

NEWPORT NEWS



PUBLIC SCHOOLS

Rights and Responsibilities Handbook

STUDENT CODE OF CONDUCT
AND ANNUAL NOTICES

2025-2026

College, Career and Citizen-Ready!

NNPS 2025-2026

REVISED 4-23-25



SCHOOL CALENDAR

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

July 2025						
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		

4 Independence Day Observance
11, 18, 25 Summer Hours

August 2025						
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 Summer Hours
4 New Teachers Report
14 All Teachers & Teacher Assts. Report
25 All Students Report
29 Schools Closed (as required by State Code), Twelve-Month Employees Report

September 2025						
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				

1 Labor Day - Schools and Offices Closed

October 2025						
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)

November 2025						
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						

4 E-Commute Teacher Workday (Election Day) - Students do not report
26 Schools Closed; Half Day for Twelve-Month Employees
27-28 Thanksgiving Observance Schools & Offices Closed

December 2025						
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			

22-31 Winter Break - Schools and Offices Closed
(12 month employees to use 1/2 day leave each day, Dec. 29 & 30)

January 2026						
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

1-2 Winter Break - Schools and Offices Closed
5 Schools Closed for Students; Full Teacher Planning Day
6 Schools Reopen
19 Rev. Dr. Martin Luther King, Jr. Day
21-23 Exam Dates - 1/2 day high schools
26 Support Staff Workday and E-Commute Teacher Workday - Students do not report
27 Regional Prof. Development Day
28 Second Semester begins

February 2026						
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

16 Presidents' Day - Schools Closed, Twelve-Month Employees Report

March 2026						
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				

6 Half day for students; family conferences in the afternoon (and held throughout the week)

April 2026						
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 Students Half Day Dismissal; Teacher Workday in the afternoon
6-10 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 6-8)
13 Schools Closed for Students; Full Teacher Planning Day

May 2026						
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					

22 Half Day Dismissal for schools
25 Memorial Day Observance - Schools and Offices Closed

June 2026						
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					

6-7 High School Graduations (Tentative)
5, 8, 9 ECC, Elementary & Middle - Early Dismissal
5, 8, 9 High School - Half Day Dismissal
5, 8, 9 Exam Dates
9 Last Student Day
10 Last Teacher Day
19 Juneteenth - Schools and Offices Closed
26 Summer Hours

9 Weeks Report Cards			
Period	Ends	# of Days	Reports Issued
1	Nov. 3	48	Nov. 12
2	Jan. 23	43	Feb. 3
3	Apr. 3	47	Apr. 21
4	June 10	40	June 10

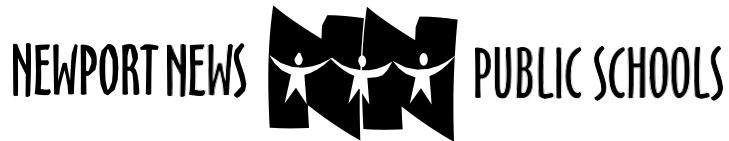
Religious observances beginning/occurring on 2025-2026 student school days:

Rosh Hashanah - September 23
Yom Kippur - October 2
Sukkot - October 7
Hanukkah - December 15
Ash Wednesday - February 18
Eid al-Fitr - March 20
Ascension Day - May 14
Shavuot - May 22

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 2025–2026 school year! We are excited to embark on another year of meaningful teaching, engaged learning, and shared growth. At Newport News Public Schools, we remain committed to working together with our families, staff, and partners to ensure that every student is well prepared for college, career, and life as a contributing citizen.

One of our core priorities is to foster safe, inclusive, and nurturing learning environments. We know that supportive relationships, clear behavioral expectations, and consistent communication are essential to student success. Our educators and staff are dedicated to creating classroom communities where all students feel respected, challenged, and supported.

This handbook outlines important procedural information about students' rights and responsibilities, the updated Student Code of Conduct, annual notices, and required consent forms. Please take time to review the contents with your child(ren) and keep this resource accessible throughout the school year.

As a school division, we take pride in the rich diversity of our students and recognize the value it brings to each school community. Our administrators are committed to honoring individual differences while upholding high expectations for every learner. The Student Code of Conduct provides a clear framework for promoting positive behavior, ensuring equity, and maintaining fairness and accountability across our schools.

Strong two-way communication remains a key ingredient in every child's educational journey. I encourage you to stay in close contact with your child's teachers, school counselors, and administrators, and to share any information that may affect their learning or well-being. We are here to support you and your child every step of the way.

Thank you for being an essential part of the Newport News Public Schools community. We look forward to a successful year together.

Warm Regards,

A handwritten signature in cursive script that reads "Michele Mitchell".

Michele Mitchell, Ed.D.
Superintendent

Rights & Responsibilities Handbook

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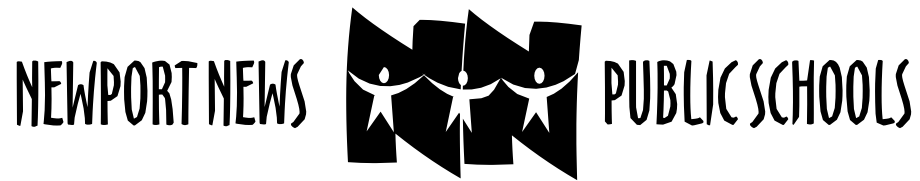
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Things You Should Know

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 the 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 (§ 22.1-279.6).**
- 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 or inside out. Pajamas/ sleepwear of any kind. Cut-up shorts or pants with slits, rips or holes above mid-thigh.
- 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.
- Bare feet. Footwear must always be worn.

* 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, including those beyond the third offense, will result in disciplinary action consistent with a Level 2 response. A parent conference shall be required prior to the student's 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 student identification card in order to get on and off the bus. Student identification cards 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 student identification card
- 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.

Clear Backpacks and Student IDs



Clear Backpacks and Student IDs Required for 2025-2026

The safety and wellbeing of NNPS students and staff remains a priority. Over the past two years, the school division has increased safety measures. To further enhance these initiatives, every student will be required to use a clear backpack and wear a student ID.

Clear Backpacks

Clear backpacks will continue to be required for all students during the 2025–2026 school year. Beginning in 2025–2026, families will be responsible for providing their student with a clear backpack that meets the school division’s guidelines.

The school system is working with community partners to assist families in need of donated backpacks.

We will continue to follow the same backpack requirements:

- Backpacks must be fully clear on all sides and made of transparent plastic or vinyl material.
- Fabric bottoms are acceptable, though not required, and are recommended for middle and high school students.
- Mesh side pockets are permitted as long as the contents remain clearly visible.
- Colored transparent backpacks are not allowed—only fully clear backpacks will be permitted.
- Colored straps and piping are allowed.
- Logos and branding are not permitted.
- A small, non-transparent privacy pouch is allowed for personal hygiene items.

Recommended retailers include Amazon, Target, and Walmart.

Student IDs

All students will be required to wear a student ID every school day while on the school bus and on the school campus. The student ID must be properly displayed throughout the school day and while attending school-sponsored activities as a spectator during on-campus athletic and club activities and events.

Student IDs will be issued to all students at the beginning of the school year. The new IDs will replace the T-Pass, so students who ride an NNPS school bus to and from school will be able to scan their student ID as they board and exit the school bus. The new IDs may also be utilized in the cafeteria for lunch service and in the library to check out books and other materials.

All students will also be issued a lanyard and a holder for their student ID. In the event a student misplaces or loses the student ID, a temporary or replacement ID will be issued. After a replacement ID has been issued once, families may be charged a replacement fee for a new ID.

A student's failure to adhere to the use of a clear backpack or student ID may result in disciplinary action.

Student Attendance Policy

Attendance Procedures

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.

The attendance officer/superintendent's designee will enforce the provisions of state attendance laws by engaging in the truancy intervention process described in the Code §22.1-258 which includes (1) filing a complaint with the Juvenile and Domestic Relations Court alleging the pupil is a child in need of supervision in circumstances in which the student is resisting parental efforts to comply with compulsory attendance requirements or (2) instituting proceedings against the parent for contributing to the delinquency of a minor in circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements.

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. Parents/Guardians can provide their child's school with a note via the school's website. 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.

Mental or Behavioral Health - Consistent with Virginia Department of Education guidelines, students will be granted an excused absence from school due to the student's mental or behavioral health.

Chronic/Extended Illness - For students who are absent because of chronic or extended illnesses, the Parent must complete a Chronic/Extended Illness Notification form annually and submit it to the principal at the beginning of each school year or upon the onset of the student condition that affects regular attendance. The notification form must be accompanied by documentation from a physician. This documentation will only support the absences related to the child's medical/mental health reason(s) and will be reviewed throughout the school year.

