student participation in the program is automatic; families do not need to complete an application for free meals.

Breakfast and lunch menus are available on the Newport News Public Schools website.

Our schools have taken many steps to help ensure safety during a crisis or emergency.

### *Did you know...?*

All Newport News Public Schools have:

- A crisis management team that is responsible for preparing for and recovering from a crisis
- A crisis and emergency management plan that outlines the school's response to a wide variety of emergencies
- An emergency response guide in each classroom
- A crisis response toolkit
- Evacuation locations and lockdown procedures
- NOAA Weather and Emergency Alert radios

All faculty and staff are required to display identification when in the building.

All Parents and visitors must report to the main office to sign in to the building.

In the event of an emergency, Parents can get information by tuning in to local television or radio stations, or by visiting [www.nnschools.org](http://www.nnschools.org).

### **How can you help during a school crisis or emergency?**

- Do not call the school – phone lines must be kept open for emergency communications.
- Do not come to the school – school access must be kept open for emergency vehicles – coming to the school may put your student, you or others at risk.
- Ensure your child understands the importance of cooperation with school staff and emergency personnel.
- Urge your child not to use a cell phone or text messaging during an emergency.
- Wait for instructions via the media sources listed above or our Connect 5 message system.
- Always ensure that your child's school has accurate contact information such as:
  - Your home address
  - You home, work and cell phone numbers
  - Names and phone numbers for any additional emergency contacts or other persons authorized to pick up your child

## Behavior Contracts

Pursuant to the *Code of Virginia § 22.1-279.3*, each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

The **Behavior Improvement Contract** is a tool used at the school level after a student has been suspended for a serious violation of the Code of Conduct. To be readmitted to school following suspension, the student and a parent/guardian may be required to meet with the building administrator to review and sign the contract. The Behavior Improvement Contract will define the behaviors expected of the student during the next calendar year and the consequences for failure to meet those expectations.

If students violate the terms of the contract, they shall be referred to the Office of Student Conduct and Discipline for review. That office may determine that students should be assigned to another school or alternative program. The Office of Student Conduct and Discipline may also create a **Behavior Monitoring Plan** for the student, which will be monitored by an Instructional Behavior Coach. This coach will serve as a support for the student and address challenges the student faces in meeting conduct expectations.

## Disruptive Students in the Classroom

The Code §22.1-276.2 provides statutory guidance related to the initial authority of a teacher to remove a student from class for disruptive behavior. The Code §22.1-276.01 defines disruptive behavior as a "violation of school board regulations governing student conduct that interrupts or obstructs the learning environment." The provisions set out below are supplementary to, and are not intended to replace the authority of a teacher or administrator to discipline students according to rules described in this Handbook. It is the School Board's intent that the process of working with students and Parents should be focused on seeking solutions to eliminate disruptive behavior in order to improve student achievement and student citizenship.

Disruption of the learning process demands prompt intervention on the part of teachers, Parents, and administrators. Instructional time must focus on the attainment of educational goals and the mastery of content. Students who disrupt the classroom must learn to respect the efforts of all adults to guide and inform them in a setting free from disruption. Responsibility for student behavior rests with each student, but Parents also bear responsibility for encouraging and demanding appropriate student behavior. Consequently, it is critical that Parents become involved in seeking solutions to eliminate disruptive student behavior.

### Teacher Removal of a Student from Class

The following criteria must be met prior to the removal of a student from class by the teacher:

The teacher notifies the principal to send a Chronic Disruptive Notice to a student's Parent. A Chronic Disruptive Notice will be provided to the Parent by the principal/designee. The Parent will be invited to discuss the student's behavior and made aware of the possible consequences if such behavior does not cease. (This Chronic Disruptive Notice is "written notification" required by the Code. This notification is given to the student and Parent and provides an opportunity to talk with teachers and school administrators to discuss the student's behavior and the possible consequences if such behavior does not cease. The warning notice is sent prior to the Disruptive Referral, which is documentation representing the teacher's removal of the student from the classroom.)

A teacher may remove a student from a classroom when a Disruptive Referral is forwarded to the administrator because the student's behavior interrupts or obstructs the learning environment according to the policies of the board regarding student behavior. The teacher must provide the following:

1. Documentation that reasonable interventions/modifications within the classroom setting have been initiated to stop the disruptive behavior.
2. Documentation that the interventions have been attempted in earnest, consistently, and over a period of time so as to affect change before determining the interventions have failed.
3. Documentation that specific/multiple interventions have been attempted including Parent involvement.
4. Documentation that demonstrates communication with the parent including the teacher's record of any teacher/parent conferences, telephone calls, or copies of written notices to the Parent.

If the above listed efforts have been made and documented, the teacher may remove a student from the classroom by completing a Disruptive Referral Notice. The Disruptive Referral Notice must accompany the child to the office.

A discipline notice will be provided to the parent by the principal/designee. This document provides notification that the student's continued disruptive behavior necessitates alternative placement (removal from the class) for the student.

Upon receipt of the referral from the teacher, the principal or designee will determine action to be taken regarding the placement of the student.



## Disruptive Students in the Classroom (*continued*)

### **Administrative Actions**

Upon receipt of the referral, the principal or designee will determine an immediate, interim assignment of the student and notify the Parent by phone, if possible. The teacher will be given the opportunity to provide a recommendation to the principal or designee regarding the separation of the student from the classroom.

The administrator may elect to convene a conference including any or all of the following: the teacher, staff and resource members, the student, parents, etc. The purpose of the conference will be to review the referral, to define assignment alternatives, and to identify resources available to the student and Parent.

While waiting for the conference to be held, the student may be assigned, temporarily, to an alternative setting or may be suspended. A standard conference form will be used to document the conference. Educational assignments may include the following:

- Assigning the student back to the classroom under certain contract conditions
- Modifying the student day or schedule
- Assigning the student to another classroom
- Assigning the student to another program or school
- Initiation of child study process
- Referral to Professional School Counselor
- Homebound instruction
- In-school suspension, time-out, detention
- Referral to agency services, including drug screening, family counseling, parenting classes, intake services, mental health services, or cultural diversity resources
- Short-term suspension, recommendation for long-term suspension or expulsion
- Other appropriate assignments depending on the age of the student
- Other appropriate assignments/services available

### **Student Assignment**

Any change in the student's educational assignment and the duration of such assignment shall be the decision of the administrator.

The administrator's decision regarding assignment and intervention will be based on information and documentation provided by the teacher, Parent, and others as described in Administrative Actions.

If, and when, the administrator's recommendation is to return the student to the original classroom and the teacher objects, the principal and teacher will first seek resolution to the disagreement. If the issue cannot be resolved at the building level, the teacher, after meeting with the principal, may appeal in writing the principal's decision within one working day to the Chief of Staff or designee, whose decision shall be final. The Chief of Staff or the designee's decision will be made within two working days of the teacher's appeal. During the appeal process the student shall remain in the alternative assignment.

If the child returns to a class and continues to disrupt the educational setting, the principal may recommend long-term suspension or expulsion.

Students with disabilities shall be assigned according to school board policy, state regulations and federal law. This policy does not limit or restrict the ability of the school division employees to apply other policies, regulations or laws for maintaining order in the classroom.



# Bullying Intervention/Prevention Protocol

## Definition(s)

### Bullying:

Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes emotional trauma. It includes cyberbullying (see below).

### Cyberbullying:

Electronically transmitted abuse of any form even outside of the school day and not on school grounds if it impacts the school environment and is found to be deliberate, hostile and intended to harm others.

### Examples of Conduct that may be considered Bullying

- Repeated physical acts, such as inappropriate, unwanted, uninvited, or injurious physical contact with another and destruction or damage to property of another;
- Repeated or pervasive taunting, name-calling, belittling, mocking putdowns, or demeaning humor related to a student's race, color, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, whether or not the student actually possesses them, that could reasonably be intended to be hurtful/harmful, result in the disruption of school activities, and/or that results in a hostile educational environment for the student;
- Repeated verbal/non-verbal, direct/indirect threats, or intimidation such as aggressive or menacing gestures;
- Written and electronic communication of any type that incorporates language or depictions that would constitute bullying, using any medium (including, but not limited to, cell phones, computers, websites, social networks, instant messages, text messages and emails).

### Examples of Conduct that would not ordinarily be considered Bullying but may be considered against the rules at school

- Ordinary teasing
- Horseplay
- Argument
- Peer Conflict
- The expression of ideas or beliefs that are not lewd, profane, or intended to intimidate or harass another

# **SPEAK UP FOR SAFETY**

**See something?  
Hear something?  
Do something!**

**Report safety concerns  
anonymously anytime.**



**Click the SpeakUp icon on your chromebook**



**Email [speakup@nnschools.org](mailto:speakup@nnschools.org)**



**Call or text 757-765-4440**

**Easily Report:**

**Bullying • Violence • Weapons**

**Social Media Threats • Suspicious or Dangerous Behavior**

**Students in Crisis • Other Urgent Situations**





**Youth Development** believes that all young people will be successful when offered the right combination of opportunities, supports, and services. Dedicated Youth Development staff members work to continually promote positive experiences, relationships, and environments for every student. Positive Youth Development empowers youth by nurturing a strong sense of who they are and what they can do. Here are 8 reasons why Youth Development matters:

- There are essential skills that students need to be successful.
- Every student should have the opportunity to get connected through at least one club, sport, or activity. Student voice matters! Every student should have the opportunity to lead and serve.
- Healthy relationships and bonding are important for student success.
- Students deserve an environment that is physically and emotionally safe.
- Every student should feel like they belong in their school and community.
- All students need to have clear and positive expectations.
- Students and families need information and access to helpful resources.
- Every student should get what they need, when they need it, and how they need it!

## Youth Development Priorities

- Youth Empowerment and Leadership Mentoring
- Student Wellness and Success
- School-Based Clubs and Activities
- Positive School Culture and Building Inclusive Schools
- Social Emotional Learning
- Bullying Prevention
- Community Engagement



**STAND** is a student-led initiative which challenges students, teachers, staff, parents and the community to work together to create and maintain a positive school culture and to discourage bullying and harassing behaviors among peers.



Research has proven that students who are involved in structured extracurricular activities are more likely to have better grades, higher standardized test scores, better attendance and self-image. Also, students who are involved in clubs and activities are less likely

to use substances, drop out of school and make poor decisions while in school. In NNPS, it is our goal that EVERY student participates in at least one club or activity. In addition, there are numerous opportunities for community service and leadership which help students to build essential skills.

NNPS offers more than 300 diverse student involvement options such as Robotics, the Vibe Student Talk Show, and Model United Nations! Getting involved is easy! To discover what is available at your school, speak to your dedicated Youth Development staff member.

- **Activities Director** (High School)
- **Youth Development Lead** (K – 12)
- **Professional School Counselor**

## What types of clubs and organizations are available?

Academic	Mentoring
Community Based	Music
Fitness	Service
Honor Societies	Special Interest/Hobby
Languages	Technology
Leadership	Theater and Arts

### Youth Empowerment and Contribution

NNPS believes that students are invaluable resources who are capable of leading in our schools and the community. Youth leadership opportunities are designed to build college, career, and citizen-readiness in all students. Newport News Public Schools encourages students to design and lead clubs, projects, and activities which not only provide an opportunity for self-development, but which also promote a positive school culture and discourage harassing behaviors.



Students in grades K-12 have an opportunity to lead in their schools, daily. Whether serving as an anchor on their school's morning broadcast, serving as a club officer, inspiring as an athletic team captain, or serving in the community, NNPS students learn important skills, such as critical thinking, relationship building, and teamwork. In addition to school-based leadership opportunities, such as Student Council Association, Principal's Advisory Groups, and class, club, and team leadership, Newport News Public Schools empowers students through division-wide strategies.

#### **Student Led Initiatives**

**Student Led Empowerment Initiatives** are designed to equip every student with the information and resources essential for their development as global leaders, destined to make an impact in their schools, community, and the world!

- Blossom Empowerment Program (Elementary School)
- Bloom Empowerment Program (Middle School)
- Flourish (High School)
- Live Well Student Wellness Club
- RISE! Male Empowerment
- The Vibe Student Led Talk Show

**Student Led Task Forces** give student voice to areas of importance in our schools and the community for youth. We have several division-wide student-led task force in Newport News Public Schools.

- Bloom and Flourish
- Diversity, Equity and Inclusion
- Newport News Youth Collective
- RISE!
- Southeast Community Task Force

**Superintendent's Advisory Group on Education (SAGE)** members are high school students who meet regularly with the Superintendent to review and address issues of importance across the school division, including academics, student life, planning and policies.

# NNPS ATHLETICS

The Athletic Program at Newport News Public Schools provides an opportunity for those students endowed with the physical and mental ability to compete at a level higher than that offered in the normal instructional program. This program will allow the talented athletes to develop their skills and knowledge to a higher degree of competency on the practice field and offer them the laboratory of the playing field to measure their accomplishments in competition with their peers.

In addition to the development of these physical skills, the athletic program will offer the athlete the opportunity to become a more useful and loyal member of society by developing a desire to achieve excellence but with the willingness to make personal sacrifices for the benefit of the team. Close contact with teammates and opponents will develop a sense of loyalty and dedication as well as a respect for the dignity of others.

