



BELIEVE-N-U ACADEMIC DEVELOPMENT CENTER

2022-2023 STUDENT/PARENT HANDBOOK



This Student/Parent Handbook may change at any time during the fiscal year.

A copy of the handbook can be readily accessed digitally at www.believe-n-u.com.

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Revised August 2022

Acknowledgement of Student Parent Handbook



(To be signed and returned to the School Administrator)

I hereby acknowledge that the Believe-N-U Academic Development Center Student Parent Handbook has been reviewed by myself and my child(ern). My signature below indicates that I received and have read the Student Parent Handbook. The information in the Student Parent Handbook is subject to change. I understand that changes in school policies may supersede, modify, or eliminate the information summarized in this Handbook. As the school provides updated policy information, I accept responsibility for reading and abiding by the changes.

Parent Signature

Date

Student Signature

Date

School Administrator Signature

Date

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The BNU_ADC enrolls students and conducts all educational programs, activities, and employment practices without discrimination based on gender, race, religion, age, national origin, ancestry, creed, marital or parental status, sexual orientation, pregnancy, or physical, mental, emotional, or learning disability.

History of School

440

Who We Are?

The Believe-N-U Academic Development Center (BNU_ADC) is a private day school for students with disabilities located in Prince George, Virginia. It was founded by a parent, Demetria Jennings, to help other parents. Demetria Jennings knows firsthand the frustrations that a parent feels when their child is not performing as well as they know they can in their academic endeavors. BNU_ADC was developed to give parents and students an alternative to the regular school setting. With our small classroom setting of 5 to 10 students we can provide students with their needed accommodations so they can meet their individual academic goals. BNU_ADC serves 45 students in grades Kindergarten-12th with learning and other developmental disabilities.

Philosophy

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In collaboration with parents, the Believe-N-U Academic Development Center offers innovative programming that considers the individual needs of each student. This approach requires a continuum of services and environments—from the most restrictive, to transitioning to a regular education classroom.

Our Mission

The mission of Believe-N-U Academic Development Center (BNUADC) is to empower students to achieve academic and personal goals, which set the priorities and focus for the school. These goals are centered on six themes:

- To increase academic achievement for all students as evidenced by state, national, and international standards.
- To provide and maintain a safe and orderly learning environment.
- To create an environment that promotes active engagement, accountability, and collaboration of all stakeholders to maximize student achievement.
- To create an environment that promotes critical thinking, creative thinking, communication, collaboration, and citizenship readiness.
- To provide high quality systems of support services delivered timely and promote academic performance at, above and beyond students' academic levels.
- To recruit, develop, and retain highly qualified and effective staff.

Our Vision

The vision of Believe-N-U Academic Development Center is to be a school of high performance preparing ALL students to live and compete successfully in a global society.

440.A.2

Core Beliefs

- We believe children are priority on all our resources. Everyone belongs.
- We believe education is the distributive responsibility of the student, families, the school, and community.
- We believe effective communication and understanding among all stakeholders of our diverse school community are essential to achieving the educational goals.
- We believe a caring learning environment occurs where all stakeholders' experiences security, dignity, and respect. *Success is Unique!*

School Objectives

210.4

Believe-N-U Academic Development Center (BNU_ADC) offers a comprehensive educational program for students in kindergarten through 12th grade. To be enrolled into BNU_ADC a student must be between the ages of 5-22. Currently our school's capacity is 45 students.

The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autism Spectrum Disorders and other developmental disabilities to include Developmental Delay (DD), Other Health Impaired (OHI), Intellectual Disability (ID), Emotional Disability (ED), Multiple Disabilities (MD), Specific Learning Disability (LD), and Speech-Language Impairment (SLI), using a multidisciplinary approach addressing individual needs.

BNU_ADC offers services to students in accordance with their Individualized Education Program (IEP), 504 Plan and/or Individualized Instruction Program (IIP). The school's program offering is based on Virginia's Standard of Learning (SOL) objectives. Additionally, the school offers basis skill development for students, but offers a rich curriculum in the areas of math, Language Arts, Science, History, Music, and Art appreciation along with physical education. The curriculum is one that is utilized from the placing local school division.

440.A.2

Our primary purpose is to work together with children, youth and families with Autism and other related disabilities for continuous improvement in the quality of life for all those affected. We strive to provide each student with the knowledge and practical skills essential for their successful integration into the least restrictive environment making them feel included, empowered, and independent in all environments including the school, community, and home. Our goal with each student is to return him or her to the least restrictive learning setting.

BNU_ADC's objectives are as follows:

- To work in collaboration with all stakeholders to provide an appropriate education to all students regardless of their specific needs.
- Provide an innovative approach to educate students with the goal of successful transition back into the public-school sector and into the community as functional members of society.
- Provide individualized instruction that spans across the students' continuum of services and meets each of their needs.
- Provide a student-centered approach to education in their least restrictive environment
- Facilitate an environment where parents feel welcome and are insured that their children are receiving the best education catered to the needs of the child.