Students who have excessive excused absences due to illness (over 15 days) are required to have a completed Chronic/Extended Illness Notification Form on file with supporting documentation from a physician. 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.

Civic Engagement - Consistent with Virginia Department of Education guidelines, any middle school or high school student will be granted a one school day absence per school year to engage in a civic or political event.

4-H Participation - A maximum of 5 school days per academic year are permitted and will be excused for a 4-H educational program or activity.

Participation in Tribal Nation Gathering - Students who are members of a state-or federally recognized tribal nation that is headquartered in Virginia shall be granted one excused absence per academic year to attend such nation's pow wow gathering provided that the student's parent provides the student's school with advanced notice.

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. If the student does not return on the indicated date, the student's absence will be recorded as unexcused unless the parent is able to provide documentation for the reason for not returning when eligible.

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.

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 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.

Truancy Intervention Procedures

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 truancy 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 will make a reasonable effort to ensure that direct contact is made with the parent/guardian. The parent will 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 will be documented, the consequences of nonattendance will be explained and an attendance plan will be developed.
"Attendance plan" means a plan developed jointly by a school representative, such as a school principal or the principal's designee; parent; and student to resolve the student's nonattendance and engage the student in regular school attendance. The plan identifies reasons for nonattendance and academic, social, emotional, and familial barriers that impede daily attendance along with positive strategies to address such reasons and impediments and support regular attendance. This plan may include school-based activities or suggested referrals to community supports, or both.
3. When the student accrues a **7th unexcused absence** the school principal or designee will schedule an attendance conference with the multi-disciplinary team, which may be held face to face or through the use of communication technology. The conference must be held within 10 school days of the 10th unexcused absence. The conference will be held even after reasonable efforts have been made but the parent is not willing or unable to attend. During the attendance conference, the multi-disciplinary team will review and revise the attendance plan as needed to address the nonattendance issues. A student success team meeting may serve as an attendance conference.
"Multi-disciplinary team" means a conference team that participates in the prevention, early intervention, and provision of support services. Team members may include but are not limited to, the following: an administrator, school counselor, attendance officer, student involvement specialist, teacher, and other student support personnel. The team may also include community service providers.
4. The student's attendance will be monitored by a member of the multi-disciplinary team and, as necessary, meet again to address concerns and plan additional interventions if the student's attendance does not improve. All meeting dates and intervention efforts will be documented in the student's attendance plan.
5. In circumstances in which the parent is intentionally noncompliant with compulsory attendance requirements or the student is resisting parental efforts to comply with compulsory attendance requirements, the school principal or principal's designee will make a referral to the attendance officer or student involvement specialist. The attendance officer will schedule a conference with the parent within 10 days after receiving the referral to determine whether the school's multi-disciplinary team has exhausted all efforts to improve the nonattendance issues. Based on that determination, the attendance officer may recommend that the division i) file a complaint with the juvenile and domestic relations district court alleging the student is a child in need of supervision as defined in § 16.1-228 of the Code of Virginia or ii) institute proceedings against the parent pursuant to § 18.2-371 or 22.1-262 of the Code of Virginia. The Program Administrator of Outreach Services will file the complaint and ensure that the intake worker is provided with written documentation of the efforts to comply with truancy intervention requirements, including, all records of intervention regarding the student's unexcused absences, such as copies of the conference meeting notes, attendance plan, and description of the supports offered or made available to the student.

Unexcused Absences in High School Credit Classes for Middle and High School Students

At the secondary level (Middle and High) the parent and student will be notified in writing or other documented method of communication of a semester grade not exceeding a 59, should the student reach nine (9) unexcused absences in a class for a given semester. Notification will include a process for the parent to request an waiver of one or more unexcused absences. The request for a waiver must be filed within (10) days to the principal after the conclusion of the semester. Documentation must accompany the request in order to be considered.

Principals must consider the student's participation in "flexible instructional time" learning recovery opportunities when considering a waiver of one or more absences. Secondary students must attend three hours of flexible instructional time to reduce a traditional full day absence by one day. For the purposes of this procedure, flexible instructional time must meet the following criteria:

- Be taught by a licensed teacher;
- The flexible, instructional time must be in-person;
- Cannot exceed pupil to teacher requirements outlined in the standards of quality;
- Student must be engaged in instruction tied to Virginia content standards that is consistent with the curriculum the student missed during the regular school day or curriculum areas with which the student has struggled;
- Interactions and engagements between teacher and student are consistent with regular school day classrooms interactions; and
- Must be outside of normal school hours (before or after the official school day begins/ends or Saturday).

Chronic Absenteeism

Virginia Department of Education Accreditation Standards (effective 2018/2019 school year) include Chronic Absenteeism as a School Quality Indicator. Chronic absenteeism (or excessive absences) is defined as missing ten percent or more of the school year for any reason, including excused absences, unexcused absences and suspensions.

Newport News Public Schools seeks to reduce chronic absenteeism of our students by taking a tiered intervention approach. The principal or designee of each school will establish a school attendance team that will be tasked with organizing and facilitating a schoolwide multi-tiered attendance strategy that begins with prevention and early intervention.

School attendance teams will meet regularly to examine attendance data and identify tiered interventions based on identified needs. School attendance teams are led by the principal or designee and may include the school's: attendance clerk or secretary, school counselor, school nurse, attendance officer/student involvement specialist, family and community engagement specialists, expanded learning staff, and other student support personnel. Teams should prioritize incorporating input from families, students and the community.

Each year, school attendance teams will develop the School's Attendance Plan, which will identify specific interventions or strategies to be implemented at each tier of intervention. The School's Attendance Plan will guide the school's chronic absenteeism strategy and may be revised as needed based on emerging needs identified through data and/or stakeholder input.

Intervention Tier	Sample Intervention Strategies
Tier 1 Universal Supports: Students who have missed less than 10% of the school year	Clear, concise and consistent communication about schedules and expectations Routines, rituals and celebrations related to attendance and engagement Personalized positive communication to families when students are absent Recognition of good and improved attendance Impact of attendance on learning widely understood (e.g. teachers, families) Connection to a caring adult in the school

Intervention Tier	Sample Intervention Strategies
Tier 2: Students who have missed between 10% and 19% of the school year	Common community and school barriers identified and addressed Development of individualized student success plan that includes attention to attendance Mentor programs Targeted family visits Intensive tutoring / expanded learning opportunities / flexible instructional time for attendance recovery Small group interventions and supports for students Engagement in youth development activities
Tier 3: Students who have missed more than 20% of the school year	Hold 1:1 student and family intervention meetings Provide outside referrals and collaborations IEP review and added supports when disability impacts attendance Court involvement for attendance compliance (see truancy intervention procedures)

Sanctions for Students that have Met or Exceeded Chronic Absenteeism Thresholds

Elementary:

The principal will convene a meeting with the student's teacher, parent, and school counselor up to 30 days prior to the end of the academic year once the student has met or exceeded the end-of-year threshold for chronic absenteeism (17 days). At the conclusion of the meeting, the parent will be notified in writing whether the student will be promoted, retained, or required to attend summer school.

Secondary:

The principal or designee will review the attendance record of all students who have met or exceeded the end-of-year threshold for chronic absenteeism (17 days) to determine whether the student will retain all privileges of a student in good standing. The building principal may determine which (if any) student privileges are removed or suspended.

Waiver of Retention or Grade Reduction

A parent/guardian may request a waiver of the attendance sanction or retention or grade reduction. The Newport News Public Schools Attendance Waiver Request form shall be available at each school. The Waiver form must be completed and submitted to the principal prior to the close of a school year for students recommended for retention or remediation.

For students enrolled in a credit bearing class at the middle or high school, the parent/guardian may submit a waiver request to the principal at the close of the semester, but no later than 10 days after the close of a semester. Principals must consider the student's participation in "flexible instructional time" learning recovery opportunities when considering a waiver of attendance sanctions. (See previous section on Unexcused Absences in High School Credit Classes for Middle and High School Students.)

Appeal of Waiver Decision

A parent/guardian may appeal the decision of the principal by submitting the appeal to the School Leadership department within three (3) days of the receipt of the principal's decision.

Additional Sanctions related to Excessive Absences

Students who accrue excessive daily absences from grades 8 through 12 may lose privileges related to attendance at special school events such as school dances, prom, school parking privileges and off campus passes.

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, the student must make up the work within five school days. Additional time may be granted by the teacher 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:
 - Reviewing class assignments in Canvas or Seesaw (elementary)
 - Contact the teacher via email or call the school office requesting assignments remembering that teachers need 24 hours to prepare assignments.Students who are absent due to a suspension will have the option to access and complete graded work during and after the suspension. Please contact the school or teacher directly to request assignments.
2. When students cut class or cut school, teachers shall assign a failing grade for any work or test missed due to an absence that resulted from class cutting or truancy.