- Athletic Directors coordinate sports participation in each of our high schools. Each high school has its own Athletics page.
- High school students can currently participate in the following organized sports: football, field hockey, cross country, golf, cheerleading (fall and winter), basketball, wrestling, swim and dive, indoor track, baseball, softball, soccer, tennis, and outdoor track. There are also four academic activities that fall under the high school athletic directors: one act play, forensics, scholastic bowl, and debate.
- Middle school students can currently participate in three organized sports: basketball, volleyball, and track. Sports that we hope to offer in the future at the middle school level include football, soccer, wrestling and cheerleading.
- Intramural sport options are offered at both the middle and high school level.
- A current physical examination is required for athletic participation. Information and other required forms can be found on the NNPS Athletics web page: [www.nnschools.org/athletics](http://www.nnschools.org/athletics)
- It is our intent to have certified athletic trainers present at all official NNPS athletic events.
- After school transportation is provided for middle and high school students who wish to participate in after-school activities.

## MIDDLE SCHOOL FEES

Course	Grade	Instructional Fee	Details
Related Arts Rotation and Exploratory Wheel	6	\$3.00/course	Students rotate through four different related arts courses throughout the year. Only one related arts teacher should collect the fees and distribute to the appropriate related arts (non-CTE) courses. Fees are used for the purchase of materials and supplies for those courses.
CTE Grade 6: Technology & Engineering, Family & Consumer Sciences, Business & Information Technology	6	\$3.00/course	Grade 6 Middle School Technology Education, Family and Consumer Science, Business, and Information Technology are offered as exploratory courses. Fees support student labs and instructional materials.
CTE Courses: Technology & Engineering Education, Family & Consumer Sciences, Business & Information Technology	7-8	\$5.00/year	Middle School Technology Education, Family and Consumer Sciences, Business and Information Technology courses are offered year-long, every other day. Fees support student labs and instructional materials.
iSTEM	6-8	\$4/Semester-Grade 6 \$8/Year-Grades 7 & 8	Hands-on and project-based consumable materials.
Band & Orchestra	6-8	\$10/year	Band and orchestra are offered as year-long classes in middle school.
Band & Orchestra: Instrumental Rental	6-8	\$35.00/first year \$50.00/second and third year	<b>Fees are waived for the 2022-2023 school year.</b>
Band, Orchestra, & Chorus: Uniform Use	6-8	Fees Vary by School	Music students in performance groups who have school-owned uniforms are required to pay a usage fee which includes cleaning and/or replacement, as applicable. The amount of this fee is determined by each school in coordination with the group's director.

# HIGH SCHOOL FEES

Course	Grade	Instructional Fee	Details
CTE Courses: Technology Education, Business & Information Technology, Marketing Education, Family & Consumer Sciences, Trade & Instructional Industrial Education, Health & Medical Sciences	9-12	\$5/semester courses \$10/year-long courses	Instructional fees support additional project-based learning activities in CTE courses.
Art	9-12	\$7.50/semester \$15.00/year	High school art courses are offered in both year-long and semester formats.
Band Orchestra Chorus	9-12	Varies by School	Music students in performance groups who have school-owned uniforms are required to pay a usage fee including cleaning and/or replacement, as applicable. The amount of this fee is determined by each school in coordination with the group's director.
Band & Orchestra: Instrumental Rental	9-12	\$35.00/first year \$50.00/second and above	<b>Fees are waived for the 2022-2023 School Year.</b>
Theater	9-12	\$10/year	Fees may cover individual costumes, make-up, or scripts.
Driver Education: Behind the Wheel	9-12	\$225/NNPS \$250/non-NNPS	Fees are used to pay driver's education fee.
Physical Education: Lost Lock Fee	9-12	\$5.00	There is no fee to obtain a lock; however, if the issued lock is lost, there is a \$5 replacement fee.
Physical Education: Sports Medicine	9-12	\$15.00/year	Fees include the cost of pre-wrap and tape.

## TECHNOLOGY REPAIR AND REPLACEMENT FEES

Equipment		Explanation
Protective Case	\$10	Students are required to use the district-issued case when provided.
AC Adapter	\$20	Students are required to use the official manufacturer's power cord/charger. Use of third-party and generic power adapters can cause possible damage or harm.
LCD Screen	\$45	Students are required to protect their Chromebook screens. Cracked screens should be immediately reported for repair to prevent further damage.
Keyboard	\$9	Students are required to protect their Chromebook keyboards. Damaged or missing keys should be reported immediately.
Lost or Stolen	Up to \$125	If stolen, a police report should be filed to document the theft. Replacement fees will be waived if a copy of the police report is provided to the school. Lost devices will be disabled and can be re-enabled if found in good condition. The replacement fee for a lost Chromebook is prorated based on the age of the device.
Damaged Beyond Control	Up to \$125	In the event a Chromebook is damaged beyond repair, the fee for a replacement will be prorated based on the age of the device.





# **Code of Conduct & Due Process Procedures**

## Rules & Sanctions

Newport News Public Schools Code of Conduct fosters the school division's mission to ensure all students graduate "citizen-ready." It provides guidance for students, families, and staff, and details the many options available to NNPS staff to address student conduct.

The rules of conduct for students in Newport News Public Schools are presented in this section of the Handbook. These rules and regulations have been adopted by the Newport News School Board and represent its official policy.

Examples for most rules are provided. Each rule is accompanied by the consequences for breaking that rule.

All rules and regulations will be enforced on all Newport News school grounds and premises, including Todd Stadium; before, during and after school hours, or at any other time when school buildings and/or grounds are being used by a school group; or off school grounds at any school activity, function, field trip or event; or when students are traveling to or from school. The rules contained in this Handbook also apply to bus behavior and behavior at the bus stop.

School personnel will take disciplinary action against any student who violates one or more of these rules and regulations in accordance with the consequences stated. Disciplinary action may include, but is not limited to, reprimand, after-school work, repayment for damages, clean-up, revocation of privileges associated with school activities (including participation in graduation exercises), suspension or expulsion.

Principals and school security officers, under the direction of a school administrator, may search students and student property (including automobiles and other vehicles) when there is reasonable suspicion to do so. Students should understand that they have no expectation of privacy to their lockers, personal property, or vehicles allowed to park on school property. Consistent with applicable legal requirements, school division personnel may use search techniques such as metal detectors and use other lawful search techniques.

Alternative schools/programs and magnet schools, such as Enterprise Academy and An Achievable Dream Academy, may require additional and/or more restrictive expectations of students consistent with the program design and mission. Such components may include, but are not limited to: attendance, participation, and dress code regulations.

### **Statement of Non-Discrimination**

The Newport News School Division does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, pregnancy, sexual orientation, sexual identity, veteran status, or disability in its programs, activities, or employment practices as required by the Title VI, Title VII, Title IX, Section 504, and ADA regulations.

The Human Resources Supervisor, Newport News Public Schools, at 12507 Warwick Blvd., Newport News, VA 23606, (757-881-5061), is responsible for coordinating the division's efforts to meet its obligations under Section 504, Title IX, the ADA, and their implementing regulations.

### **A cautionary note is offered to the Parent as this Handbook and its rules are reviewed.**

A set of rules does not replace the administrator's judgment in the review of discipline incidents. In order for schools to be safe and orderly places of learning, rules must be obeyed. These rules are written to give direction. However, in daily activity, one basic rule is that good, sound judgment must be exercised in light of conditions of the moment.

# STUDENT BEHAVIOR CATEGORIES

The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students’ social-emotional development and emphasize the importance of helping students achieve academically and develop Social Emotional Learning (SEL) competencies.

<p><b>Behaviors that impede Academic Progress (BAP)</b></p>	<p>These behaviors impede academic progress of the student or of students. They are typically indicative of the student’s lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.</p>
<p><b>Behaviors related to School Operations (BSO)</b></p>	<p>These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.</p>
<p><b>Relationship Behaviors (RB)</b></p>	<p>These behaviors create a negative relationship between 2 or more people that does not result in physical harm. Relationship behaviors impact the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.</p>
<p><b>Behaviors that present a Safety Concern (BSC)</b></p>	<p>These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social emotional competencies so the administrator should investigate the underlying motivation for the student’s behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.</p>
<p><b>Behaviors that Endanger Self or Others (BESO)</b></p>	<p>These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social- emotional competencies.</p>

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors.

## Leveled Systems of Disciplinary Responses and Instructional Interventions

In an effective approach to intervention and discipline, when students do not meet behavioral expectations, they receive supports to address the root causes of the behavior and learn appropriate alternatives. When a specific student behavior does not change following an intervention—or the behavior increases in frequency, intensity, or duration—a problem solving approach is used to identify alternative interventions and responses. All stages of a system of intervention should include opportunities for learning acceptable replacement behaviors within the school and community and access to interventions to address the underlying causes of behavior.

Delivering disciplinary responses to unwanted behaviors is often a needed but never sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies as described earlier in this document. The delivery of disciplinary responses should only serve 4 key functions:

- preventing a negative behavior from being rewarded
- preventing a problem behavior from escalating
- preventing a problem behavior from significantly interrupting instruction
- preventing physical and/or social emotional harm to others

# LEVELED ADMINISTRATIVE RESPONSES TO STUDENT BEHAVIOR

Administrators and leadership teams should engage in a data driven decision-making process to determine appropriate responses for behaviors at all levels. Consequent actions or punishment should always be addressed with instruction and intervention. Instruction should focus on helping students develop social emotional competencies needed to change the behavior.

All referrals to an administrator should include communication with the family. Family involvement is critical to addressing student behavior.

## Level 1 Responses

Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Written reflection or letter of apology
- Peer Mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation of item or device by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (Before school, at lunch, after school)
- Administrator/Student conference and/or Administrator/Student/Teacher conference

## Level 2 Responses

Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Restitution
- Confiscation
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program(s), and Student Support Team, Changing and Modifying Perceptions - incidents involving drugs and alcohol)
- Referral to Individualized Education Plan (IEP) team
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Temporary loss of privileges
- In-school suspension with behavioral interventions and/or restorative practices (1-3 school days)

### Level 3 Responses

Dependent upon the severity, chronic nature of the behavior and/or safety concerns, Level 3 behaviors may result in the student's short-term removal from school.

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- Referral for community-based services
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Referral to law enforcement where required
- Threat Assessment as indicated by the behavior
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- In-school suspension with restorative practices (three plus school days not to exceed five school days)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program(s), and Student Support Team (SST), Changing and Modifying Perceptions (CAMP)- incidents involving drugs and alcohol
- Short-term out-of-school suspension (1-3 school days for elementary students /1-5 school days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)

### Level 4 Responses

Some Level 4 behaviors require a report to the superintendent or superintendent's designee as outlined in the Code of Virginia § 22.1- 279.3:1. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Long-term revocation of privileges
- Parent-Administrator-Teacher-Student behavior contract
- Restitution via written contract
- Referral for community-based services
- Schedule change
- Short-term out-of-school suspension (for preschool to grade three students 1-3 school days, 4-10 school days for fourth- to sixth-grade students, or 5-10 school days for seventh- to twelfth-grade students)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program(s), and Student Support Team, Changing and Modifying Perceptions (CAMP) - incidents involving drugs and alcohol)
- Recommendation for a long-term suspension (11 to 45 school days)

## Level 5 Responses

Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three school days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

### *Required School-based Administrative Responses to Level 5 Behaviors*

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

### *Examples of superintendent or designee responses to Level 5 behavior*

- Recommendation for long term suspension (11 to 45 school days)
- Recommendation for Expulsion (365 days)
- Alternative placement
- School reassignment: students may be assigned to another school in the division

### CATEGORY BAP: Behaviors that Impede Academic Progress

These behaviors impede academic progress of the student or students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
<b>BAP1</b>	<b>Interfering with learning in the classroom</b> ( <i>examples include talking, excessive noise, off-task, out of seat, possessing items that distract</i> )	LEVEL 1	LEVEL 2
<b>BAP2</b>	<b>Interfering with learning outside of the classroom</b> ( <i>examples include excessive noise, interrupting a class</i> )	LEVEL 1	LEVEL 2
<b>BAP3</b>	<b>Scholastic dishonesty</b> ( <i>such as cheating, plagiarism</i> )	LEVEL 1	LEVEL 2
<b>BAP4</b>	<b>Unexcused tardiness to class **</b>	LEVEL 1	LEVEL 1
<b>BAP5</b>	<b>Unexcused tardiness to school **</b>	LEVEL 1	LEVEL 1

### CATEGORY BSO: Behaviors Related to School Operations

These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
<b>BSO1</b>	<b>Altering an official document or record</b>	LEVEL 1	LEVEL 2
<b>BSO2</b>	<b>Giving false information, misrepresentation</b>	LEVEL 1	LEVEL 2
<b>BSO3</b>	<b>Refusal to comply with requests of staff in a way that interferes with the operation of school</b>	LEVEL 2	LEVEL 3
<b>BSO5</b>	<b>Failure to attend assigned disciplinary setting</b> ( <i>detention, in-school suspension, Saturday school</i> )	LEVEL 2	LEVEL 3

\*\*Exclusionary discipline sanctions **may not** be used as the administrative response.

## CATEGORY BSO: Behaviors Related to School Operations

These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BSO6	<b>Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building</b>	LEVEL 3	LEVEL 3
BSO7	<b>Dress Code Violation</b>	LEVEL 1	LEVEL 1
BSO8	<b>Gambling (<i>games of chance for money or profit</i>)</b>	LEVEL 2	LEVEL 2
BSO9	<b>Possessing items that are inappropriate for school *</b>	LEVEL 2	LEVEL 2
BSO10	<b>Possession of stolen items *</b>	LEVEL 3	LEVEL 3
BSO11	<b>Unauthorized use of school electronic or other equipment</b>	LEVEL 3	LEVEL 3
BSO12	<b>Violation of the Acceptable Use of Technology/internet policy</b>	LEVEL 3	LEVEL 3
BSO13	<b>Violation of school board policy regarding the possession or use of portable communication devices</b>	LEVEL 1	LEVEL 2
BSO14	<b>Vandalism, graffiti, or other damage to school or personal property</b>	LEVEL 2	LEVEL 2
BSO15	<b>Student is not going to class as assigned **</b>	LEVEL 1	LEVEL 2
BSO16	<b>Student is in an unauthorized area of campus</b>	LEVEL 1	LEVEL 2

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

\*Items **will** be confiscated and not returned.