Individualized Approach

Together with parents, the school provides a multifaceted approach to learning, addressing the needs of students on an individual level. Facets taken into consideration include:

- Age
- Cognitive Ability
- Need of Structure
- Severity of Behavioral Symptoms

Our classes focus on the development of skills in areas such as:

- Communication
- Independence
- Self-Help
- Cognitive Skills
- Social Skills
- Sensory Integration

Learning Environment

590

Educational and scientific research indicates the effectiveness (especially in the early grades) of highly structured, intensive teaching methods for students with autism and other developmental disabilities.

Students are instructed both individually and in groups. The areas include listening, speaking, reading, and writing. All areas of a student's curriculum are individualized and personalized based on the student's individual needs. The curriculum is implemented using evidence-based procedures and scientific teaching practices with a foundation in Applied Behavioral Analysis (ABA) and Verbal Behavior for children with autism spectrum disorders and other developmental disabilities. Our staff consist of licensed and board-certified behavior analysts and assistant behavior analysts. ABA techniques and practices are incorporated throughout each student's individualized program. The school places a strong focus on staff training and development. Research-based training, with measurable outcomes such as multi-sensory teaching, positive behavioral supports, etc., is used to equip staff in fulfilling the school's mission of developing the full potential of our students.

All related services will be provided through the locality or Believe-N-U Academic Development Center (BNUADC) when requested.

General Physical Facility & Equipment

370.D & 590

Believe-N-U Academic Development Center's (BNU_ADC) facility is ADA compliant and the square footage is appropriate for at least 45 students. The school's classrooms are adequate, safe, and properly equipped. The classrooms are well lit and there are desks and chairs to accommodate up to 45 students. There are computers in the facility, a kitchenette and a storage area for school and office supplies. Both girls' and boys' restrooms are wheelchair accessible with grab bars.

BNU_ADC uses computers within the classroom to supplement the instruction of students. All students are supervised during such time. The use of the Internet is allowed for research papers or information regarding classroom topics.

Personal e-mail is prohibited during the school day.

BNU_ADC has established a relationship with the Prince George Library in Prince George, VA that enables the students at the school to check out books and other materials when they visit.

Student Application & Admission Process

410

The school's educational program is based on individual need to include academic instruction based on the student's IEP, 504 Plan or IIP. The school's academic instruction is based on Virginia's

Standards of Learning (SOLs) in conjunction with community-based instruction, behavior-management, and related service collaboration. Services will be delivered using a multidisciplinary approach that address individual needs.

The Believe-N-U Academic Development Center (BNU_ADC) has an open enrollment policy and accepts applications from local school divisions and families for students in grades K–12. To be enrolled into the BNU_ADC a student must be between the ages of 5-22.

The school, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of differently-abled students within the Autism Spectrum Disorders and other developmental disabilities to include Developmental Delay (DD), Emotional Disability (ED), Multiple Disabilities (MD), Other Health Impaired (OHI), Intellectual Disability (ID), Specific Learning Disability (SLD), and Speech-Language Impairment (SLI), using a multidisciplinary approach addressing individual needs.

Placing school divisions initiate the process by referring students. A tour of BNU_ADC's facility is the best way to gather initial information about the school's programs. Tours are conducted on a flexible basis and will include a presentation of the school and its philosophy, an insight of a typical school day, an overview of the programs available, and specifics about the admissions process. You can schedule a tour by calling the school at (804) 458-5812.

The student application can be found as a hyperlink on the website or obtained directly from BNU_ADC. During the admissions process, we work with families to place students in the appropriate classroom/programs by reviewing provided academic information. We request placing school divisions to submit the most recent versions of the following documents:

- Standardized test results, including SOL test scores
- Official report card and interim reports
- Guidance counselor or other staff comments
- Behavior Intervention Plans
- All evaluations to include psychological, educational, speech and language, occupational therapy, and physical therapy.
- Eligibility minutes
- Individual Educational Program and progress reports
- Disciplinary records and Attendance records
- Comprehensive Physical including immunization records

Upon receipt of the completed student application and requested paperwork, staff from BNU_ADC will review admissions packet to determine suitability of this program to serve the specific needs of the student for which an application has been submitted. BNU_ADC staff will notify the referring school division and parent with admission determination.

The completed application and paperwork can be emailed to admissions@believe-n-u.com or faxed to (804) 234-8797. Please allow 1-2 business days to receive a confirmation call about receiving your application.