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. Students with excessive tardies at the high school level may lose parking privileges or the possibility of obtaining parking passes in the future. Refer to the Student's Rights and Responsibilities Handbook for additional information on tardiness.

State Reporting of Attendance Data

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.

Learnfare Agreement and Temporary Assistance to Needy Families (TANF)

Learnfare is a Virginia Welfare Reform initiative which ties welfare payments to the school attendance of students under the age of 18 who are TANF recipients.

Newport News Department of Human Services and the school division will coordinate efforts to identify those students who are deemed truant and not in compliance with attendance requirements. When students with attendance problems are identified by the division, the Newport News Department of Human Services will be contacted to develop a plan with the parent/guardian.

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.

Emergency Information

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, and
- NOAA Weather and Emergency Alert radios.

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

All visitors must be prepared to go through a weapons detection.

All Parents and visitors must be prepared to show a government issued I.D. upon entry into the school.

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.

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 mass communication system.
- Always ensure that your child's school has accurate contact information such as:
 - Your home address
 - Your home, work and cell phone numbers
 - Names and phone numbers for any additional emergency contacts or other persons authorized to pick up your child

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 principal or designee 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 principal or designee.

The principal or designee'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 principal or designee'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 meaning 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

What Staff should do about bullying:

- Staff members who observe incidents of what appears to be bullying behavior will intervene, and report incident to a Principal or designee by the conclusion of the school day.
- All reports of alleged bullying by the conclusion of the school day.
- All reports of an alleged bullying incidents should be documented and investigated withing 24-hours of learning of such allegations.
- Once the report of alleged bullying behavior has been received, the NNPS Bullying Assessment and Reporting Form will be completed by a principal or designee.
- The principal or designee will investigate and determine whether a reported or observed action constitutes "bullying" by meeting with each student(s) separately.
- §22.1-279.6 of the Code of Virginia requires the principal or their designee to notify the parent of any student involved in an alleged incident of bullying within 24-hours of learning of the allegation of bullying.

CONFLICT • RUDE • MEAN • BULLYING

QUALIFIERS	CONFLICT	RUDE	MEAN	BULLYING
Definition	A disagreement or argument in which both parties are equally involved and may have opposing views or interests.	Inadvertently saying or doing something that hurts someone else; often socially awkward or inconsiderate behavior.	Purposefully saying or doing something to hurt someone once or twice, usually stemming from anger or frustration.	Intentional, aggressive behavior that is repeated over time and involves an imbalance of power between the bully and the target.
Frequency	Occasional - Occurs now and then, but not part of a pattern; often situational or triggered by specific events.	Occasional - Happens irregularly without a pattern; not habitual.	Once or twice- Happens one or two times, with clear intent to hurt but not recurring.	Repeated over time - Happens repeatedly or becomes a pattern; can be daily, weekly, or ongoing over a period of time.
Intent	Not planned; occurs in the heat of the moment	Spontaneous; often unintentional	Intentional behavior	Often planned and done on purpose
Who is hurt?	All parties may be upset	Can cause hurt feelings	Can hurt others deeply	Can cause serious, lasting emotional damage
Cause	All parties have a vested interest in resolving the issue	Often results from thoughtlessness or poor manners	Often results from anger or impulsive cruelty	The bully is seeking power or control over the target
Taking Responsibility	All parties accept responsibility	The rude person should accept responsibility	The person is often remorseful	The bully often blames the target
Who wants resolution?	All parties work toward a solution	An apology is usually sufficient	The target wants the behavior to stop	The target wants protection; the bully may resist resolution
Resolution	Can usually be resolved through mediation	Social skills education may help	Needs to be addressed and not ignored	Cannot be resolved through mediation; should be reported and investigated

(Adapted from Jennifer Astles, DASA Newsletter, January 2014, TST BOCCS; modified by Newport News Public Schools, Student Conduct & Discipline, and updated to include definitions and frequency explanations.)

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



Call or text 757-765-4440

Easily Report:

**Bullying • Violence • Weapons
Social Media Threats • Suspicious or Dangerous Behavior
Students in Crisis • Other Urgent Situations**





Positive 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, sport, 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 clubs and activities! 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)
- **Mentoring Coordinator** (K-12)
- **Professional School Counselor**

For more information about youth development in Newport News Public Schools, visit <https://sbo.nn.k12.va.us/youthdevelopment/>.

What types of clubs and activities are available?

There are hundreds of student organizations that meet daily for students in grades K-12 in NNPS schools.

Academic	Mentoring
Study academic content or compete to demonstrate knowledge. Examples: Scholastic Bowl, Odyssey of the Mind, Homework Club, History Club	Connect with nurturing adults who are staff members or community partners. Various opportunities exist.
Community Based	Music
Participate in opportunities offered by community partners. Examples: Mayor's Youth Commission, Youth Volunteer Corps, Young Adult Police Commissioners	Build or demonstrate musical ability. Examples: Band, Chorus, Orchestra, Piano Club, Guitar
Fitness	Service
Sponsor activities that strengthen social, emotional, and physical well-being. Examples: Live Well Club, Girls on the Run, Yoga	Serve the school or community. Examples: Key Club, Student Ambassadors
Honor Societies	Special Interest/Hobby
Recognize students who have achieved high academic performance. Examples: National Honor Society, Spanish Honor Society, Mu Alpha Theta	Explore hundreds of diverse clubs matching student interests. Examples: E-Sports, Chess, Kindness, Lego, Anime, Broadcast News
Languages	Technology/STEM
Study language and culture. Examples: Japanese, German, French Clubs	Explore science, technology, engineering, and math. Examples: Robotics, Coding, Engineering
Leadership	Theater and Arts
Develops skills through extraordinary experiences and responsibilities: Ex. Future Business Leaders of America, School Council Association, Emerging Leader Institute, Bloom Empowerment Program, S.A.L.T. (Student Athletic Leadership Team)	Experience instruction, performance, production, and appreciation of theater and art. Examples: Drama, Dance, Art Club, Poetry, Photography

Frequently Asked Questions

- **Are clubs open to all students?** NNPS is committed to inclusive schools and student organizations. Most clubs are “open” to all students, with the exception of honor societies, which require demonstrated achievement in an academic area and co-curricular clubs, which require enrollment in a specific course for membership.
- **Do I have to pay a fee to participate in a club?** Most clubs do not require a fee to join. However, clubs that are part of state or national organizations, may require a membership fee. No student will be denied access to an NNPS sponsored club due to inability to pay a fee.
- **Are clubs only offered after school?** Many schools provide opportunities for clubs to meet during the school day or after-school. Each school's leadership team determines the format and schedule for clubs each year.
- **Is transportation available for after school activities?** Middle and high schools, and some elementary schools, offer after school programming on specific days of the week. Check with your school to get information about the availability of transportation.
- **Who do I contact if I have questions about clubs and activities?** Contact your school's dedicated Youth Development staff member first.
 - **Activities Director** (High School)
 - **Youth Development Lead** (K-12)
 - **Professional School Counselor**

If you need additional assistance, contact the Office of Youth and Family Engagement at 757-283,7850, ext. 10304.

NNPS students are invaluable resources who are capable of leading in schools and the community. NNPS Youth Development works with students, families, staff, and the community to provide programming and practices that help youth to thrive. All students are encouraged to take advantage of opportunities to be active members of their school community.

Family and Community Engagement

There are three influences in a student's life: family, school, and community. Family Engagement is an integral part of Newport News Public Schools' effort to ensure that parents and other caregivers are real partners in their children's education. Family engagement promotes student academic achievement as reflected in grades and achievement test scores, decreases dropout rates, and positively impacts student beliefs about the importance of education.

Research demonstrates the benefits of parental involvement and family school partnerships and emphasizes the important roles families play in a child's education, including

- Supporters of their child's learning and development
- Encouragers of grit and determination
- Models of lifelong learning
- Advocates of proper programming and placements for their child
- Monitors of their child's time, behavior, and resources
- Encouragers of their child's academic achievement and positive self-image
- Collaborators with school staff and others on promoting student achievement and student success



Family Resources and Programs

- F.A.C.E Website
 - <https://sbo.nn.k12.va.us/face/>
- Office of Youth and Family Engagement
 - 757-283-7850, ext. 10304
 - Adminstaff.Face@nn.k12.va.us
- ESL Welcome Center
 - Watkins Early Childhood Center
 - 21 Burns Drive,
Newport News, VA 23601
 - 757-283-7823

Family and Community Engagement Specialists (F.A.C.E.) work to build strong relationships between families, schools, and the community. They are dedicated school-based staff who:

- serve as a liaison between families, schools, and the community.
- work with families and school staff to improve academic achievement levels and other student outcomes, such as attendance.
- provide information and resources to families and staff to promote student emotional, physical, and academic success.
- plans, coordinates, and provides activities and programs that increase family engagement.
- build and maintain positive relationships with community stakeholders to support student success and well-being.¹

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 and middle schools. Each school has its own Athletics page with all pertinent information.
- High school students can currently participate in the following organized sports: (FALL) football, field hockey, cross country, golf, cheerleading (WINTER) basketball, wrestling, swim and dive, indoor track (SPRING) 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 the following organized sports: Track, Soccer, Cheerleading, Volleyball, Basketball, and Football.
- 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.nnschoools.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.