\*\*Exclusionary discipline sanctions **may not** be used as the administrative response.



### CATEGORY RB: Relationship Behaviors

These behaviors create a negative relationship between two or more members of the school community that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
RB1	Bullying with no physical injury	LEVEL 3	LEVEL 4
RB2	Cyberbullying	LEVEL 3	LEVEL 4
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	LEVEL 3	LEVEL 3
RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	LEVEL 3	LEVEL 3
RB5	Stealing money or property without physical force	LEVEL 3	LEVEL 3
RB6	Speaking to another in an uncivil, discourteous manner	LEVEL 1	LEVEL 2
RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	LEVEL 2	LEVEL 2
RB8	Using profane or vulgar language or gestures ( <i>swearing, cursing, hate speech, gang signs or gestures</i> )	LEVEL 2	LEVEL 3
RB9	Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, sexual orientation, or disability	LEVEL 3	LEVEL 3
RB10	Failure to respond to questions or requests by staff	LEVEL 2	LEVEL 2
RB11	Unwanted or inappropriate physical contact	LEVEL 2	LEVEL 2

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

### CATEGORY BSC: Behaviors that Present a Safety Concern

These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BSC1	<b>Alcohol: Possessing, using, or being under the influence of alcohol * ☎</b>	LEVEL 4	LEVEL 4
BSC2	<b>Alcohol: Distributing alcohol to other students * ☎</b>	LEVEL 4	LEVEL 5
BSC3	<b>Drugs: Possessing drug paraphernalia * ☎</b>	LEVEL 4	LEVEL 4
BSC4	<b>Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy *</b>	LEVEL 3	LEVEL 3
BSC5	<b>Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment *</b>	LEVEL 3	LEVEL 3
BSC6	<b>Bullying Behavior without physical injury that continues after intervention</b> <i>(Bullying that leads to physical injury should be classified as Assault and Battery.)</i>	LEVEL 4	LEVEL 4
BSC7	<b>Cyberbullying that continues after intervention</b> <i>(Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.)</i>	LEVEL 4	LEVEL 4
BSC8	<b>Harassment</b> <i>(Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment)</i>	LEVEL 3	LEVEL 4
BSC9	<b>Bus: Distracting the bus driver</b>	LEVEL 2	LEVEL 3
BSC10	<b>Bus: Endangering the safety of others on the bus</b>	LEVEL 3	LEVEL 3
BSC11	<b>Fire alarm: Falsely activating a fire or other disaster alarm</b>	LEVEL 3	LEVEL 3
BSC12	<b>Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke *</b>	LEVEL 3	LEVEL 3

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

\*Items **will** be confiscated and not returned

## CATEGORY BSC: Behaviors that Present a Safety Concern

These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	LEVEL 3	LEVEL 3
BSC14	Fighting that results in no injury as determined by the school administration	LEVEL 3	LEVEL 3
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	LEVEL 3	LEVEL 4
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	LEVEL 3	LEVEL 3
BSC17	Shoving, pushing striking a student with no visible injury	LEVEL 2	LEVEL 3
BSC18	Exposing body parts, lewd or indecent public behavior	LEVEL 3	LEVEL 4
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	LEVEL 3	LEVEL 4
BSC21	Stalking 📞	LEVEL 3	LEVEL 4
BSC22	Stealing money or property using physical force (no weapon involved)	LEVEL 4	LEVEL 4
BSC24	Leaving school grounds without permission **	LEVEL 1	LEVEL 2

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

\*\*Exclusionary discipline sanctions **may not** be used as the administrative response.

## CATEGORY BSC: Behaviors that Present a Safety Concern

These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BSC25	Trespassing	LEVEL 2	LEVEL 3
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another *	LEVEL 3	LEVEL 3
BSC27	Weapons: Possessing any weapon (other than a firearm) *	LEVEL 4	LEVEL 4

“Weapons” includes: (1) any stun weapon (as defined in Virginia Code § 18.2-308.1) or taser, (2) any knife having a metal blade three inches or longer, (3) any pistol, shot gun, revolver, rifle, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material, (4) any dirk, bowie knife, switchblade, ballistic knife, machete, razor, slingshot, spring stick, metal knuckles, or blackjack, (5) any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nunchahka, nun chuck, nunchaku, shuriken, or fighting chain, (6) any disc of whatever configuration, having at least two points or pointed blades, and which is designed to be thrown or propelled and may be known as a throwing star or oriental dart; or (7) any weapon of like kind as those enumerated above that can reasonably be considered a weapon so as to inflict bodily harm, injury, or threat of harm or injury (this may include toy or imitation weapons).

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

\*Items **will** be confiscated and not returned

## CATEGORY BESO: Behaviors that Endanger Self or Others

These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BESO1	<b>Assault: Intending to cause physical injury to another person 📞</b>	LEVEL 3	LEVEL 4
BESO2	<b>Assault and Battery: Causing physical injury to another person 📞</b>	LEVEL 4	LEVEL 5
BESO3	<b>Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration</b>	LEVEL 3	LEVEL 3
BESO4	<b>Striking Staff: The use of force against a staff member when no injury is caused 📞</b>	LEVEL 3	LEVEL 4
BESO5	<b>Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications * 📞</b>	LEVEL 5	LEVEL 5
BESO6	<b>Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications</b>	LEVEL 4	LEVEL 4
BESO7	<b>Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications * 📞</b>	LEVEL 5	LEVEL 5
BESO9	<b>Fire: Attempting to set, aiding in setting, or setting a fire</b>	LEVEL 4	LEVEL 4
BESO10	<b>Gang-Related Behavior</b> ( <i>Engaging in threatening or dangerous behavior that is gang-related</i> )	LEVEL 4	LEVEL 4
BESO11	<b>Hazing as defined in §18.2-56 and noted in §22.1-279.6</b>	LEVEL 4	LEVEL 4
BESO12	<b>Threatening, intimidating, or instigating violence, injury or harm to a staff member or members 📞</b>	LEVEL 4	LEVEL 4
BESO13	<b>Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) 📞</b>	LEVEL 4	LEVEL 4

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

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## CATEGORY BESO: Behaviors that Endanger Self or Others

These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

CODE	BEHAVIOR	K - 5 Sanction Level	6-12 Sanction Level
BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing 📞	LEVEL 4	LEVEL 4
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel 📞	LEVEL 5	LEVEL 5
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others * 📞	LEVEL 5	LEVEL 5
BESO17	Bomb threat – Making a bomb threat 📞	LEVEL 5	LEVEL 5
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, which is not covered by any other behavior code, but required to be disclosed to the superintendent of the school division pursuant to §16.1-260(G)	LEVEL 5	LEVEL 5

**PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than three school days or expelled from attendance at school unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

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# Good Behavior Policy

## OVERVIEW

The Good Behavior Policy will make it possible for students to request that their infraction(s), including suspensions, be expunged from their disciplinary record. The process will provide a mechanism for restoring students who have demonstrated improved behavior and a commitment to promoting a positive school culture.

## BENEFITS

- Students, who understand that they may have the opportunity to have the information removed, provided that they continue to demonstrate good behavior, will be less likely to violate expectations for student behavior.
- Promotes citizenship and the development of positive relationships between students, staff and the community.

## GUIDELINES

- Active students may submit a written request for good behavior consideration by the end of the 3rd marking period of the student's junior year.
- Only incidents that occurred in a NNPS high school in grades 9-11 may be considered.
- Only one request may be submitted within a given review period.
- All Good Behavior requests will be reviewed by a panel of current teachers and staff members at the respective school. The panel will be made up of 3, 5 or 7 adults. The determination of the panel will be made at the school level, but is suggested to include the Assistant Principal of Operations and support staff, such as, the Student Assistance Counselor, School Resource Officer, Youth Development Lead, Security Officer, and/or teacher.
- No more than 3 total offenses will be considered for removal under the Good Behavior Policy.
- Every student will receive a written response regarding their request indicating if it is approved or denied.
- If a student, whose request has been approved, has a subsequent infraction (s), his/her record will reflect the details of the violations. No subsequent request for removal will be considered.
- The decision is final. There is no appeal process.

Please contact your high school for specific details.

### Due Process Procedures for Level 1 and Level 2 Actions

When a student is subject to discipline for incidents which do not include the potential sanction of suspension or expulsion basic due process is involved: the student will be advised of the reason(s) for potential discipline and given an opportunity to explain their side of the incident. If the initial investigation requires it, the school official making the determination about discipline will perform additional investigation to ascertain the facts of the incident in question. The school official will then inform the student of the discipline measures, if any, to be imposed. The determination of the school official will be final and not appealable.

### Due Process Procedures for Level 3 through Level 5 Actions

When a student is sent to the principal or designee for any disciplinary action or conference concerning an incident, the steps listed below must be followed. These guidelines for disciplinary action constitute a hearing for the student and represent the due process procedures that are required.

The Principal or Designee:

- Advises the student of the rule violation(s).
- Advises the student of the facts on which the rule violation(s) are based.
- Gives the student an opportunity to respond to the rule violation(s) and to provide his/her version. The student is asked to give a written or verbal statement concerning the incident.
- Provides written verification of the proposed disciplinary action (including a written statement of appeal procedures) to the Parent.
- Makes every effort to notify the student's Parent by telephone, if action is going to be taken immediately to suspend the student based on the guidelines in this Handbook.
- Written notification is given to the student, and mailed to student's primary residence (including a written statement of appeal procedures).
- Provides written notification of the action taken to the Office of Student Conduct and Discipline (**Long-term Suspension or Expulsion Packet**).

Whenever the due process procedures provide that a principal may act on a discipline matter, the principal's designee may also act on such matter. If a designee makes a discipline decision, and these procedures mandate that an appeal is to be considered by the principal, the appeal may proceed to the next step if the principal is not available to consider the appeal.

Students whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of the rule violation, explanation of facts and opportunity to present his/her version of what occurred, shall be provided as soon as practical thereafter.

If an applicable deadline for taking an action pursuant to this Handbook expires on a weekend or a day which is not an Administrative Working Day, the deadline will be extended to the next Administrative Working Day.

If an applicable deadline for taking action pursuant to this Handbook refers to "school days" and the period will expire after the school year closes, the applicable number of days will use Administrative Working Days rather than school days.

When a student reaches the age of 18, or is emancipated according to law, the student will be provided all notices and written information as required by this Handbook; the student will make all decisions (such as appeals) required or permitted to be made by this Handbook. If the student so directs, Parents will continue to receive notices and perform acts permitted or required by this Handbook.



## Due Process Procedures (*continued*)

### Short Term Suspension (Level 3 through Level 4 Actions)

A short-term suspension is a suspension of 10 school days or less. The principal or designee has the authority to make a determination, based on an investigation, that a student has violated a rule that may require a suspension of 9 days or less. If a principal determines a suspension of 10 days is warranted, they would need to contact the Office of Student Conduct and Discipline. Upon receipt of the principal/designee's determination, if the Parent desires to **appeal** an out of school short-term suspension, he/she should follow the procedures set out below. The student does not serve the assigned number of days until the appeal process is complete and the suspension is upheld. (Note: The student may be able to remain in ISS, until the appeal process is complete, and the suspension is upheld; providing that aggravating circumstances do not exist.)

#### **Written Request for Appeal**

- If the student is suspended by a principal's designee, the appeal is to the building principal. The Parent must request in writing a review of the suspension decision within two (2) school day (the beginning suspension day starts the appeal counting) or the decision becomes final.
- The principal will review the incident and within two (2) school days after receipt of the written request notify the Parent of the decision. A letter stating the decision will be mailed to the Parent.
- If the Parent requests an appeal of the principal's decision to suspend a student, the written request must be submitted within two (2) school day of the principal's decision or the decision becomes final. A letter of appeal may be filed with the Elementary School Leadership Department (PK-5) or Secondary School Leadership Department (6-12).
- Within three (3) school days after receipt of the notice of appeal, the Executive Director of Elementary or Secondary School Leadership will review the actions taken by the principal/designee, and confirm or disapprove such action based on the examination of the record of the student's behavior. The decision of the division Superintendent/designee shall be final.

### Long-term Suspension Or Expulsion (Level 4 through 5 Actions)

A **long-term suspension** is a disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days. An **expulsion** is a disciplinary action whereby a student is not permitted to attend school within a school division and is ineligible for readmission for 365 calendar days after the date of the expulsion. Following an investigation, the principal has the authority to recommend long-term suspension or expulsion if a student has violated a rule that requires long-term suspension or expulsion. The principal notifies the student and Parent that the student will be recommended for long-term suspension or expulsion. The principal will suspend the student for 10 days with a recommendation for long-term suspension or expulsion and forward to the Office of Student Conduct and Discipline.

- The student and Parent will be advised by the principal that an administrative interview by the Chief of Staff or designee will be conducted regarding the incident and that a hearing before the School Board Review Committee will be conducted, if necessary.
- The Chief of Staff or designee will attempt to contact all parties involved in the incident.
- The Chief of Staff or designee will assess the situation and may conduct any additional investigation.
- The Chief of Staff or designee has authority to handle the incident if it is a long-term suspension recommendation without a School Board Review Committee hearing if the Parent waives in writing the right to a hearing before the School Board Review Committee.
- The Parent may decline to accept a decision by the Chief of Staff/designee for long-term suspension and request a hearing before the School Board Review Committee. The Chief of Staff or designee will schedule the case on the School Board Review Committee agenda.
- A student who has been long-term suspended or expelled may be permitted to attend an alternative education program provided by the school division.
- All recommendations for expulsion may be considered by the School Board Review Committee.
- Every effort is made to conduct the hearings for long-term suspension or expulsion cases within ten (10) school days after the initial 10 school day suspension; however, there are occasions when this is not possible.