INSTRUCTIONAL FEES 2025-2026

MIDDLE SCHOOL FEES

Course	Grade	Instructional Fee	Details
Middle School Art	6-8	\$5.00	Consumable, project based and hands on materials
Middle School Chorus	6-8	\$5.00	Music literature usage and copyright fees
Middle School Theater	6-8	\$5.00	Instructional Resources
CTE Grade 6: Technology and Engineering Education, Family & Consumer Sciences, Business & Information Technology	6	\$3.00/course	Fees support student labs and instructional materials.
CTE Courses: Technology & Engineering Education, Family & Consumer Sciences, Business & Information Technology	7-8	\$5.00/year	Fees support student labs and instructional materials.
iSTEM	6-8	\$3/Semester-Grade 6 \$6/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	The fees are lower the first year as an introductory rate
Band, Orchestra, & Chorus: Uniform Use	6-8	Fees Vary by School	Music students in performance groups are required to have uniforms that can be individually purchased or rented from the school. The usage fee is for purchase/rental or cleaning/replacement. The amount is determined by each school in coordination with the group's director.

If a student registers for a course that has an instructional fee, and the student/family are experiencing financial hardships, the student should contact his/her professional school counselor for information regarding payment arrangements.

HIGH SCHOOL FEES

Course	Grade	Instructional Fee	Details
CTE Courses: Technology and Engineering 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 courses \$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 courses are required to have uniforms that can be individually purchased or rented from the school. The usage fee is for purchase/rental or cleaning/replacement. The amount 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	Annual Instrument rental fee for band and orchestra equipment.
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 the 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.
Physical Education	9-12	Up to \$150 for the heart rate monitor replacement; \$15 for the charger	There is no fee to utilize the heart rate monitor; however, if the monitor is damaged or lost, fees will apply based on the damage. If the monitor is damaged beyond repair or lost, the fee will be based on the age of the monitor.

If a student registers for a course that has an instructional fee, and the student/family are experiencing financial hardships, the student should contact his/her professional school counselor for information regarding payment arrangements.

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. The 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	\$125—1 st Occurrence \$250—2 nd Occurrence \$480—3 rd Occurrence	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 re-enabled if found in good condition. The replacement fee for a lost Chromebook will gradually increase based on the number of occurrences. The fee for lost or stolen will be the full cost of the device after the second offense.
Damaged Beyond Repair	\$125—1 st Occurrence \$250—2 nd Occurrence \$480—3 rd Occurrence	In the event a Chromebook is damaged beyond repair, the fee for a replacement will be based on the number of occurrences. After the second occurrence, the fee for devices damaged beyond repair will be the full cost of the device.



Code of Conduct & Due Process Procedures

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, religion, ethnic or national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, disability, sexual orientation, gender identity, genetic information, or status as a veteran in its programs, activities, or employment practices as required by the Title VI, VII, and 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.

The Human Resources Director, 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.

BEHAVIORS THAT IMPEDE ACADEMIC PROGRESS (BAP)	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.
BEHAVIORS RELATED TO SCHOOL OPERATIONS (BSO)	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.
RELATIONSHIP BEHAVIORS (RB)	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.
BEHAVIORS THAT PRESENT A SAFETY CONCERN (BSC)	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.
BEHAVIORS THAT ENDANGER SELF OR OTHERS (BESO)	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.
PERSISTENTLY DANGEROUS (PD)	Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.

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 support 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; and
- preventing physical and/or social emotional harm to others.

LEVELED ADMINISTRATIVE RESPONSES TO STUDENT BEHAVIOR (SBAR)

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 their 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, afterschool)
 - Administrator/Student conference and/or Administrator/Student/Teacher conference

LEVEL 2 RESPONSES

Administrative responses and interventions at this level are designed to 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 b appropriate.

- Student conference
 - Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
 - Administrator/Teacher/Parent/Guardian conference
 - Check-In/Check-Out (CICO)
 - Mediation or conflict resolution
 - Detention (before school, at lunch, after school)
 - Restitution
 - Confiscation
 - Written reflection or letter of apology
- Referral to support services (*e.g., School Counselor, Behavior Interventionist, Mentor Program(s), and Student Success Team (SST), Changing and Modifying Perceptions (CAMP)- 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 (1-2 school days) (*excludes violations of BAP4, BAP5, BSOJ5, BSOJ6, and BSC24*)

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
- In-school suspension with behavioral
- Detention
- Referral for community-based services
- Community service (appropriate to correct the behavior)
- 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)
- Schedule change
- In-school suspension with behavioral interventions and/or restorative practices (3-5 school days) (excludes violations of BAP4, BAP5, BSO15, BSOJ6, and BSC24)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program(s), and Student Success 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:l. 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 third grade 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 Success Team (SST), Changing and Modifying Perceptions (CAMP) - incidents involving drugs and alcohol)
- School reassignment: students may be assigned to another school in the division
- Recommendation for a long-term suspension (11-45 school days)
- Alternative placement

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

- Long-term suspension (46-364 calendar days)
- Expulsion (365 calendar 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 the 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.

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

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

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.

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

RB	BEHAVIOR	ELEMENTARY	SECONDARY
RB1	Bullying with no physical injury (<i>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 severe emotional trauma. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.</i>)	LEVEL 3	LEVEL 4
RB2	Cyberbullying (<i>Using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile behavior intended to harm others.</i>)	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 3
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.

BSC	BEHAVIOR	ELEMENTARY	SECONDARY
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol * ☎	LEVEL 4	LEVEL 4
BSC2	Alcohol: Distributing alcohol to other students * ☎	LEVEL 4	LEVEL 5
BSC3	Drugs: Possessing drug paraphernalia * ☎	LEVEL 4	LEVEL 4
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy *	LEVEL 3	LEVEL 3
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment *	LEVEL 3	LEVEL 3
BSC6	Bullying Behavior without physical injury that continues after intervention (<i>Bullying that leads to physical injury should be classified as Assault and Battery.</i>)	LEVEL 4	LEVEL 4
BSC7	Cyberbullying that continues after intervention (<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	Harassment (<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	Bus: Distracting the bus driver	LEVEL 3	LEVEL 3
BSC10	Bus: Endangering the safety of others on the bus	LEVEL 3	LEVEL 3
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm	LEVEL 3	LEVEL 3
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke *	LEVEL 3	LEVEL 3

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BSC	BEHAVIOR	ELEMENTARY	SECONDARY
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, biting another student with no visible injury	LEVEL 3	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 as described in the <i>Code of Virginia</i> §18.2-60.3 ☎	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
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).

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

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.

BESO	BEHAVIOR	ELEMENTARY	SECONDARY
BESO1	Assault: Intending to cause physical injury to another person 📞	LEVEL 3	LEVEL 4
BESO2	Assault and Battery: Causing physical injury to another person 📞	LEVEL 4	LEVEL 5
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	LEVEL 3	LEVEL 3
BESO4	Striking Staff: The use of force against a staff member when no injury is caused 📞	LEVEL 3	LEVEL 4
BESO5	Drugs: Possessing controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications * 📞	LEVEL 5	LEVEL 5
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, synthetic hallucinogens, or unauthorized prescription medications	LEVEL 4	LEVEL 4
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications * 📞	LEVEL 5	LEVEL 5
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire	LEVEL 4	LEVEL 4
BESO10	Gang-Related Behavior (<i>Engaging in threatening or dangerous behavior that is gang-related as defined in § 18.2-46.1</i>)	LEVEL 4	LEVEL 4
BESO11	Hazing as defined in § 18.2-56 and noted in § 22.1-279.6	LEVEL 4	LEVEL 4
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members 📞	LEVEL 4	LEVEL 4
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) 📞	LEVEL 4	LEVEL 4

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BESO	BEHAVIOR	ELEMENTARY	SECONDARY
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

CATEGORY PD: Persistently Dangerous

Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.