## Due Process Procedures (*continued*)

- All recommendations for long-term suspension or expulsion are reviewed by the Chief of Staff or designee before being presented to the School Board Review Committee.
- If the Parent fails to show up for 2 or more scheduled preliminary hearing meetings with the Chief of Staff or designee to discuss the long-term suspension or expulsion recommendation before being presented to the School Board Review Committee, the matter will be presented to the School Board Review Committee for resolution in the Parent's absence. The Parent will receive written notification of the School Board Review Committee's decision within seven (7) school days following the hearing.

### **School Board Review Committee Hearing**

- The School Board Review Committee is a "committee of the school board" and is composed of three School Board members.
- The function of this committee is to act upon a principal's recommendation for long-term suspension, if appealed, or expulsion.
- Parents of students charged with violations are notified of the hearing date and asked to confirm that they can attend the hearing; if they do not confirm, the hearing may or may not be conducted. The Parent may request one postponement of the hearing date. The principal of the school of record is expected to be present at the hearing, as is any school staff whose attendance is requested.
- Hearings of the School Board Review Committee are formal and important steps in the disciplinary process. In order to protect the privacy of the students involved, the hearings are normally closed. Parents may bring an attorney or other representative into a closed hearing and may bring others to speak in support of the student. Parents may request that a hearing be open. An open hearing means that anyone may attend. Even when a hearing is declared open, however, the committee will deliberate in closed session. The final determination of whether a hearing is open or closed will rest with the chairman of the committee. The Committee will conform to the requirements for open and closed sessions of public bodies as mandated by the Virginia Freedom of Information Act (the "VFOIA").
- Individuals participating in the hearing are subject to a security check. Admittance may be denied any person refusing to adhere with the Committee Chairman's directions regarding security, conduct, or general operating procedures of the hearing committee. No recording (audio or video), filming, or photography is permitted during School Board Review Committee hearing by parties other than the Committee.

### **The Hearing Procedure is as follows:**

- The Committee Chairman conducts the hearing. The Chairman opens the hearing and determines whether the hearing will be open or closed.
- If required, the Committee votes to enter into a closed session in accordance with the VFOIA.
- The Committee Chairman ensures that all present are introduced. Persons who will be called to testify will be sworn in.
- The facts of the incident are presented to the Committee, including the presentation of materials and documentation. The Committee may rely on written statements and other evidence but may in its discretion ask for testimony of school division personnel or other witnesses.

After the school division's evidence is presented, the Committee Chairman calls upon the student to present the student's testimony to the Committee. (The student has the right to decline to testify or answer questions.) Parents and others present on behalf of the student may testify before the Committee. Letters of support may be submitted for the Committee's consideration. At any point during the hearing, committee members may ask questions of those testifying. The student's school records are reviewed by the Committee and questions may be asked regarding student attendance, achievement, discipline history, or any other matter related to the history of the student. The student's or parent's attorney or their representatives are permitted by the Chairman to ask questions through the Chairman.

## Due Process Procedures (*continued*)

- The Committee Chairman will close the hearing. Student, Parent, school representatives, witnesses, and any others present will be asked to leave the room. The School Board Review Committee and its staff will remain to reach a decision on the disposition of the matter.
- The Committee will decide whether to uphold the recommendation of the principal either in whole or in part or deny it entirely. A majority vote of the committee in open session is necessary for action.
- Minutes will be kept of all School Board Review Committee sessions, and copies of the minutes will be made available to Parents on request.
- The Parents (and legal counsel, if applicable) will receive written notification of the Committee's decision within seven (7) school days following the hearing.

### ***Appeal to the School Board (Non-Unanimous Decisions Only)***

A Parent may appeal the decision of the School Board Review Committee to the full School Board if that Committee's decision was not unanimous.

Appeals must be in writing and must be received by the Chief of Staff/designee within seven (7) days of written receipt of the decision of the School Board Review Committee. Notification date is listed on the School Board Review Committee letter. The appeal letter shall state the specific item of the School Board Review Committee's decision that is being appealed. The Board considers the final appeal in the disciplinary process.

### ***In response to appeals of the decision of the School Board Review Committee, the Board:***

- Considers the record of the matter appealed within thirty (30) days of any appeal.
- Within 7 school days after the School Board meeting, will provide a written report of its action to the principal, Parent, legal counsel, if any, and student.

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## **Suspension and Expulsion Of Students With Disabilities**

### ***Short-Term Suspension***

A short-term suspension is not considered a change of placement for a student with disabilities in a special education program. In the case of short-term suspensions, a student with disabilities is subject to normal disciplinary procedures whether or not the misconduct may have been manifestation of the student's disabling condition.

If a student with disabilities' short-term suspensions total more than 10 days when added together in a given school year, a Manifestation Determination Committee (MDC) will convene to review all current relevant information to determine whether or not the misconduct was a manifestation of the student's disability.

Pending the results of a manifestation decision, the student with disabilities may receive a short-term suspension. If the committee determines the student with disabilities misconduct was a manifestation of the student's disabling condition, a short-term suspension will not be imposed and the student may return to school.

If the MDC finds the student's misconduct was not caused by the disabling condition, the student with disabilities may receive a short-term suspension and be disciplined as if not disabled. During the course of a short-term suspension, students with disabilities will continue to be provided with a free appropriate public education, including access to the general curriculum.

### ***Long-Term Suspension and Expulsions***

When a student with disabilities in a special education program is being recommended for a long-term suspension (more than ten days) or expulsion, a determination must be made as to whether or not the misconduct was a manifestation of a student's disabling condition. This determination is made by an MDC within 10 days of the decision to suspend. The committee will review current, relevant information when making its determination. Pending the results of the manifestation decision, the student with disabilities may receive a short-term suspension. If the committee determines the student with disabilities' misconduct was a manifestation of the disabling condition, the long-term suspension or expulsion will not be imposed, and the student may return to school.

If the MDC determines the misconduct was not a manifestation of the student's disability, further discipline may be considered by school officials in the same manner and for the same duration as for non-disabled students. However, special education services must be provided during the period of suspension and/or expulsion so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting his or her IEP goals.

### ***Dangerous Students with Disabilities***

During the process of manifestation determination, a student who is dangerous to himself or herself or to others in the school may receive a more restrictive setting through revision of the IEP with signed approval from the Parent. If the Parent disagrees with the more restrictive placement, the school may use normal disciplinary measures for a student who exhibits dangerous behaviors to include, for example, time-outs or suspension of up to 10 school days, or the school division may also order a change of placement to an alternative educational setting for up to 45 days for certain offenses involving weapons or drugs.

*Suspension and/or expulsion of students with disabilities will be in compliance with state regulations and federal law.*

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### **Exclusion of Certain Expelled or Suspended Students**

The Code permits the School Board to adopt regulations for the exclusion of certain students from attendance at NNPS schools. The School Board's exclusion procedures are the following:

#### ***A student may be excluded after:***

- Written notice to the student and Parent that the student may be subject to exclusion, including the reasons therefore, and notice of the opportunity for the student or Parent to participate in a hearing to be conducted by the Chief of Staff or designee regarding such exclusion; and a hearing has been conducted by the Chief of Staff or designee, and a decision has been rendered to exclude the student.

#### ***Initial decision final unless appealed:***

- The decision of the Chief of Staff or designee will be final unless altered by the School Board.
- A student or Parent wishing to appeal an exclusion decision will file a written request for such review within three (3) days after receipt of the decision.
- The School Board will consider the written request in a closed meeting at a regular or special meeting held within thirty (30) days after the request for review. The School Board will base its decision solely on the record of the matter and may alter the decision of the Chief of Staff/designee. The School Board will provide its written decision on the appeal within seven (7) days after the meeting of the Board.

#### ***Applicable state law requirements:***

- The Chief of Staff/designee or the School Board, as appropriate, will establish the length of exclusion periods.
- In the case of a suspension for more than thirty (30) days, the term of the exclusion may not exceed the duration of such suspension.

## **Due Process Procedures (*continued*)**

- When excluding an expelled student from attendance, the School Board and the Chief of Staff/designee may accept or waive any or all of the conditions for readmission imposed upon such student by the expelling school board. Neither the School Board nor the Chief of Staff or designee may impose additional conditions for re-admission to school.

### ***Petition for admission:***

- Upon expiration of the exclusion period for an expulsion or withdrawal of admission, the student may follow the readmission procedures set forth below.

### ***Attendance at an alternative education program:***

- Either the Chief of Staff/designee, the School Board Review Committee or the School Board may permit excluded students to attend an alternative education program provided by the School Board for the period of the exclusion.

## **Readmission of Expelled Students**

***In accordance with the Code, the School Board establishes the following procedure governing the readmission of expelled students to the regular school program:***

- The School Board designates the Superintendent or designee to consider the petitions for readmission.
- If possible, no later than one month prior to the expiration of an expulsion period, the Parent of an expelled student may submit a petition seeking the readmission of such student to the regular school program. The goal of the process will be to consider the petition, render a decision, and permit the student to resume regular school attendance one calendar year from the date of the student's expulsion. If a petition is received within the last two calendar weeks of an expulsion period, there will be no assurance or commitment that the student may be granted readmission at the expiration of the expulsion term. The petition shall include information or documentation relating to the conditions endorsed for readmission of the student, if any, and any other information or documentation deemed relevant by the Parent.
- The Superintendent or designee will consider the petition and may conduct a face-to-face meeting if, within the sole discretion of the Superintendent or designee, such a meeting is necessary to arrive at a proper decision regarding the student's readmission to the regular school program.
- The Superintendent or designee will issue a written decision concerning the student's readmission.
- If the decision is to permit readmission, the decision will be mailed or delivered to the Parent of the student and will include directions guiding the student's readmission into the regular school program.
- If the decision is that readmission will be denied, the written decision will include the reasons for such conclusion and conditions which would permit readmission at a specified future date. The written decision will be mailed or delivered to the Parent and will include notice that the Parent may appeal the denial of readmission.
- Within seven (7) school days after a Parent received a decision denying readmission of an expelled student, the Parent may deliver an appeal of that decision to the person who rendered that decision. The appeal must be in writing and must specify the reasons why the decision is incorrect and should be corrected or modified.
- Within seven (7) school days after decision-maker's receipt of a denial of readmission appeal, the School Board Review Committee will consider the written record of the appeal and render a written decision on the appeal. The decision may be to uphold the initial decision or modify or overturn that decision. The decision will be mailed or delivered to the Parent of the expelled student.
- If the Parent is dissatisfied with the School Board Review Committee decision, such decision may be appealed and considered by the School Board using the same appeal procedure specified above; provided that the School Board will have thirty (30) calendar days within which to consider and decide the appeal.

## Changing And Modifying Perceptions (CAMP) Program

### Incidents Involving First Time Possession of Alcohol, Drugs or Controlled Medication

- Pursuant to the Code §22.1-277.08, the School Board authorizes the Chief of Staff or designee to evaluate incidents involving alleged first time infractions with alcohol, marijuana or controlled medication and assign student to an alternative education program where the student will be required to complete a drug intervention/prevention program under a long-term suspension the length of which is determined by the Chief of Staff or designee. Students deemed eligible for “first time offense status” will not have had any previous marijuana, alcohol, or controlled medication infractions either in school, the community or the state of Virginia. Acceptance into the CAMP program is voluntary pending a signed written contract by student and Parent. Failure to complete the CAMP program requirements will result in a referral to an alternative education program to serve out a long-term suspension for the remainder of the 364 days. Decisions will be in writing and will specify the terms and conditions applicable to the long-term suspension.
- The student and Parent will be advised that an administrative interview by the Office of Student Conduct of Discipline will be conducted at the School Administration Building regarding the incident with an overview of the CAMP program. If the CAMP program is declined, the Parent may appeal the original expulsion recommendation before the School Board Review Committee for resolution. The Parent shall adhere to the expulsion Appeal procedures outlined in the preceding "Long-term Suspension or Expulsion" section of this Handbook.
- Appeals must be in writing and must be received by the Chief of Staff/designee within seven (7) school days of the administrative interview date. The appeal letter must state the specific reasons for the appeal. The Chief of Staff will then schedule a hearing before the School Board Review Committee.
- Appeals of non-unanimous School Board Review Committee decisions will follow the procedures applicable to Appeal to the School Board non-unanimous decisions of the School Board Review Committee.

### ***Intervention Program Selection Process***

- Principals will recommend expulsion on all marijuana, alcohol, and controlled medication infractions, forwarding the packets to the Chief of Staff/designee.
- Packets will be reviewed along with full history of discipline incidents in school records and the community charge database.

### ***Intervention Program Components***

- 8 days in length at an alternative site
- Student remains active on the zoned school data base and attendance data is conveyed for entry
- Zoned school provides academic work in core subjects
- Academic Assistance
- Intervention Programming may include: Risk Assessment for drug/alcohol addiction, drug testing, health effects of alcohol and marijuana use, DUI arrests and accidents involving alcohol drugs, criminal justice system and alcohol/drugs, resources for treatment, self assessment and facilitated discussions, program evaluation and reflective essay or other.
- Contract for re-entry and continued attendance at zoned school:
- Students assigned to the CAMP program are under a 364-day long-term suspension. They earn an opportunity for placement at a traditional (versus alternative) school based on the successful completion of the CAMP Program and:
  - Community Service – 4 hours to be completed prior to re-entry to zoned school with a balance of 36 hours to be completed within a specified time frame.
  - Participation in sessions with Student Assistance Counselor (High school students only)
  - Agreement for random searches and/or drug screening and achieving two negative, consecutive urine screenings.
  - No new discipline referrals resulting in an out of school suspension.
  - Failure to follow the contract requirements will result in a referral to an alternative educational program for the remainder of the 364-day suspension period with the normal prohibition of participation in school activities.