PD	BEHAVIOR	ELEMENTARY	SECONDARY
PD1	Homicide - Firearm 📞	LEVEL 5	LEVEL 5
PD2	Homicide – Other Weapon 📞	LEVEL 5	LEVEL 5
PD3	Sexual Assault 📞	LEVEL 5	LEVEL 5
PD4	Attempted Sexual Assault 📞	LEVEL 5	LEVEL 5
PD5	Use of a Bomb 📞	LEVEL 5	LEVEL 5
PD6	Assault with Firearm or Weapon 📞	LEVEL 5	LEVEL 5
PD7	Actual or Attempted Robbery 📞	LEVEL 5	LEVEL 5

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PD	BEHAVIOR	ELEMENTARY	SECONDARY
PD8	Kidnapping/Abduction 📞	LEVEL 5	LEVEL 5
PD9	Malicious Wounding without a Weapon 📞	LEVEL 5	LEVEL 5
PD10	Aggravated Sexual Battery on a Student 📞	LEVEL 5	LEVEL 5
PD11	Illegal Possession of Handgun * 📞	LEVEL 5	LEVEL 5
PD12	Illegal Possession of Rifle or Shotgun * 📞	LEVEL 5	LEVEL 5
PD13	Illegal Possession of Any Other Projectile Weapon * 📞	LEVEL 5	LEVEL 5
PD14	Illegal Possession of Bomb * 📞	LEVEL 5	LEVEL 5
PD15	Illegal Possession of Other Firearms <i>(Any weapon that will, or is designed to, expel a projectile by the action of an explosive; this includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter gun.)</i> * 📞	LEVEL 5	LEVEL 5
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute <i>(to include sale/distribution of anabolic steroid, illegal drug inhalant, marijuana, Schedule 1 or 2 drug and prescription drugs)</i> * 📞	LEVEL 5	LEVEL 5

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Good Behavior Record Review

OVERVIEW

The Good Behavior Record Review will make it possible for students to request that their infraction(s), including suspensions, be removed 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 as early as the third marking period of the student's junior year and no later than the second marking period of the student's senior year.
- Only incidents that occurred in a NNPS high school in grades 9-12 may be considered.
- Only one request per student may be submitted for consideration.
- 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 or 5 adults. The determination of the panel will be made at the school level but is suggested to include:
 - Administrator or Assistant Principal of Operations and
 - Support staff, such as;
 - Student Support Specialist, 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.
- Exclusions include, but are not limited to, fights, assaults, drug-related offenses, alcohol violations, and weapons-related offenses, which are not eligible for removal.
- Every student will receive a written response regarding their request indicating if it is approved or denied.
- Once a student has been approved for removal, any subsequent infractions will be reflected on the student's record. No subsequent request for removal will be considered.
- The decision is final. There is no appeal process.

Please contact your high school for application and additional 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, mailed, and/or emailed 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, the Parent 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 Executive Director for Elementary/Secondary School Leadership 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, **within three (3) school days of the incident**.

- The student and Parent will be advised by the principal that an administrative interview by the Superintendent or Superintendent's designee will be conducted regarding the incident and that a hearing before the School Board Review Committee will be conducted, if necessary.
- The Superintendent or Superintendent's designee will attempt to contact all parties involved in the incident.
- The Superintendent or Superintendent's designee will assess the situation and may conduct any additional investigation.
- The Superintendent or Superintendent's 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 Superintendent or Superintendent's designee for long-term suspension and request a hearing before the School Board Review Committee. The Superintendent or Superintendent's 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.
- days after the initial 10 school day suspension; however, there are occasions when this is not possible.

- All recommendations for long-term suspension or expulsion are reviewed by the Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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.

Suspension and Expulsion of Students with Disabilities

Suspension and/or expulsion of students with disabilities will comply with applicable state regulations and federal law. Among the most important considerations is whether a suspension or expulsion will be deemed a change in placement. Changes in placements occur when short term suspensions exceed ten days within a school year (otherwise normal suspension requirements apply); all long-term suspension recommendations and expulsion recommendations must comply with special education change of placement requirements.

Short-Term Suspension

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 an additional 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 that suspension does not exceed the 10-day limitation. 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 (Danger to themselves or Others)

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 drugs, weapons, or serious bodily injury. 8VAC20-81-160.

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

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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's designee may impose additional conditions for readmission 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 Superintendent or Superintendent's 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 Superintendent's 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 Superintendent's 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 Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's 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 Superintendent or Superintendent's designee within seven (7) school days of the administrative interview date. The appeal letter must state the specific reasons for the appeal. The Superintendent or Superintendent's 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 Superintendent or Superintendent's designee.
- Packets will be reviewed along with full history of discipline incidents in school records and the community charge database.

Intervention Program Components

- 4 days in length at an alternative site for participation in the Rise Above program a trauma-informed, social-emotional learning and substance abuse prevention program.
- 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
- 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 - 40 hours of community service to be completed in 60 days of the incident.
- Participation in sessions with Student Support Specialist (Middle and 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

In accordance with Virginia Code 22.1-277.2:1, the following categories of students shall be required to attend alternative education programs:

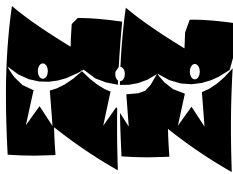
- Any student charged with an offense relating to the Commonwealth of Virginia laws on (1) a firearm offense; (2) homicide; (3) felonious assault and bodily wounding; (4) criminal sexual assault; (5) manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances; (6) manufacture, 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.
- A Manifestation Determination Review (MDR) must be completed for students with an Individualized Education Plan (IEP) and/or a 504 Plan prior to alternative placement.
- Students returning from incarceration shall be assigned to an alternative education program a minimum of one (1) semester in order to transition to a traditional school setting. Students with an Individualized Education Plan (IEP) shall enroll through the Office of Special Education and Student Support Services (757-591-4500, Option 5), prior to alternative education program determination. The determination shall be made by the IEP Committee. Returning students should immediately contact the Office of Student Conduct and Discipline to schedule a re-entry meeting to discuss alternative placement.
- Once the legal matter has concluded, please contact the **Office of Student Conduct and Discipline at 757- 591-4924** to set up a meeting to review the case and develop a plan for re-entry to zoned school.
- A student who has satisfactorily met the minimum requirements set forth by the Virginia Department of Education to graduate (or earn a high school diploma) but has been charged or found guilty of an offense relating to the Commonwealth of Virginia Laws requiring them to attend to an alternative education program in accordance with Virginia Code 22.1-277.2:1 may not participate in commencement exercises, unless the legal matter has concluded and the required documentation received. Confirmation in writing that the student has been found not guilty or the charges have been nolle prossed or dismissed must be provided to the Office of Student Conduct and Discipline two weeks prior to the date of a scheduled commencement exercise, for a student to participate in commencement. (See School Board Policy IKFB-Participation in Commencement Ceremony.)

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 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 Program Administrator of Student Conduct and Discipline 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 Program Administrator of Student Conduct and Discipline 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 Program Administrator of Student Conduct and Discipline, 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 2025-2026

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 **2025-2026 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 **2025-2026 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. 20202-4605



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 four directory information categories – names, addresses, telephone listings and student email—unless parents have advised the LEA that they do not want their 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 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, telephone listing and student email 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

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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

Is Your Child Ready to be Enrolled in Newport News Public Schools?

2025-2026 School Year

Learn about health requirements for enrollment. <https://www.vdh.virginia.gov/backtoschool/>

All students must receive the following vaccinations to enroll in and attend school. Students in Pre-K programs and elementary schools must also receive a physical exam. Review your child's vaccine needs based on their grade level this school year. The number of doses your child needs may vary based on age and previous doses received. Your child may need additional doses if previous doses were given too early.

HEALTH/IMMUNIZATION REQUIREMENTS	PRE-K (PEEP, ECC)	KINDERGARTEN-GRADE 5	GRADES 6-11	GRADE 12
Physical Exam (If physical is provided for a NNPS Pre-K program, another is not required to enter elementary school)	1 Exam: Performed within 12 months of initial entry	1 Exam: Performed within 12 months of first entry to school in any school division		
Haemophilus influenza type b (Hib)	1 to 4 doses			
Pneumococcal conjugate (PCV)	1 to 4 doses			
Hepatitis A (Hep A)	Pre-K through Grade 3: 2 doses			
Hepatitis B (Hep B)	3 doses	3 doses	3 doses	3 doses
Measles, Mumps, and Rubella (MMR)	1 dose	2 doses	2 doses	2 doses
Varicella (Chickenpox)	1 dose	2 doses	2 doses	2 doses
Polio (IPV/OPV)	3-4 doses	4 doses (4 th dose on or after 4 th birthday) or 3 doses if dose 3 given on or after 4 th birthday AND at least 6 months after dose 2		
Diphtheria, Tetanus, Pertussis (DTaP)	3-4 doses	4 doses (4 th dose on or after 4 th birthday) *If 7 years or older: 3 doses if dose 1 given on or after 1 st birthday AND dose 3 given at age 7 or older and at least 6 months after dose 2		
Tetanus, Diphtheria, and Pertussis Booster (Tdap)			Grade 7: 1 dose for ALL students Grades 8-12: 1 dose if not received prior to 7th grade entry	
Meningococcal conjugate (MenACWY, MCV4)			Grades 7, 8, 9, 10: 1 dose Grade 12: 1 dose on or after 16th birthday	
Human Papillomavirus (HPV)			Grade 7: 2 doses (1 dose before entry)	

Contact your child's health care provider if you have questions.
Vaccines are also available at the Peninsula Health Department.
Call (757) 594-7410 for more information.



Is Your Child Ready to be Enrolled in Newport News Public Schools?

2025-2026 School Year

Learn about health requirements for enrollment. <https://www.vdh.virginia.gov/backtoschool/>

All students must receive the following vaccinations to enroll in and attend school. Students in Pre-K programs and elementary schools must also receive a physical exam. Review your child's vaccine needs based on their grade level this school year. The number of doses your child needs may vary based on age and previous doses received. Your child may need additional doses if previous doses were given too early.

Physical: Pre-K: A report of a physical examination performed within 12 months of the first day of school is required to enroll regardless of birth month. Students who attend a NNPS Pre-K program and provide a physical exam are not required to provide another upon entry to K.

K-5th grade: **Students being admitted to NNPS for the first time are required to provide a report of a physical examination performed within 12 months of the date the student first entered school in any school division.** Out of state physical exams are acceptable if the information provided is comprehensive and inclusive of Virginia requirements.

Haemophilus Influenzae Type b (Hib): Required ONLY for children up to 60 months of age. A primary series consists of 2 or 3 doses. The child's age and not the number of prior doses received determine the number of doses required. Unvaccinated children 15 to 60 months are only required to have one dose.

Pneumococcal (PCV): Required ONLY for children less than 60 months of age. One to four doses, dependent on age at first dose, are required.

Hepatitis A (Hep A): Pre-K through grade 3: Minimum of 2 doses. The first dose given at age 12 months or older with at least 6 months between doses 1 and 2.

Hepatitis B (Hep B): 3 properly spaced doses (28 days between doses 1 and 2, 56 days between doses 2 and 3, 112 days between doses 1 and 3, and dose 3 must be given no earlier than 24 weeks of age). If 11-15 years of age AND Recombivax HB Adult Formulation is used, 2-dose schedule is acceptable with 4 months between doses.

Measles, Mumps, & Rubella (MMR): Minimum of 2 measles, 2 mumps, and 1 rubella. (Most children receive 2 doses of each as the vaccine usually given is the combination vaccine MMR). First dose must be given at age 12 months or older. Pre-K: 1 dose required. K-12: 2 doses, minimum of 4 weeks between doses.

Varicella (Chickenpox): Pre-K: 1 dose given at age 12 months or older. K-12: 2 doses with first dose at 12 months or older. Parental Report of Disease: All of the following must be reported: 1. Acute onset of the illness. 2. Maculopapulovesicular rash without other apparent cause. 3. Generalized and itchy rash with most lesions on the trunk. 4. Lesions crusted over. If all 4 criteria are met, school nurse may document history of disease in Part II, Section 1, of form MCH 213-F and initial the entry. If all 4 criteria are not met or the nurse is uncertain; refer parent to their private provider.

Polio (IPV): *Pre-K: 3-4 doses. K-12: 4 doses with one dose given on or after the 4th birthday. OR 3 doses ONLY if dose 3 was given on or after 4th birthday AND 6 months after dose 2.

Diphtheria, Tetanus, & Pertussis (DTaP, DTP, or Tdap): *Pre-K: 3-4 doses. K-12: 4 doses with one dose given on or after the 4th birthday. NOTE: Children age 7 years and older on a catch-up schedule need only 3 doses if the 1st dose was administered at 12 months of age or older and dose 3 was given at age 7 or older and at least 6 months after dose 2.

Tetanus, Diphtheria, and Pertussis Booster (Tdap): Grade 7: 1 booster is required for entry. Grades 8-12: 1 dose if not received prior to 7th grade entry.

Meningococcal Conjugate (MenACWY, MCV4): Grades 7, 8, 9, 10: 1 dose required for ALL students. Grade 12: 1 dose required for ALL and must be given on or after the 16th birthday.

Human Papillomavirus (HPV): All 7th grade students: 2 doses with first dose prior to entry. After reviewing educational materials approved by the Board of Health, the parent or guardian may elect for the child not to receive the HPV vaccine.

*Pre-K students with August or September birthdays may enroll with proof of 3 doses of DTP and IPV. An updated vaccine record which includes 4 doses of each must be provided within 30 days from 4th birthday. Must be up to date on all other vaccines and provide physical exam to enroll and begin school.

Contact your child's health care provider if you have questions.
Vaccines are also available at the Peninsula Health Department.
Call (757) 594-7410 for more information.



Health Services

Health Screening for students:

Screenings Required by Virginia Law

- **Vision and hearing:** Screenings are required for students in grades Kindergarten, 3, 7 and 10. First Step and out of state transfers will be screened if no documentation is provided on physicals.
- **Scoliosis:** Parents can request screening from the school nurse for grades 5 - 10.
- **Speech, Voice, and Language; and Fine and Gross Motor Functions:** All new students through 3rd grade are screened to determine if a referral for an evaluation for special education and related services is indicated.

All other screenings below are part of the Health Services program, but not required by Virginia Law

- **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
- 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 Contact Phone Numbers:

Children with illnesses, high fevers or injuries require Health Services to contact the parent or guardian. Please update phone numbers for parents, guardians, and emergency contacts through ParentVue. In the event of a medical emergency, 911 may be called and your student may be transported to an area hospital. We will attempt to notify parents/guardians before sending their child to the hospital. If we are unable to contact parents/guardians before, they will be notified as soon as possible thereafter. In most cases, parents are responsible for the 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 transport medications 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. Orders are valid for one school year. 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 is 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.

SCHOOL BASED MENTAL HEALTH THERAPY PROGRAM

What is the School Based Mental Health Therapy Program?

The School Based Mental Health Therapy Program is responsible for:

- providing therapy services to screen for therapeutic service provision
- assessing level of services needed based off of screening
- providing treatment using clinically researched based models of therapy to address trauma, depression, anxiety, and mood disorders
- providing individual, group, and family therapy sessions in the educational setting
- providing support regarding any life event or experience where students require assistance processing, coping, and managing emotions
- providing support for students who feel sad for an extended amount of time, lack motivation, or have experienced trauma
- teaching students coping skills to deal with life stressors during therapy sessions that take place within the educational setting

School Based Licensed Mental Health Professionals are:

- licensed by the State of Virginia as a Licensed Clinical Social Worker (LCSW) or a Licensed Professional Counselor (LPC), a Supervisor in Social Work, or a Resident in Counseling
- provide support for the student within the educational setting
- make recommendations to assist the student and their family with receiving additional support in the community
- assist school personnel in identifying issues or mental health concerns which pose a barrier to a student's success

Who is Eligible to receive School Based Mental Health Therapy Services?

Newport News Public Schools students are eligible for mental health therapy services with a School Based Licensed Mental Health Professional. Parents or Legal Guardians must sign a written consent for treatment prior to implementation of School Based Mental Health Therapy services.

How do you request School Based Mental Health Therapy Services?

School Based Mental Health Therapy services can be requested by self-referral, student referral, staff referral, or parent referral submitted to the designated School Based Licensed Mental Health Professional or by contacting the Supervisor of Student Support and Mental Health Care Services. Parents or Legal Guardians must sign a written consent for treatment prior to implementation of School Based Mental Health Therapy services.

STUDENT SUPPORT PROGRAM

What is the Student Support Program?

The Student Support Program is responsible for:

- providing resources to school personnel, students, and their family regarding issues impacting a student's education
- providing prevention and/or intervention services to include but not limited to alcohol, tobacco, and drug use, conflict resolution/mediation, suicidal ideation, cases of abuse and neglect, teen pregnancy, truancy, and poor academic performance
- collaborating with NNPS support staff and community-based mental health service providers
- determining, developing, and implementing individual and group support services based on need assessments and data

- ensuring continuous quality improvement of student support services and outcomes using the internal data base
- providing information on prevention and intervention services that promote resilience and student success
- providing substance abuse education, parent support groups, resource services, and referral linkage to other school support services or community-based services for students and families
- serving as members of the Crisis Response Team for students, faculty, and staff during and after a critical incident

Student Support Specialist are trained to:

- identify emotional and mental health concerns
- provide support for the student within the educational setting
- make recommendations to assist the student and their family with receiving additional support in the community
- assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health concerns which pose a barrier to a student's success

Who is Eligible to receive Student Support Services?

Newport News Public Schools students are eligible for services with the Student Support Program. Although the supervisor for the program is placed at the Administration Building and the student support specialists are placed in high schools and middle schools, we are a mobile team of professionals that can provide services in any school setting.