## Community Charges

### **The following categories of students shall be required to attend alternative education programs:**

- Any student charged with an offense relating to the Commonwealth of Virginia laws on (1) a firearm offense; (2) homicide; (3) felonious assault and bodily wounding; (4) criminal sexual assault; (5) manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances; (6) manufacture, sale or distribution of marijuana; (7) arson and related crimes; (8) burglary and related offenses; (9) robbery; (10) prohibited criminal street gang activity; (11) recruitment of other juveniles for a criminal street gang activity; (12) an act of violence by a mob; (13) abduction of any person; or (14) a threat is required to be disclosed to the superintendent of the school division pursuant to subsection G of the Code §16.1-260;
- Any student found guilty or not innocent of any of the above listed offenses.
- Students returning from incarceration shall be assigned to an alternative education program a minimum of one-semester in order to transition to a traditional school setting.

*For the purposes of this policy the term "charged" means a petition or warrant has been filed or is pending against a pupil.*

### ***The following procedures will apply:***

- Upon notification by the court of a student being charged or found guilty of the criminal charges against him or her, the student shall be placed in an alternative program for a length of time or upon of the receipt of the court's final disposition. The Parent and student may request in writing a review of an alternative placement within three (3) school days after receipt of notification of the placement. The student shall remain in the alternative placement during the review process. This written request for review is submitted to the Chief of Staff or designee. The placement will be final if no written request for review is filed.
- Within three (3) school days after receipt of the written request for review, the Chief of Staff or designee, will review the matter and/or conduct a hearing with the Parents and will confirm or disapprove the alternative placement.
- The decision of the Chief of Staff, or designee, shall be final unless the Parent files a written request for review within seven (7) days after receipt of such decision to the Superintendent. The written request must include specific reasons to support the request.
- Within five (5) school days after receipt of the written request for review, the Superintendent will review the matter and will confirm or disapprove the alternative placement.
- The decision of the Superintendent shall be final unless the Parent files a written request for review within seven (7) days after receipt of such decision to the School Board. The written request must include specific reasons to support the request.
- The School Board will consider the written request in a closed meeting at a regular or special meeting held within thirty (30) days after the request for review of the Superintendent's decision. The Superintendent will provide a written response that addresses the reasons in the written request for a review. The School Board will base its decision solely on the record of the matter and may alter the placement decision of the Superintendent. A written decision of the School Board will be provided to the Parent, legal counsel if any, and student within seven (7) days after the meetings of the Board.



# **Annual Notices & Forms**





NEWPORT NEWS PUBLIC SCHOOLS  
Student-Parent-School Partnership Form 2022-2023

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

School: \_\_\_\_\_ Student Date of Birth: \_\_\_\_\_

Please check each box to indicate agreement:

- I have reviewed and discussed the contents of the **2022-2023 Rights and Responsibilities Handbook** provided to me by Newport News Public Schools with my child.
- I have reviewed the *Parental Responsibility and Involvement Requirements* and I will attend conferences and work diligently to resolve any student discipline problems with the school.
- I have received a copy of the Attendance Policy for Newport News Public Schools located within the **2022-2023 Rights and Responsibilities Handbook**. Virginia State law requires a parent/student referral to Juvenile & Domestic Relations Court when students are truant from school, Code of Virginia § 22.1-258.
- I have reviewed the *Annual Notice to Students/Parents Regarding Directory Information*. I acknowledge that I or my child, if eligible, may opt out of the release of any and all NNPS directory information by notifying the building principal in writing by September 30 of each school year or within 30 days of enrollment.

By signing the statement of receipt, parents shall not be deemed to waive, but to expressly reserve their rights protected by the constitutions or laws of the United States or the Commonwealth and that a parent shall have the right to express disagreement with a school's or school division's policies or decisions.

Parent/Guardian Signature: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_



## Annual Notice to Parents/Eligible Students Regarding Student Educational Records Under Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and eligible students when they reach 18 years of age certain rights with respect to the student's educational records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to Newport News Public Schools (NNPS) a written request that identifies the record(s) they wish to inspect. NNPS will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request NNPS to amend the student's educational record that the parent or eligible student believes is inaccurate. Parents or eligible students should write the school principal; clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's educational record, except where FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school division in which a student seeks or intends to enroll. An accurate and complete educational record is maintained on each student enrolled in the public schools of Newport News. This student educational record contains information such as home address, birth date, scholastic work completed, level of achievement, standardized test scores, attendance and health information. Additional information is maintained in the student educational record for students who require differentiated programs and/or special services.

Student educational records are located in the school in which the student is enrolled. Additional copies of some records are located in the Central Records Department at the Central Administration Building on Warwick Boulevard.

The Superintendent of Schools or designee, whose office is located at 12465 Warwick Boulevard, is responsible for the maintenance of all student records. Except in emergency situations, compliance with law enforcement judicial orders and subpoenas or for educational purposes consistent with the regulations of the state school board, disclosure of information from a student's educational record is made only with the consent of the parent or eligible student (when he/she reaches 18 years of age).

In accordance with the Family Educational Rights and Privacy Act (FERPA), both parents, custodial and non-custodial, have equal access to student information unless the school has evidence of a court order revoking these rights. When students reach the age of 18 years or when they become students at post secondary education institutions, they become "eligible students" and rights under FERPA transfer to them; however, parents retain access to student records of children who are their dependents for tax purposes.

Student educational records are retained in paper or electronic format at the last school enrolled or the Central Records Department at the Central Administration Building for all students, even those who require differentiated programs and/or special services for 5 years after a student graduates, completes a Board of Education-adopted program, or leaves school (withdraws). Permanent record retention is maintained in accordance with the State Board of Education's regulations and guidelines, the Code of Virginia and the Records Management Division of the Library of Virginia, which manages the retention and destruction of all public agency records. NNPS will shred all material that is no longer educationally useful at the end of the 5-year period. If parents wish to review and/or have a copy of this data, they must contact the individual school or Central Records Department before the end of the retention period. Personally identifiable information in a student's educational record may be classified as Directory Information. Such information on students is not released or made public but may be disclosed in accordance with the Family Educational Rights and Privacy Act (FERPA), **included in the attached Directory Information Notice**.

A fee, established by the school division not to exceed the cost of reproduction, will be charged for copying information in the student educational record. No fee is charged for search and retrieval, for copies of the Individualized Educational Plan (IEP) or health and immunization records. Official copies of student educational records will be sent to the receiving schools of transfer students at no charge. Unofficial copies of student educational records will be given at \$0.10 per page. The first three copies of the transcript requested by a high school student (for college, employer, etc.) will be free. All other copies of the transcript will be made at a charge of \$2.00 per transcript. This includes official and unofficial copies.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Division to comply with the requirements of FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901



## **Annual Notice to Students/Parents Regarding Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Newport News Public Schools (NNPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, NNPS may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of designating directory information is to allow NNPS to include this type of information from your child's education records in certain school publications and video products.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Sports activity sheets, such as for wrestling, showing weight and height of team members; and
- Promotional or educational videos.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to organizations without a parent's prior written consent. Organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their high school student's information disclosed without their prior written consent.

Upon request, student names and addresses will also be released to recruiters from colleges, universities, and career and technical schools without a parent's written consent unless the parent (or a high school student who has reached 18 years of age) specifies otherwise. The intent of the release of such information is to provide students with a broad range of educational and career opportunities.

If you do not want NNPS to disclose directory information from your child's educational records without your prior written consent, you must notify the Building Principal in writing by September 30 of each school year.

NNPS has designated the following information as directory information:

1. Student's name
2. Photograph
3. Video image for promotional or educational purposes only
4. Years of attendance
5. Grade level
6. Participation in officially recognized activities and sports
7. Weight and height of members of athletic teams
8. Degrees, honors, and awards received
9. The most recent education agency or institution attended
10. Address and telephone listing only to military recruiters and institutions of higher learning

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605



## Annual Notice to Parents/Eligible Students Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- **Receive notice and an opportunity to opt a student out of–**
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- **Inspect, upon request and before administration or use –**
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

**Newport News Public School District** has developed and adopted policies, in consultation with parents, on these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. **NNPS** will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **NNPS** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **NNPS** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be supplied reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

# 2022-2023

## HEALTH/IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRY FOR NEWPORT NEWS PUBLIC SCHOOLS

All school personnel must be able to evaluate documentation at the time of registration.

**Immunization requirements must be met by all students before starting school.**

Please confer with the school nurse to understand these health requirements.

In order for students to attend school the following is required by Virginia State law:

1. A certificate from a licensed physician stating that the student has been immunized as required by state law at the time of registration.
  - **DTP, DtaP, DT, TD or Tdap:** Minimum of 4 doses with one dose on or after 4<sup>th</sup> birthday.  
**One Tdap booster** before entry for **all 7<sup>th</sup> graders**, and **for all new to NNPS grades 8-12**. There is no substitute for this vaccine.
  - **Meningococcal Conjugate Vaccine (MenACWY, MCV4):** One dose before entry for **all 7<sup>th</sup> and 8<sup>th</sup> graders** (ages 11-12). The second dose shall be administered prior to 12<sup>th</sup> grade (ages 16-18).  
One dose required before entry into **12<sup>th</sup> graders** administered on or after 16<sup>th</sup> birthday.
  - **Polio (OPV or IPV):** Minimum of 4 doses with one dose on or after 4<sup>th</sup> birthday. Unless Dose 3 is given at age 4 or older and at least 6 months since dose 2.
  - **Measles, Mumps, Rubella (MMR):** 2 doses of measles and mumps; 1 dose of rubella, all at 12 months (361 days) or older.  
Second dose measles and mumps not required until K entry.
  - **Hepatitis B (Hep B):** Minimum of 3 doses – all grades
  - **Hepatitis A (Hep A):** 2 doses for Pre-K, Kindergarten and 1<sup>st</sup> grade
  - **HPV:** 2 doses, first dose before entry for **all 7<sup>th</sup> graders**.
  - **Varicella (Chicken Pox):** 1 dose at 12 months (361 days) or older  
1 dose required for Grades Pre-K  
**2 doses required for entry into K-12**  
(School nurse may verify & document parental report of disease - see over)
  - **PNEUMOCCOCCAL: ++ Pre-K ONLY** (see over) – 2-4 doses depending on age at first dose.

**The certificate must show the number of doses of each immunization given, including the month, day, and year administered. If complete dates are not available then the record must be certified by a medical provider or a health department official. *If a student has no immunization record (for any reason), they can be conditionally enrolled with one current dose of: DPT, OPV, MMR, Hepatitis B and Chicken Pox (if applicable), and a plan for series completion. There is no grace period. This is the law.***

2. Students being admitted for the first time to any NNPS elementary school (**Pre-K through grade 5**), are required to provide a report of a comprehensive physical examination, signed by a licensed physician, nurse practitioner or PA, performed within twelve months of the initial enrollment date. A school physical form is available from the

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Virginia Department of Health.

- For students transferring into NNPS K-5, a copy of a physical examination in their cumulative record, *which meets the above requirements*, will be accepted. For Pre-K transfers, only physicals from NNPS PEEP program, First Step, and N.N. Head Start will be accepted. All other Pre-K students must have a physical within 12 months of enrollment date\*\* into NNPS.
- Homeless students may be enrolled without immunizations or a physical, but need to be worked with to get the required components completed.

\*The initial enrollment date is the first date of school attendance in any school system (K through 5).

\*\*Enrollment date in NNPS is the first date of attendance, not registration.

## Health Services

Health Screening for students:

- **Vision and hearing:** Screenings are required for students in grades 3, 7 and 10, First Step, Kindergarten, and new students, if no documentation provided on physicals or school records. All other screenings are part of the Health Services program, but not required.
- **Dental:** Grades 3, 7, and 10. Kindergarten, if no documentation.
- **Height and weight:** Grades 3, 5, 7 & 10
- **Blood pressures:** Grades 5, 7, and 10
- **Speech, Voice, and Language; and Fine and Gross Motor Functions:** All new students through 3<sup>rd</sup> grade are screened to determine if a referral for an evaluation for special education and related services is indicated.
- **Scoliosis:** Parents can request screening from the school nurse for grades 5 – 10.
- If parents do not wish their child to participate in any part of the health screening programs, they must send a written request to the principal of the child's school.

### **In accordance with Virginia State law, parents of students in grades five through ten must be provided facts about scoliosis.**

Scoliosis is an abnormal curvature or turning of the spine. It affects 2-3% of the population or an estimated 600,000 people in the United States. If left untreated, it can progress to a serious problem, causing back pain and degenerative arthritis of the spine. It may lead to disk disease or sciatica. It can also threaten the psychological well-being of a young adult when there is an obvious deformity. Although scoliosis may result from an injury, a birth defect, or a crippling disease, 90% of cases are from unknown causes. It may run in families and affects girls seven times more often than boys. It most frequently develops during the growth spurt between ages 10 and 15 but can also develop or progress later in life. Early detection and intervention may prevent further structural deformity and resulting secondary problems. Since the development of scoliosis is gradual and usually painless, scoliosis may develop without the parent or child being aware. It is important for parents to monitor their child's development during these growing years. The signs of scoliosis may include uneven shoulders, a shoulder blade that appears more prominent than the other, uneven waistline, one hip higher than the other, and/or a leaning to one side. If you have concerns about your child's spinal health, contact your school nurse or your doctor.

**Medical Concerns:** If your child has medical concerns please speak with the school nurse.

### **Emergency Contacts**

Every year we have children with illnesses, high fevers or injuries which require us to contact the parent. There are many parents whom we cannot contact. Please provide us with the telephone number of a neighbor or local friend or relative who will take care of your child in the event that we cannot locate either parent. This information should be kept up to date. Please contact the office if there is a change of address or telephone number. Cell phone numbers are very helpful. Children should be taught how to contact their parents. In the event of a medical emergency, the Newport News Rescue Squad may be called to transport your child to the hospital. If possible, we will notify you before sending your child to a hospital. If not possible, we will notify you as soon as possible thereafter. In most cases, parents are responsible for all costs incurred.

### **Medications**

Parents should ask the doctor to schedule medication doses other than during school hours. When this is not possible, the school will cooperate with parents to see the medication is given as prescribed. **Below you will find the Newport News Schools policy that must be followed if your child is to be given medication during school hours.**

- All medication, prescription and non-prescription (over the counter) can only be administered at school, with a physician's order.
- Parents should not send over-the-counter medication to school and request it be dispensed.
- Students must not be given medicines (prescription or non-prescription) to transport to and from school.
- Medications must be brought to school by parents or a guardian in properly labeled, original prescription bottle or container.
- Written orders from the physician must detail the name of the drug, dosage, and time interval medication is to be taken. Forms are available from the school nurse and online. <http://sbo.nn.k12.va.us/healthservices/medications.html>
- School nurses will contact prescribing physicians as necessary to clarify orders.
- Parents may request students carry their medication. Each case is reviewed separately and approval necessary. Contact the school nurse for required forms.

**Public elementary and secondary school students; topical sunscreen.** Permits any public elementary or secondary school student to possess and use unscented topical sunscreen in its original packaging on a school bus, on school property, or at a school-sponsored event without a note or prescription from a licensed health care professional if the topical sunscreen is approved by the U.S. Food and Drug Administration for nonprescription use for the purpose of limiting damage to skin caused by exposure to ultraviolet light.

## **FAMILY LIFE EDUCATION PROGRAM**

The family life education program is based on the premise that parents and families should be the primary providers of the information and values of family life and human sexuality. Family life education instruction is aligned with the Virginia Department of Education family life education Standards of Learning and the Code of Virginia. The intent is to provide age-appropriate, medically accurate information so that every child can make informed decisions. Family life education instruction shall be designed to promote parental involvement, foster positive self-concepts, and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities.

The Family Life Education Advisory Committee assists in the development of family life education instruction. The family life education program has been designed and implemented in Newport News Public Schools to inform and allow students to achieve their full potential as individuals and as members of families and the community.

Family life education lessons are taught at various times throughout the entire school year. Parents and guardians have the right to review the family life education program offered by their school division, including written and audiovisual educational materials used in the program. This information is available in Canvas. Parents and guardians have the right to excuse their child from all or part of family life education instruction. If a parent does not want his or her child to participate in the program, the parent should complete and return the Family Life Education Opt-Out Request Form found in Canvas.

### **FAMILY LIFE EDUCATION FOR ELEMENTARY, MIDDLE, & HIGH SCHOOL Lessons by Family Life Education Specialists in Elementary\*, Middle & High Schools**

#### **Kindergarten**

##### **Lesson 1: Families and Safety Rules**

Students will demonstrate increased understanding of family dynamics and safety while in public.

- Everyone is a member of a family. +
- Families come in lots of shapes and sizes. +
- Families provide love and support. +
- Safety rules for getting lost in a public place.

+

#### **Grade 1**

##### **Lesson 1: Expressing Feelings and Choices and Consequences**

Students will demonstrate increased understanding of appropriate expression of feelings and choices that have consequences.

- Having lots of different feelings is normal. +
- Knowing how to express those feelings helps us at home, at school, and in other activities. +
- Consequences happen to everyone as a result of their behaviors. Some of these are positive and some are negative. +

#### **Grade 2**

##### **Lesson 1: Responsibility**

Students will demonstrate increased understanding of responsibility.



- Define responsibility. +
- The need to take responsibility for my actions and behaviors and how they make other people feel. +

### **Grade 3**

#### **Lesson 1: Media Influences/Terminology for Body Parts**

Students will be conscious of how various forms of media use our emotions to make us want products.

- Different examples of media influence. \*
- Mental health and media influence. \*
- Alcohol, nicotine products, and other drug advertisements. \*

Students will identify basic terminology for private parts and understand that all living organisms reproduce.

- Reasons for learning and using the correct terminology. \*
- Private parts are off limits to all people with the exception of medical personnel. \*
- Examples of plants, insects, and mammals that reproduce. \*
- Examples of mammals that require a male and female for reproduction. \*

### **Grade 4**

#### **Lesson 1: Emotions/Puberty**

Students will identify basic human emotions and effective ways of dealing with them.

- Emphasis is placed on understanding and dealing with strong emotions both positive and negative. \*
- The students will learn to manage appropriate responses to these feelings and to avoid self-destructive or abusive behavior by using positive mental health practices. \*

Students will recognize the physical changes that occur during puberty and relate these changes to the increased need for personal hygiene.

- Instruction includes the following physical changes: growth spurt, increased sweat production, skin changes, mood swings, growth of pubic and underarm hair, increase shoulder width in boys, and breast and hip development in girls. In addition, the importance of personal hygiene in relation to these bodily changes is discussed. Instruction for girls includes basic anatomy of the female reproductive system, menstruation, and the intended use and proper disposal of sanitary products. Instruction for boys includes basic anatomy of the male reproductive system, erections, and nocturnal emissions. \*
- Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences. \*

### **Grade 5**

#### **Lesson 1: The Endocrine System, Reproductive Organs, and Personal Hygiene**

Students will demonstrate an increased understanding of the changes that occur during puberty.

- Identify the basic parts of the endocrine system. \*
- Understand the relationship between hormones and the emotional changes during puberty. \*
- Explore strategies for handling the emotional changes during puberty. \*
- Identify the changes of puberty in males and females. \*
- Identify reproductive organs. \*
- Identify good personal hygiene habits. \*

### **Lesson 2: Peer Pressure, Substance Abuse, and Reproduction**

Students will continue to explore the changes of puberty and explain human reproduction.

- Identify specific strategies for dealing with peer pressure. \*
- Understand the dangers of substance abuse. \*
- Explain how reproduction occurs. \*
- Understand the development of a baby at different stages. \*

+ Classroom teacher-taught lessons

\*Taught by Family Life Educators

Further information is available on the NNPS website at <http://www.nnschools.org/pe/> and in the media center of each school.

## **Middle School**

### **Grade 6** (seven 45-minute classes)

#### **Lesson 1: Introduction, Trusted Adults**

Students will demonstrate increased understanding of who trusted adults are, how to approach trusted adults with questions about puberty, and how to create healthy relationships with them.

- Establishing classroom norms/rules
- Defining trusted adults
- Helping students establish healthy relationships with adults in their lives

#### **Lesson 2: Puberty**

Students will examine changes related to puberty for those with male and female anatomy.

- Age range for puberty for those with male and female anatomy
- Introduction to anatomical changes to the body; endocrine systems role in the process
- Proper hygiene during and after puberty
- Showing respect to yourself and others during puberty

#### **Lesson 3: Female Anatomy/Pubertal Changes**

Students will demonstrate knowledge of specific female anatomical and emotional changes during puberty.

- Menstruation and hygiene products
- Labeling female anatomy and discussing its role in reproduction
- Hormones and their effect on the body (emotionally and physically)

#### **Lesson 4: Male Anatomy/Pubertal Changes**

Students will demonstrate knowledge of specific male anatomical and emotional changes during puberty.

- Discussion on erections and wet dreams
- Labeling male anatomy and discussing its role in reproduction
- Hormones and their effect on the body (emotionally and physically)

**Lesson 5: Abstinence, HIV/AIDS**

Students will examine the transmission and complications of HIV/AIDS.

- Transmission methods of HIV/AIDS
- HIV/AIDS and their effect on the body, mainly the immune system
- Using abstinence as a preventative measure
- Treating those with HIV/AIDS in a respectful manner

**Lesson 6: Sexting, Sexual Harassment, Sexual Abuse/Assault**

Students will examine the positive aspects and misuse of social media and text messaging.

- Positive aspects of social media and text messaging
- Misuse of social media and text messaging
- Consequences of engaging in cyberbullying and sexually explicit communication (sexting)
- Strategies for responding to and dealing with inappropriate online communication.

**Lesson 7: Human Trafficking**

Students will analyze the lure tactics and means of traffickers.

- Discussion of lure tactics traffickers use
- How to recognize a potential trafficking situation
- Assess the different forms of trafficking (sex and labor)
- Protecting personal information online as a way to minimize risk
- How to help someone who is suspected of being trafficked

**Grade 7** (seven 45-minute classes)

**Lesson 1: Introduction, Trusted Adults**

Students will demonstrate increased understanding of who trusted adults are, how to approach trusted adults with questions about puberty, and how to create healthy relationships with them.

- Establishing classroom norms/rules
- Defining trusted adults
- Helping students establish healthy relationships with adults in their lives

**Lesson 2: Reproductive Review and Emotions**

Students will examine changes related to puberty for those with male and female anatomy.

- Review of male anatomical changes and functions
- Review of female anatomical changes and functions
- Dealing with strong emotions and acting responsibly

**Lesson 3: Media and Body Image**

Students will assess how the media can play a role in their decision making.

- The media's effect on society
- Positive body image practices
- Cyberbullying and its effect on others
- Proper use of communication devices; consequences of sexting

**Lesson 4: Abstinence**

Students will understand the benefits of not engaging in sexual activity and how abstinence is the only 100% way to prevent STI's.

- Explanation of abstinence as a prevention method for STI's
- Abstaining from drug and alcohol use to help prevent transmission of STI's
- Benefits of practicing abstinence
- Refusal skills and how to deal with peer pressure

### **Lesson 5: Bacterial and Viral STI's**

Students will examine the transmission, complications, and protection methods for STI's.

- Transmission of STI's
- Effects of STI's on the body (symptoms, what happens to those left untreated)
- Using abstinence as a preventative measure
- Other measures of protection
- Treatment options for those with suspected STI's

### **Lesson 6: Sexual Harassment, Sexual Abuse/Assault**

Students will demonstrate knowledge of sexual harassment, abuse/assault and how it effects victims.

- Distinguishing the difference between sexual harassment and sexual abuse/assault
- Consequences of engaging in these behaviors
- Explanation of who mandated reporters are and their role in finding help

### **Lesson 7: Human Trafficking**

Students will analyze the lure tactics and means of traffickers.

- Discussion of lure tactics traffickers use
- How to recognize a potential trafficking situation
- Assess the different forms of trafficking (sex and labor)
- Protecting personal information online as a way to minimize risk
- How to help someone who is suspected of being trafficked

## **Grade 8** (seven 45-minute classes)

### **Lesson 1: Introduction, Trusted Adults**

Students will demonstrate increased understanding of who trusted adults are, how to approach trusted adults with questions about puberty, and how to create healthy relationships with them.

- Establishing classroom norms/rules
- Defining trusted adults
- Helping students establish healthy relationships with adults in their lives

### **Lesson 2: Contraception**

Students will analyze the different means of contraception and how they can prevent pregnancy and or STI's.

- Hormonal methods and how they can help prevent pregnancy
- Barrier (non-hormonal) methods and how they can help prevent pregnancy/STI's.

Explanation of abstinence as a prevention method for STI's

### **Lesson 3: Bacterial STI's**

Students will review the benefits of not engaging in sexual activity and how viral STI's are spread/treated.

- Explanation of abstinence as a prevention method for STI's
- Abstaining from drug and alcohol use to help prevent transmission of STI's
- Discussing how bacterial STI's are spread and treated
- Analyzing STI statistics

### **Lesson 4: Viral STI's**

Students will review the benefits of not engaging in sexual activity and how viral STI's are spread/treated.

- Explanation of abstinence as a prevention method for STI's

- Abstaining from drug and alcohol use to help prevent transmission of STI's
- Discussing how viral STI's are spread and treated
- Analyzing STI statistics

#### **Lesson 5: Refusal Skills**

Students will apply skills learned in class to help resist peer pressure in different aspects of their lives.

- Model, rehearse and demonstrate refusal skills in sexual contexts
- Discuss feelings of characters in scenarios and challenges to communication
- Using abstinence as a preventative measure

#### **Lesson 6: Sexual Harassment, Sexual Abuse/Assault, Date Rape, Consent**

Students will demonstrate knowledge of sexual harassment, abuse/assault and establishing consent.

- Distinguishing the difference between sexual harassment and sexual abuse/assault
- Consequences of engaging in these behaviors
- Explanation of who mandated reporters are and their role in finding help
- Strategies to reduce the risk of becoming a victim of date rape
- Explicit consent, consent laws in Virginia

#### **Lesson 7: Human Trafficking**

Students will analyze the lure tactics and means of traffickers.

- Discussion of lure tactics traffickers use
- Recognizing a potential trafficking situation
- Assess the different forms of trafficking (sex and labor)
- Protecting personal information online as a way to minimize risk
- How to help someone who is suspected of being trafficked

### **Grade 9: Get Real** (seven 90-minute classes)

#### **Lesson 1: Sexuality**

Students will identify personal values and beliefs about sexuality and sexual health.

- Social-emotional learning skills
- Identify trusted adults

#### **Lesson 2: Gender, Sex, and Shared Responsibility**

Students will discuss stereotypes and the importance of shared responsibility in romantic relationships.