How do you request Student Support Services?

Student Support Services can be requested by self-referral, student referral, staff referral, or parent referral submitted to the designated Student Support Specialist or by contacting the Supervisor of Student Support and Mental Health Care Services.

Who are the Student Support and Mental Health Care Services Partners?

PARTNERS FOR MENTAL HEALTH CARE SERVICES

Hampton-Newport News Community Services Board (H-NNCSB) Mental Health Care Services Partnership:

- provides clinical consultation and referral information to school leaders for families in need of support
- provides assessments - at the appropriate level: clinical care, service identification, and referral services for students and their families
- provides in-person and virtual school based mental health care therapy services for elementary schools
- provides linkage to community resources for additional support (i.e. mentoring, mental health case management, medication management)
- helps families with obtaining Medicaid insurance for service provisions if they do not have medical insurance
- assists students with learning and using prevention and intervention strategies as it pertains to their mental health care plan
- monitors student progress in therapy
- collaborates with school staff to obtain written consent from parent or legal guardian
- provides individual, group, and family mental health care therapy services

National Counseling Group (NCG) Therapeutic Day Treatment (TDT) Services

- Therapeutic Day Treatment Monitoring (Pre-K-12th grade-various school sites)
- Therapeutic Day Treatment (TDT) is a partnership program supported by Newport News Public Schools (NNPS) and Intercept Health
- teams of mental health professionals are placed in elementary, middle, and high schools to provide services to help youth improve behaviors and emotional well being
- youth receive therapeutic support in the educational setting and learn behavior management skills in an effort to improve attendance, academic performance, and reduce suspensions

Resources:

- National Alliance on Mental Illness (NAMI) Mental Health
- Centers for Disease Control and Prevention: Mental Health
- Centers for Disease Control and Prevention: Need Help Right Now?
- Mental Health Care Screening
- National Institute of Mental Health

If you are in crisis or thinking about suicide:

- Call or text 988 Suicide & Crisis Lifeline <https://www.samhsa.gov/find-help/988>
- Call 1-800-273-8255 (TALK) or text "MHA" to 741741
- Call (800) SUICIDE for more national resources www.crisislink.org
- American Association of Suicidology at 202-237-2280 or www.suicidology.org
- National Suicide Prevention Lifeline, 1- 800-273-TALK (8255)

Linda Askew, L.C.S.W.

Supervisor, Student Support and Mental Health Care Services

(757) 591-4658 (Work

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. Parents and guardians have the right to excuse their child from part or all of family life education instruction. If a parent does not want their child to participate in the program, the parent should complete and return the Family Life Education Opt-Out Request Form found here:

<https://sbo.nn.k12.va.us/pe/familylife.html>

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

Grades K-2 are taught by the classroom teacher

Grades 3-8 are taught by Family Life Educators

Grades 9-10 are taught by the Health teacher

Further information is available on the NNPS website at <https://sbo.nn.k12.va.us/pe/familylife.html>

Kindergarten

Lesson 1: Families and Safety Rules

Students will demonstrate an 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.

Updated: 5/12/2025

Grade 3

Lesson 1: Coping with Strong Emotions/Terminology for Reproductive System.

Students will give examples of healthy coping strategies for dealing with strong emotions.

- Recognizing physical symptoms of strong emotions.
- Listing specific coping strategies for dealing with strong emotions.

Students will identify basic terminology for reproductive body 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.
- Safe Touches versus Unsafe Touches and how to handle unsafe approaches.
- Understanding the word “consent”.

Grade 4

Lesson 1: Peer Pressure/Puberty

Students will be able to recognize positive and negative peer pressure.

- Peer pressure and how it relates to substance use and abuse.
- Responding to negative peer pressure.

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, increased 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. The focus is on the development of a positive attitude toward oneself during puberty and appreciation for individual differences.

Grade 5

Lesson 1: Media Messaging on Sexuality, The Endocrine System, Reproductive Organs, and Personal Hygiene

Students will identify the effects that mass media can have on teenagers.

- Identify specific places where the media specifically targets young audiences.
 - Examine the messages from mass media as it relates to sexuality.
 - Identify ways to protect oneself when using social media.
- 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.

Updated: 5/12/2025

Middle School

Grade 6 (seven 45-minute classes)

Lesson 1: Introduction, Trusted Adults

Students will demonstrate an 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 puberty-related changes in both male and female anatomy.

- Age range for puberty in both 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 identify safe and unsafe uses of technology and demonstrate strategies for responding to inappropriate messages or online behaviors.

- 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

Updated: 5/12/2025

Grade 7 (seven 45-minute classes)

Lesson 1: Introduction, Trusted Adults

Students will demonstrate an 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 puberty-related changes 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 Abstinence

Students will assess how the media can influence their decision-making and understand the benefits of not engaging in sexual activity.

- The media's effect on society
- Explanation of abstinence as a prevention method for pregnancy and STIs
- Abstaining from drug and alcohol use to help prevent transmission of STIs
- Benefits of practicing abstinence
- Refusal skills and how to deal with peer pressure

Lesson 4: STI's Facts

Students will examine ways STIs are transmitted, signs and symptoms, and statistics

- Transmission of STIs
- Identifying signs/symptoms of STIs
- Discussion on the rate of STIs among teens

Lesson 5: Bacterial and Viral STIs

Students will examine treatment, prevention, complications, and protection methods for STIs.

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

Lesson 6: Sexual Harassment, Sexual Abuse/Assault

Students will demonstrate knowledge of sexual harassment, abuse/assault, and how it affects 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

Updated: 5/12/2025

Grade 8 (seven 45-minute classes)

Lesson 1: Introduction, Trusted Adults

Students will demonstrate an 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 Abstinence

Students will demonstrate knowledge of the reproductive systems and examine the benefits of abstinence.

- Review of male anatomical changes and functions
- Review of female anatomical changes and functions
- Explain abstinence as a prevention method for STIs
- Identify obstacles related to remaining abstinent

Lesson 3: Contraception

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

- Correction of myths related to pregnancy
- Hormonal methods and how they can help prevent pregnancy
- Barrier (non-hormonal) methods and how they can help prevent pregnancy/STIs.
- Explanation of abstinence as a prevention method for pregnancy and STIs

Lesson 4: STI

Students will identify the myths related to STIs and how STIs are spread and treated.

- Identify the different myths related to STIs and where the myths originate
- Examine why teenagers have a high rate of STIs
- Discussing how STIs are spread and treated
- Analyzing STI statistics

Lesson 5: STIs Bacterial/Viral

Students will examine treatment, prevention, complications and protection methods for STIs.

- Discussing how viral, bacterial, and parasitic STIs are spread and treated
- Identifying ways to prevent contracting STIs
- Abstaining from drug and alcohol use to help prevent transmission of STIs
- Treatment options for those with suspected STIs

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

Updated: 5/12/2025

Grade 9 (Get Real Curriculum)

Lesson 1: Sexuality and Gender

Students will describe how physical, emotional, and social factors contribute to human sexuality and explain how personal values, family relationships, and identity influence healthy development.

- Identify human sexuality as having physical, emotional, and social aspects.
- Recognize the value of family relationships in understanding human sexuality.
- Explain the interrelationship of mental and emotional development and social health to the onset of sexuality.
- Recognize the importance of setting standards for the development of relationships.
- Describe the effects of personal values on individual health practices.
- Identify the effects of discrimination based on sexual orientation and gender identity.
- Recognize individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

Lesson 2: Sexual Anatomy and Protection Methods

Students will analyze reproductive health, identify effective pregnancy and STI prevention methods, and demonstrate responsible decision-making in sexual relationships.

- Analyze the issues related to teenage pregnancy.
- Review the process of human reproduction and understand the benefits of postponing premarital sexual activity.
- Relate how the use of alcohol and other drugs impairs responsible decision-making.
- Identify abstinence from sexual activity and the appropriate and effective use of contraception as methods of preventing pregnancy and STIs.
- Demonstrate skills in making responsible decisions in sexual relationships.

Lesson 3: Preventing Sexually Transmitted Infections (STIs)

Students will identify ways to prevent the spread of STIs, explain the benefits of postponing sexual activity, and apply decision-making skills to protect their sexual health.

- Identify the issues associated with infection and disease prevention and control.
- Identify abstinence from sexual activity and the appropriate and effective use of contraception as methods of preventing pregnancy and STIs.
- Explain the effects of early sexual activity outside of marriage and identify the benefits of postponing sexual activity.
- Demonstrate skills in making responsible decisions in sexual relationships.

Lesson 4: Assertive Communication, Negotiating Postponement and Protection

Students will demonstrate assertive communication skills to express personal boundaries, negotiate postponement of sexual activity, and make healthy relationship choices based on their values.