- Learn vocabulary for describing gender and sexual identity
- Discuss the importance of self-determination
- Learn the difference between sex assigned at birth, gender identity, gender expression, and sexual orientation

#### **Lesson 3: Anatomy and Protection Methods**

Students will learn the parts and functions of sexual and reproductive anatomy.

- Learn about various protection methods
- Identify steps to correct condom use
- Identify the impact of condom use on pregnancy and STI prevention

#### **Lesson 4: Preventing STIs**

Students will discuss STIs, including transmission and prevention

- Identify risky behaviors
- Discuss strategies for reducing risk of STI transmission

**Lesson 5: Negotiating Postponement and Protection**

Students will practice using assertive communication and negotiating skills.

- Identify personal boundaries
- Learn how to communicate boundaries to someone else

**Lesson 6: Health and Unhealthy Relationships**

Students will identify qualities of healthy, unhealthy, and abusive relationships, including identifying resources to help someone who may be experiencing an unhealthy or abusive relationship.

- Discuss how social media can impact communication and romantic relationships.

**Lesson 7: Assessing Risk and Accessing Sexual Health Care**

Students will integrate all of the previous lessons to present a final Capstone project.

- Reflect on their personal risk levels
- Discuss strategies for accessing sexual health care services

**Grade 10:** (five 90-minute lessons)

**Lesson 1: Healthy Decision Making and Consent**

Students will identify ways to make healthy decisions using the decision-making model.

- Describe how the adolescent brain development affects decision making
- Identify personal values about sex and relationships
- Identify negative outcomes of sexting

**Lesson 2: Healthy and Unhealthy Relationships**

Students will describe their own attitudes concerning expectations of self and interpersonal relationships.

- Identify characteristics of healthy and unhealthy relationships
- Develop skills for helping a friend in an unhealthy relationship
- Identify at least one dating violence resource in the community

**Lesson 3: Pregnancy and STI Prevention**

Students will identify ways they can protect themselves from STIs and unplanned pregnancy.

- Identify how hormonal, barrier, and behavioral methods of birth control work to prevent pregnancy
- Identify signs and symptoms of the most common STIs.
- Identify how STIs, including HIV/AIDS, are transmitted, and how they can be prevented
- Identify how condoms can prevent STIs, including HIV, and pregnancy
- List the correct steps of using a condom

**Lesson 4: Pregnancy, Fetal Development, and Birth**

Students will identify physical and psychological changes that take place during pregnancy.

- Describe the signs and symptoms of pregnancy
- Describe prenatal practices that can contribute to or threaten a healthy pregnancy
- Describe processes of fetal development, labor, and birth

**Lesson 5: Values, Goals, and Budgeting**

Students will examine factors to be considered in life-goal planning.

- Develop decision-making skills around budgeting
- Describe at least one SMART goal they wish to achieve in the future

## Dear Parent of Students in Grades Five through Twelve:

Eating disorders are serious health problems that usually start in childhood or adolescence and affect both girls and boys. With early diagnosis, eating disorders are treatable with a combination of nutritional, medical, and therapeutic supports. Recognizing the importance of early identification of at-risk students, the 2013 Virginia General Assembly passed a law requiring each school board to provide parent educational information regarding eating disorders on an annual basis to students in the fifth through twelfth grades.

It is important to note that eating disorders are not diagnosed based on weight changes as much as behaviors, attitudes, and mindset. Symptoms may vary between males and females and in different age groups. Often, a young person with an eating disorder may not be aware that he/she has a problem or keeps the issues secret. Parents/guardians and family members are in a unique position to notice symptoms or behaviors that cause concern. Noting behaviors common to people with eating disorders may lead to early referral to the primary care provider. It is important for eating disorders to be treated by someone who specializes in this type of care.

After reviewing the information below, if you think your child may be showing signs of a possible eating disorder, please contact your primary health care provider, school nurse, or one of the resources listed below.

Academy for Eating Disorders (AED) <http://www.aedweb.org>

Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T) [www.feast-ed.org](http://www.feast-ed.org)

Eating Disorders Hope: [www.eatingdisordershope.com](http://www.eatingdisordershope.com)

Eating disorders affect both males and females of all ages and ethnicity.

National Eating Disorder Association [www.nationaleatingdisorder.org](http://www.nationaleatingdisorder.org), Toll free, confidential Helpline, call or text 1-800-931-2237

Additional resources: Virginia Department of Education [www.doe.virginia.gov/support/health\\_medical/index.shtml](http://www.doe.virginia.gov/support/health_medical/index.shtml), under the section, Eating Disorders

Weight is NOT the only indicator of an eating disorder, as people of all sizes may be suffering.

### What Are Eating Disorders?

**Eating disorders are real, complex, and devastating conditions that can have serious consequences for health, productivity, and relationships. They are not a fad, phase or lifestyle choice. They are potentially life-threatening conditions affecting every aspect of the person's functioning, including school performance, brain development, emotional, social, and physical well-being.**

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, attitudes and mindset. Be alert for any of these signs in your child. Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, you find a lot of empty wrappers and containers hidden)
- Develops food rules—may eat only a particular food or food group, cuts food into very small pieces, or spreads food out on the plate
- Talks a lot about, or focuses often, on weight, food, calories, fat grams, and dieting
- Often says that they are not hungry
- Skips meals or takes small portions of food at regular meals
- Cooks meals or treats for others but won't eat them
- Avoids mealtimes or situations involving food
- Goes to the bathroom after meals often
- Uses a lot of mouthwash, mints, and/or gum
- Starts cutting out foods that he or she used to enjoy

#### Key things to look for around activity:

- Exercises all the time, more than what is healthy or recommended – despite weather, fatigue, illness, or injury
- Stops doing their regular activities, spends more time alone (can be spending more time exercising)

#### Physical Risk Factors:

- Feels cold all the time or complains of being tired all the time. Likely to become more irritable and/or nervous.
- Any vomiting after eating (or see signs in the bathroom of vomiting – smell, clogged shower drain)
- Any use of laxatives or diuretics (or you find empty packages)

#### Other Risk Factors:

- Believes that they are too big or too fat (regardless of reality)
- Asks often to be reassured about how they look
- Stops hanging out with their friends
- Not able to talk about how they are feeling
- Reports others are newly judgmental or “not connecting”

#### How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem.
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding

### If Your Child Shows Signs of a Possible Eating Disorder

Seek assistance from a medical professional as soon as possible; because they are so complex, **eating disorders should be assessed by someone who specializes in the treatment of eating disorders.** The earlier a person with an eating disorder seeks treatment, the greater the likelihood of physical and emotional recovery.

### **§ 22.1-279.3. Parental Responsibility and Involvement Requirements**

Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the standards of student conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights.

The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the school board's standards of student conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress.

The school principal may notify the parents of any student who violates a school board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed a petition. The notice shall state (i) the date and particulars of the violation; (ii) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compulsory school attendance compliance; (iii) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (iv) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

If parents fail to comply with the law, a school board may, by petition to the juvenile and domestic relations court, proceed against such parent for willful and unreasonable refusal to participate in efforts to improve the student's behavior or school attendance. If found, guilty, the court may order the parent to so meet; to participate in such programs to improve the student's behavior or school attendance or may order the parent to pay a civil penalty.



# NEWPORT NEWS PUBLIC SCHOOLS STUDENT SAFETY AGREEMENT

## PURPOSE

Science is a hands-on laboratory class. You will be doing many lab activities which may require the use of hazardous chemicals. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Your copy is in the student agenda. One copy, provided by your teacher must be signed by both you and a parent or guardian before you can participate in the laboratory.

## GENERAL RULES

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction ask the teacher before proceeding.
3. Never work alone. No student may work in the laboratory without a teacher present.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
6. Perform only those experiments authorized by the teacher. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.
7. Be prepared for your work in the laboratory. Read all procedures thoroughly before beginning the laboratory.
8. Horseplay, practical jokes, and pranks are dangerous and prohibited.
9. Work areas should be kept clean at all times. Bring only your laboratory materials to the work area. Other items should be stored neatly under a desk.
10. Keep aisles clear. Push your chair under the desk when not in use

11. Know the locations and operating procedures of all safety equipment including the first aid kit, eyewash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and the exits are located.
12. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.
13. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
14. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the teacher. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed in the proper waste containers.
15. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed.
16. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean all work surfaces and equipment at the end. Return all equipment clean and in working order to the proper storage area.
17. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
18. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their teacher.
19. Know what to do if there is a fire drill during a lab; containers must be closed, gas valves turned off, fume hoods turned off and any electrical equipment turned off.

20. Handle all living organisms in a humane manner. Preserved biological materials are to be treated with respect and disposed of properly.
21. When using sharp instruments always carry with tips and points pointing down and away. Never try to catch falling sharp instruments. Grasp sharp instruments by the handles.
22. Any time chemicals, heat, or glassware are used, students will wear lab goggles.
23. Contact lenses should not be worn in the lab.
24. Dress properly during a lab activity. Long hair, dangling jewelry, and loose clothing are a hazard in the lab. Long hair must be tied back and loose clothing or dangling jewelry must be secured. Shoes must completely cover the foot.
25. Lab aprons that are provided should be worn during the lab.
26. Report any accident (spill, breakage, etc) or injury (cut, burn, etc) to the teacher immediately.
27. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for a least 20 minutes. Notify the teacher immediately.
28. All chemicals in the lab are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for smelling chemical fumes will be demonstrated to you.
29. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.
30. Never return unused chemicals to their original containers.
31. Never use mouth suction to fill a pipette. Use a rubber bulb or pipette pump.
32. When transferring reagents from one container to another, hold the containers away from your body.

33. Acids must be handled with extreme care. Always add acid to water, swirl and stir the solution and be careful of the heat produced, particularly with sulfuric acid.

34. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.

35. Never remove chemicals or other materials from the laboratory area.

36. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

37. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage or injury.

38. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.

39. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always lubricate glassware before attempting to insert it in a stopper. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper. If a piece of glassware becomes "frozen" in a stopper, take it to your instructor for removal.

40. Fill wash bottles only with distilled water and use only as intended.

41. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.

42. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.

43. Report damaged electrical equipment immediately. Look for things such as frayed cords, exposed wires, and loose connections. Do not use damaged electrical equipment.

44. If you do not understand how to use a piece of equipment, ask the teacher.

45. Do not immerse hot glassware in cold water; it may shatter.

46. Exercise extreme caution when using a gas burner. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.

47. Never leave a lit burner unattended. Never leave anything that is being heated unattended. Always turn the burner or hot plate off when not in use.

48. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.

49. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.

50. Never look into a container that is being heated.

51. Do not place hot apparatus directly on the lab desk. Always use an insulating pad. Allow plenty of time for hot apparatus to cool before heating it.

52. When bending glass, allow time for the glass to cool before further handling. Hot and cold glass have the same visual appearance. Determine if an object is hot by bringing the back of your hand close to it prior to grasping it.

#### QUESTIONS

53. Do you wear contact lenses?  
 YES       NO

54. Are you color blind?  
 YES       NO

55. Do you have allergies?  
 YES       NO

List specific allergies:

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#### AGREEMENT

I, \_\_\_\_\_, (student's name) have read and agree to follow all of the safety rules set forth in his contract. I realize that I must obey these rules to insure my own safety, and that of my fellow students and teachers. I will cooperate to the fullest extent with my teacher and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the teacher. I am aware that any violation of this safety contract that results in unsafe conduct in the laboratory or misbehavior on my part, may result in being removed from the lab, detention and/or receiving a failing grade on the lab exercise.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Dear Parent or Guardian:

We feel that you should be informed regarding the school's effort to create and maintain a safe science classroom/laboratory environment.

With the cooperation of the instructors, parents, and students, a safety instruction program can eliminate, prevent, and correct possible hazards.

You should be aware of the safety instructions your son/daughter will receive before engaging in any laboratory work. Please read the list of safety rules above. No student will be permitted to perform laboratory activities unless this contract is signed by both the student and parent/guardian and is on file with the teacher.

Your signature on this contract indicates that you have read this Student Safety Contract, are aware of the measures taken to insure the safety of your son/daughter in the science lab, and will instruct your son/daughter to uphold his/her agreement to follow these rules and procedures in the laboratory.

\_\_\_\_\_  
Parent/ Guardian Signature

\_\_\_\_\_  
Date                      Home Phone

\_\_\_\_\_  
e-mail address

\_\_\_\_\_  
Emergency Phone Number

# ACCEPTABLE USE OF COMPUTING SYSTEMS BY STUDENTS

Each day in Newport News Public Schools the focus is on one mission: ensuring that all students graduate college, career and citizen-ready! The division provides a wide range of computing systems to students to promote educational excellence in schools by facilitating research, resource sharing, communications, creativity, and collaboration. The use of these computing systems shall be consistent with School Board Policy IJND – Technology Acceptable Use.

For the purposes of this document, “computing systems” refers to all electronic tools that have relevant uses for education, including but not limited to computing hardware, software, peripherals, networks, network resources, electronic files, and Internet access. All NNPS computing systems are the property of the division and are intended for conducting official school and/or division business only.

Acceptable use of NNPS computing systems by students is defined as use for educational purposes and in ways that adhere to the policies and procedures present in the division as well as to applicable state and federal laws. Unacceptable use of NNPS computing systems includes but is not limited to harassment, solicitation, threatening, bullying, communicating obscenities, engaging in commerce, gambling, and accessing prohibited materials. Further comments about acceptable and unacceptable use are outlined in the bullet points below:

## **Digital Citizenship and Internet Safety**

- Students will be educated in safe and productive practices for using technology by their teacher or another appropriate employee. Students should exercise good judgment at all times when using technology resources.
- The material you accessed through the computing systems should be for class assignments or for personal research on subjects similar to what you might study in a class or in the school library. Use for entertainment purposes is not allowed.