- Recognize the importance of setting standards for the development of relationships.
- Describe the effects of personal values on individual health practices.
- Explain the effects of early sexual activity outside of marriage and identify the benefits of postponing sexual activity.
- Demonstrate skills in making responsible decisions in sexual relationships.

Lesson 5: Relationships and Social Media

Students will evaluate the impact of social media on relationships, identify safe and respectful behaviors online, and explain strategies to prevent and report sexual harassment, assault, and sexting.

- Identify human sexuality as having physical, emotional, and social aspects.
- Explain the interrelationship of mental and emotional development and social health to the onset of sexuality.
- Recognize the importance of setting standards for the development of relationships.
- Describe the effects of personal values on individual health practices.
- Identify strategies for preventing and reporting sexual assault and molestation.
- Identify issues regarding social media and sexually explicit communication (sexting); analyze the legal consequences; and identify the strategies for prevention.

Updated: 5/12/2025

Lesson 6: Assessing Risk and Accessing Sexual Health Care

Students will assess their risk for pregnancy and STIs, identify prevention and protection strategies, and explore how to access reliable sexual health care and resources.

- Review the process of human reproduction and understand the benefits of postponing premarital sexual activity.
- Identify the issues associated with infection and disease prevention and control.
- Identify abstinence from sexual activity and the appropriate and effective use of contraception as methods of preventing pregnancy and STIs.
- Demonstrate skills in making responsible decisions in sexual relationships.

Grade 10

Lesson 1: The Teenage Brain, Relationships, and Consent

Students will explain how brain development impacts decision-making, identify characteristics of healthy and unhealthy relationships, and demonstrate ways to support peers while recognizing resources for dating violence and consent.

- Describe how adolescent brain development affects decision-making.
- Identify personal values about sex and relationships.
- Identify negative outcomes of sexting.
- Identify at least three characteristics of healthy relationships.
- Identify at least three characteristics of unhealthy relationships.
- Develop skills for helping a friend in an unhealthy relationship.
- Identify at least one dating violence resource in the community.

Lesson 2: Sexually Transmitted Infections (STIs) and Protection Methods, Pregnancy and Fetal Development

Students will describe how STIs and pregnancy occur, how to prevent them, and explain stages of pregnancy, fetal development, and prenatal health.

- Identify the 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 for using a condom.
- Identify how hormonal, barrier, and behavioral methods of birth control work to prevent 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 3: Decision Making and Budgeting for the Future

Students will apply the decision-making process to real-life situations, including goal setting, relationships, and budgeting, to plan for a healthy and successful future.

- Examine factors to be considered in life-goal planning.
- Explain the factors to be considered in preparing for dating and marriage.
- Identify the steps in the decision-making process to solve specific problems.

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

Eating Disorders Hope: www.eatingdisordershope.com

National Eating Disorder Association 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, under the section, Eating Disorders

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

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.

Child Find

8 VAC 20-81-50

Child Find is a component of the Individuals with Disabilities Education Act (IDEA). NNPS implements ongoing and continuous strategies to identify, locate, and evaluate children residing or parentally placed in private schools (including those that are homeschooled or home-tutored) within its jurisdiction who are ages two (2) through twenty-one (21) and are in need of early intervention or special education and related services. NNPS provides evaluations for children who are suspected of having a disability. Contact the administrator at your student's school for information regarding referrals for special education.

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 Rights and Responsibilities Handbook. One copy, found in your handbook 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. Wear lab goggles any time labs are being conducted as when directed to by the teacher.
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

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 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.

damaged electrical equipment.

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

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 Works pace 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):

- 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 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** (at <https://www.google.com/edu/trust/>), the **Google Workspace for Education Privacy Notice** (at https://workspace.google.com/terms/education_privacy.html), and the **Google Privacy Policy** (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** (at 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** (at 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 every day, 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. Loaners will not be provided during the school year for forgotten devices that are not deemed defective, damaged, lost, or stolen. Devices deemed defective, damaged, lost, or stolen **will be** replaced upon verification by the building Technical Support Specialist (TSS). 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.

Exceptions: Loaners will be provided to students during the SOL testing window.

Lost or Stolen	A reported missing device that is no longer physically present with the assigned student and has verified non activity from the assigned student by the building tech.
Damaged	Physically visible damage to any device where the technology becomes inoperable: Screen cracks, buttons, broken keypad, computer dented, USB accessibility broken, multiple keys missing, and screen separated, etc.). Intentional: Malicious intent to destroy technology equipment. Accidental: Unmalicious intent resulting in damaged technology equipment as a result of unintentional or uncontrollable damage to technology equipment.
Defective	Device malfunction resulting from inoperable Hard Disk Drive (HDD), Motherboard, Bios, CMOS, CPU, Computer Storage and Memory, Cache Memory, RAM, and ROM.

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:

ITEM	FEE	DESCRIPTION
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	\$125 – 1 st occurrence \$250 – 2 nd occurrence \$480 – 3 rd occurrence	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 will have a gradual increase based on the number of offenses. The fee for lost and stolen will be the full cost of the device after the second occurrence.
Damaged Beyond Repair	\$125 – 1 st occurrence \$250 – 2 nd occurrence \$480 – 3 rd occurrence	In the event a Chromebook is damaged beyond repair, the fee for a replacement will be based on the number of occurrences. After the second occurrence, the fee for devices damaged beyond repair will be the full cost 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 \$480).

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.

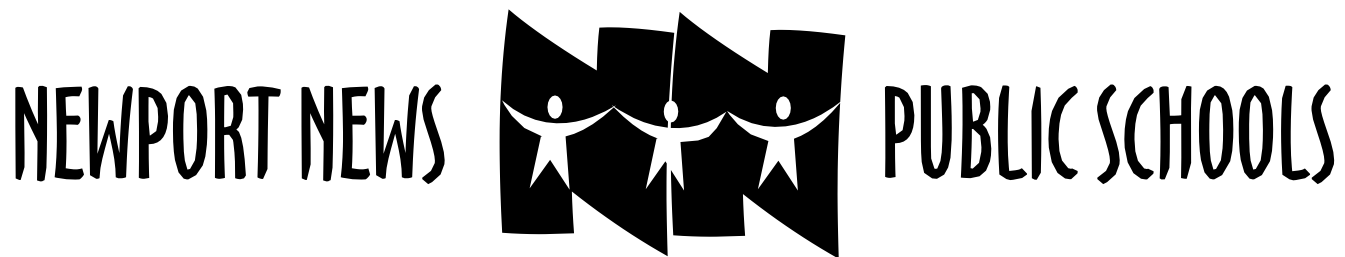
Full name of student

Student ID #

Printed name of parent/guardian

Signature of parent/Guardian

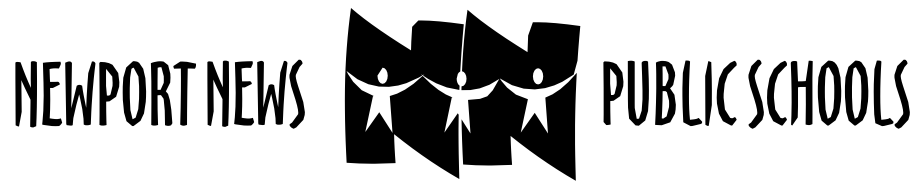
Date



DIVISION DIRECTORY

DEPARTMENT	PHONE NUMBER
Academic Services	757-283-7850
Child Nutrition	757-881-5030
Central Records Transcript Request	757-283-7879
Community Relations	757-591-4616
Driver Education	757-591-4601
Elementary School Leadership	757-591-4628
ESL Welcome Center	757-283-7823
Family and Counseling Engagement	757-283-7801
Health Services	757-591-4646
School Board Office	757-591-7416
School Counseling	757-591-4644
School Safety	757-881-5061 ext. 11137
Secondary School Leadership	757-591-4647
SpeakUp (Anonymous Reporting)	757-765-4440
Special Education and Student Support Services	757-591-4500 Option #5
Student Conduct and Discipline	757-591-4924
Technology Help Desk	757-881-5461 Option #3
Transportation	757-881-5052

Visit us at www.nnschools.org!



**School Board
2025-2026**

**Maritsa Alger
Rebecca Aman
Terri L. Best, Ph.D.
Douglas C. Brown
Rasheena D. Harris
Gary B. Hunter
Lisa R. Surles-Law**

**Kyla Leggette
Student Representative**

**Michele Mitchell, Ed.D.
Superintendent**

The Newport News school division does not discriminate on the basis of race, color, religion, ethnic or national origin, sex, pregnancy, childbirth or related medical conditions, age, marital status, disability, sexual orientation, gender identity, genetic information, or status as a veteran in its programs, activities, or employment practices as required by the Title VI, VII, and 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>