## **Cyberbullying**

- Students shall not harass or bully others online. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures, or images, or website postings.

## **Communication and Content Privacy**

- Students should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received and/or stored on NNPS computing systems.
- Authorized employees may review any student’s communications or any electronic content created by the student using NNPS computing systems for the purpose of monitoring adherence to acceptable use and do not need the student’s permission to do so.
- The district will cooperate fully with local, state, and federal officials in any investigation related to any unlawful activities conducted through the district’s network system.

## **Security**

- Students are responsible for their own individual accounts and files. User IDs and passwords are provided for each user's personal use only. Passwords should not be shared with anyone. Students must not use another person's password. If you suspect that someone has discovered your password, you must have it changed immediately.
- Students should not attempt to gain unauthorized access to the district’s computing systems or any other computer system through the district’s network system or go beyond your authorized access. This includes attempting to log in through another person’s account or to access another person’s files.

## **Copyright**

- Any copyrighted materials accessed through NNPS computing systems remain copyrighted and may be subject to the Fair Use provisions of copyright law as they relate to education. Information concerning Fair Use can be found in each school library.

# ACCEPTABLE USE OF COMPUTING SYSTEMS BY STUDENTS

## **Software**

- Only division approved software shall be loaded on NNPS computing systems. No software shall be downloaded from the Internet and/or installed on any NNPS computing system unless expressly arranged by Technology.
- Students shall comply with all hardware and software licensing agreements. Students may request software if it is used for educational purposes.

## **Undesirable Materials**

- The division has installed filtering software to protect against access to inappropriate material as required by the Children's Internet Protection Act ("CIPA"). While students are accessing NNPS computing systems, the division will take all reasonable precautions to restrict students' access to undesirable materials. However, students must also accept responsibility for avoiding access to such materials when possible.
- Students who gain access to undesirable materials via NNPS computing systems shall alert their teacher or another appropriate employee for reporting to the building administrator and/or Technology.
- Students should not seek to bypass filtering software by using proxies or other technologies.

## **Social Networking Technologies**

- Nothing in the aspect of, access to, or operation of social networking technologies (whether in the form of software, websites, hardware, or other technologies) shall exempt students from the same procedures and responsibilities established elsewhere in this document.
- Additionally, students shall take all reasonable care to protect their personal information while using social networking technologies.

## **Commercial Use**

- Commercial use of NNPS computing systems by students is prohibited.

Violations may result in a loss of access as well as other disciplinary or legal action.

Reference School Board Policy and Procedures IJND for the complete Technology Acceptable Use Policy.

The Parent/Legal Guardian may withdraw permission by providing written notice to the school.

# Google Workspace for Education

At Newport News Public Schools (NNPS), we use Google Workspace for Education. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At [insert name of school/district], students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, [if applicable, insert sign into their Chromebooks], and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read the notice carefully. If you have read the notice and do not give your consent, then sign below. If you do not provide your consent, we will not create a Google Workspace for Education account for your child. It is important to note that Google Workspace for Education is integrated into teaching and learning at NNPS. A decision to opt out may impact the student's educational experience.

Students who cannot use Google services may need to use other methods to complete assignments or collaborate with peers.

**I do not give permission for Newport News Public Schools to create/maintain a Google Workspace for Education account for my child**

\_\_\_\_\_  
Full name of student

\_\_\_\_\_  
Printed name of parent/guardian

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

# Google Workspace for Education Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at [https://workspace.google.com/terms/user\\_features.html](https://workspace.google.com/terms/user_features.html)):

- Gmail
- Calendar
- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Google Chat, Google Meet, Google Talk
- Jamboard
- Keep
- Sites
- Vault

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html) You should review this information in its entirety, but below are answers to some common questions:

## What personal information does Google collect?

When creating a student account, [insert name of school/district] may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google services, Google also collects information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;

- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

## How does Google use this information?

In Google Workspace for Education **Core Services**, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.

## Does Google use student personal information for users in K-12 schools to target advertising?

No. For Google Workspace for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with a Google Workspace for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a Google Workspace for Education account.

## Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations, and individuals outside of Google unless one of the following circumstances applies:

- **With parental or guardian consent:** Google will share personal information with companies, organizations, or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through Google Workspace for Education schools.
- **With Newport News Public Schools:** Google Workspace for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- **For external processing.** Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the Google Workspace for Education privacy notice and any other appropriate confidentiality and security measures.
- **For legal reasons.** Google will share personal information with companies, organizations, or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
  - meet any applicable law, regulation, legal process, or enforceable governmental request.
  - enforce applicable Terms of Service, including investigation of potential violations.
  - detect, prevent, or otherwise address fraud, security, or technical issues.
  - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information – such as trends about the use of its services – publicly and with its partners.

## What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting [insert contact information for school administrator]. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed into the Google Workspace for Education account to view and manage the personal information and settings of the account.

## What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact [insert contact information for the school administrator]. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [Google Workspace for Education Privacy Center](https://www.google.com/edu/trust/) (at <https://www.google.com/edu/trust/>), the [Google Workspace for Education Privacy Notice](https://workspace.google.com/terms/education_privacy.html) (at [https://workspace.google.com/terms/education\\_privacy.html](https://workspace.google.com/terms/education_privacy.html)), and the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) (at <https://www.google.com/intl/en/policies/privacy/>).

The Core Google Workspace for Education services are provided to us under [Google Workspace for Education Agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) (at [https://www.google.com/apps/intl/en/terms/education\\_terms.html](https://www.google.com/apps/intl/en/terms/education_terms.html)) [if school/district has accepted the Data Processing Amendment (see <https://support.google.com/a/answer/2888485>), insert: and the [Data Processing Amendment](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html) (at [https://www.google.com/intl/en/work/apps/terms/dpa\\_terms.html](https://www.google.com/intl/en/work/apps/terms/dpa_terms.html))].



# Newport News Public Schools (NNPS) - Technology Device Agreement

The guidelines and information within this section apply to all take-home computing devices and Wi-Fi hotspots assigned or loaned to students in the NNPS District. Electronic devices assigned or loaned to students remain the exclusive property of NNPS.

## Student Expectations

Students are expected to comply with all school rules, policies, procedures, and teacher directives when using their Chromebooks. Expectations include, but are not limited to:

- **Bring Daily:** Students are expected to bring their Chromebook in its case along with their charger to school everyday, unless specifically advised not to do so by their teacher or school administrator.
- **Fully Charged:** Students are responsible for fully charging their Chromebooks at home each night.
- **Responsible Use:** Students are bound by the *NNPS Technology Acceptable Use Policy* and all rules contained in this *Technology Device Agreement* regardless of where they use their Chromebooks or how they connect to the Internet.
- **Device turn-in:** At the end of the school year, or if the student leaves the Division for any reason during the year, all NNPS-issued Chromebooks and accessories must be returned. Chromebooks, hotspot, and accessories must be in good working order when returned. If the Chromebook and accessories are not returned, the parent/guardian may be held financially responsible.

## Caring for your Chromebook

Students are responsible for the general care and protection of the Chromebook they have been issued. The District is not responsible for the safekeeping and protection of student-issued Chromebooks.

Damaged or malfunctioning Chromebooks must be taken promptly to the school's technology support staff and reported for repair. If a loaner Chromebook is needed, one may be issued to the student until their Chromebook can be repaired or replaced (subject to loaner availability). Do not take District-owned Chromebooks to outside computer services for any type of repairs or maintenance. Do not attempt to repair damaged or malfunctioning Chromebooks yourself.

## General Precautions

- Food or drink should not be placed near the Chromebook.
- Chromebooks should be carried with the screen lid closed.
- Students are not permitted to decorate the exterior of their Chromebooks or protective cases. This includes stickers, decals, or other markings.
- Altering the Chrome Operating System (OS) is prohibited. Personalized media are subject to inspection and must follow the *NNPS Technology Acceptable Use Policy*.
- Chromebooks and power adapters have an NNPS barcode sticker to identify each device. This sticker must not be removed, damaged, or altered in any way.

## Screen Care

The Chromebook screen can be damaged if subjected to heavy objects, rough treatment, certain cleaning solvents, and other liquids. The screens are particularly sensitive to damage from excessive pressure.

- Carry your device by the keyboard, not the screen (most common cause of damage).
- Avoid putting pressure or heavy objects on the top of your Chromebook when it is closed.
- Make sure there is nothing on the keyboard before closing the lid (most commonly, pens or pencils).
- Only clean the screen with a soft, dry microfiber cloth or anti-static cloth. Do not use liquids.

## Repair and Replacement Fees

Students are responsible for the general care and protection of the Chromebook they have been issued. Instances of loss, theft, or accidental damage may result in the assessment of the following fees:

Protective Case	\$10	Students are required to use the district-issued case when provided.
AC Adapter (power cord)	\$20	Students are required to use the official manufacturer's power cord/charger. Use of third-party and generic power adapters can cause possible damage or harm.
LCD Screen	\$45	Students are required to protect their Chromebook screens. Cracked screens should be immediately reported for repair to prevent further damage.
Keyboard	\$9	Students are required to protect their Chromebook keyboards. Damaged or missing keys should be reported immediately.
Lost or Stolen Device	Up to \$125	If stolen, a police report must be filed to document the theft. Replacement fees will be waived if a copy of the police report is provided to the school. Lost devices will be disabled and can be re-enabled if found in good condition. The replacement fee for a lost Chromebook is prorated based on the age of the device.
Damaged Beyond Repair	Up to \$125	In the event a Chromebook is damaged beyond repair, the fee for a replacement will be prorated based on the age of the device.

In cases of negligence or intentional damage, an Administrator will investigate and conference with the student & family. Willful, malicious, or intentional damages may result in the full cost of repair or replacement (up to \$250).

## Digital Citizenship

District-issued Chromebooks are intended for educational purposes. Students must adhere to the *NNPS Technology Acceptable Use Policy* and all other policies and procedures governing student behavior.

Students should always conduct themselves as good digital citizens by adhering to the following:

- **Respect Yourself** - Show respect through your actions. Select online names that are appropriate. Use caution with the information, images, and other media that is posted online. Carefully consider the personal information you share about yourself.
- **Protect Yourself** - Ensure that the information, images, and materials posted online will not put you at risk. Do not publish personal details, contact details, or personal activity schedules. Immediately report any inappropriate behavior directed at you while online. Protect your passwords, accounts, and resources. Never share this information with others.
- **Respect Others** - Show respect to others. Do not use technology to antagonize, bully, harass, or stalk people.
- **Protect Others** - Protect others by reporting abuse and not forwarding inappropriate materials or communications. Avoid unacceptable materials and conversations.
- **Respect Intellectual Property** - Request permission to use copyrighted or otherwise protected materials. Properly cite the use of websites, books, media, etc.

- **Protect Intellectual Property** - Do not use pirated software or distribute music or media in a manner that violates license agreements.

**Student Agreement**

As a learner, I will:

- Follow the procedures and policies outlined in this agreement and the *NNPS Technology Acceptable Use Policy* both on and off campus.
- Protect my Chromebook by carrying it securely and prevent careless or willing damage.

I understand that any violation of this agreement may result in the suspension or loss of my Chromebook and school network privileges. Additionally, I may face disciplinary action for such violations.

**Parent Agreement**

I understand that by accepting an NNPS Chromebook, my family’s responsibilities include:

- Protecting the Chromebook, within reason, against damage, loss, or theft while on or off campus.
- Ensuring my child promptly reports damage to the school Technology support staff.

In consideration of the privileges and opportunities afforded by the use of NNPS technology resources, I hereby release NNPS, its employees, and administrators from any and all claims of any nature arising from my child’s use or inability to use these resources.

I also understand that it is impossible for NNPS to restrict access to all controversial materials and I will not hold the District responsible for materials accessed with a NNPS Chromebook.

I accept full responsibility for my child’s use of the Chromebook and understand that my child’s Chromebook use is subject to the same rules and requirements when used off-campus. I understand that my child’s Chromebook privileges may be suspended or revoked for violation of this agreement.

I understand that if my child transfers, withdraws, or is expelled from NNPS prior to graduation, the District Chromebook and accessories must be returned upon termination of enrollment. If the Chromebook and accessories are not returned, or are not in good working order when returned, the family may be held responsible for payment in full.

Please read this agreement carefully. If you have read the agreement and **do not** give permission for your child to receive a Chromebook, you must sign and return this form. If you sign this form, NNPS **will not** provide your child a Chromebook for home use but may make a Chromebook available for their use during school hours.

***I do not give permission for Newport News Public Schools to assign a Chromebook for home use to my child.***

\_\_\_\_\_ ***Full name of student***

\_\_\_\_\_ ***Student ID #***

\_\_\_\_\_ ***Printed name of parent/guardian***

\_\_\_\_\_ ***Signature of parent/Guardian***

\_\_\_\_\_ ***Date***





**School Board  
2022-2023**

**Rebecca Aman  
Terri L. Best, Ph.D.  
Douglas C. Brown  
John R. Eley, III  
Marvin L. Harris  
Gary B. Hunter  
Lisa R. Surles-Law**

**Raquel Manadero  
Student Representative**

**George Parker, III, Ph.D.  
Superintendent**

**The Newport News School Division does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, pregnancy, sexual orientation, sexual identity, veteran status, or disability in its programs, activities, or employment practices as required by the Title VI, Title VII, Title IX, Section 504, and ADA regulations. The Director of Human Resources is responsible for coordinating the division's efforts to meet its obligations under Section 504, Title IX, the ADA, and their implementing regulations.**

**This Handbook is subject to change without notice. Newport News Public Schools reserves the right to revise its policies in accordance with the law. The online version will be the official document and can be accessed at:  
<http://www.nnschools.org/resources/handbook/index.html>**