Attendance, Tardiness & Early Dismissal

Regular school attendance is one of the most important factors determining your child's academic success. The law states that regular school attendance is mandatory. Absences for the following reasons are considered *excused absences*: illness, quarantine, or medical/dental care; funeral for immediate family member; family emergency; required appearance in court; and observance of a religious holiday. Absences due to family trips or any other reasons not on the previous list are *unexcused absences*. When possible, please schedule doctors' appointments after school hours or towards the end of the school day.

Students are encouraged to attend school daily to benefit from the educational program. Parents are requested to have students arrive on time each day. Presence and participation in classroom activities improve learning for students, and goals established in the IEP, 504 Plan and/or IIP.

Students who leave school before dismissal time must be signed out. Parents are requested to inform the School Administrator or designee in writing stating the time of the early dismissal. Also, please inform the office in writing if someone other than the parent will pick up the student. Students will only be released to the parent or a person on the student's approved pick-up list.

When a student is absent from school, the absence must be verified with a written documentation from the parents within two (2) days upon the student's return to school. If no documentation is received, the absence will be recorded as Unexcused. Attendance is documented daily.

Parents must provide written notification or call the school before 9:00 a.m. every day your child will not be attending school, even during absences of multiple days. Include the following information in your note or phone message:

- The student's full name
- The student's grade level or teacher's name
- Your name and relationship to the child
- The reason for the absence (sick, vacation, etc.)
- The duration of the absence (will be in by 10:30 a.m., etc.)

When a student has received five unexcused absences, the School Administrator or designee will make a reasonable effort to contact the parent/guardian via telephone or using other communication devices. During the direct contact with the parent and the student (if appropriate), reasons for nonattendance shall be documented, an attendance plan shall be made with the student and parent or parents to resolve the nonattendance issues and the consequences of nonattendance explained.

Within 15 school days from the date of the student's sixth unexcused absence for the school year, the School Administrator or designee will conduct and (an) attendance conference that will include the parent, student, and all necessary school personnel to follow up on the student attendance plan and reiterate the importance of student attendance and the consequences for the lack of nonattendance.

The School Administrator designee will notify the school division with any attendance issues. All students benefit when they arrive on time and are present for the entire school day.

Procedures to Resolve Complaints

210.13

Believe-N-U Academic Development Center (BNU_ADC) is responsible for the development and implementation of an accessible policy and procedures to handle school related complaints from students, parents, and employees.

BNU_ADC believes in open communication with students, parents, and employees. If students, parents, or staff members have concerns regarding the delivery of services or other school related concerns with the program then contact must be made with School Administrator or the designee. At the time of notification of the concern, BNU_ADC will provide the complainant with written notification of the right to file a complaint with the department's private school licensure office. It is the goal of BNU_ADC to resolve all concerns with the complainant. If the concern is not resolved after discussion with the School Administrator, the School Administrator can offer to mediate the concern with the complainant if both parties agree.

If the issue is not resolved during mediation, then a formal complaint may be filed with the VDOE Private School Licensure Office.

Procedures to Follow in Emergencies

380

In the event of an emergency such as fire, injury, illness, and violent or threatening behavior, Believe-N-U Academic Development Center (BNU_ADC) follows the plans below:

Fire

In the event of a fire, all students will be moved away from the location of the fire. Students will exit the building with staff members to the grassy field over behind the building near the picnic tables in front of the teller machine.

When appropriate, (if the fire is not near the fire extinguishers), staff members will attempt to extinguish the fire. All staff members are trained in the use of fire extinguishers, which are in the hallway, the kitchen, and the storage closet. If the fire is not manageable, the local fire department will be called. In both cases, the fire department will be notified.

If it is safe to return to the building, then students will return to school. All parents will be notified of the fire emergency either through a letter or telephone call.

Injury

When a student is injured during the school day, the administrator or designee is responsible for ensuring that first aid procedures are utilized on or on behalf of the student. Professional Staff members are to contact the parent immediately and apprise them of the injury. If a serious incident occurs, then proper authorizes (local ambulance) will be contacted along with the parents.

Illness

When a student becomes ill during the school day, the administrator is responsible for removing the student from other students in the school. The parent is contacted immediately and apprised of the illness. The student will be removed from class and isolated from other students. The student will be placed in the quiet area located in the back of the facility near the restroom and storage area.

Violent or Threatening Behavior

When a student becomes violent or demonstrates some type of threatening behavior on school property or during a school-sponsored activity, BNU_ADC staff will remove all other students from the area to ensure their safety. The violent student will be given time to calm down. Staff will remain in the area where the student who has become violent to prevent the student from injuring him/herself. Persons trained in behavior intervention techniques will initially be responsible for calming the student. The parents will be contacted to pick up their student if student does not respond to calming techniques.

Grading Scale & Practice

Students will receive grades from the classroom teacher, based on the grading scale below. In addition to the grading scale, students will receive progress reports on specific goals identified on their IEP, IIP or 504 Plan. Grading scale for students' graded papers and report cards in grade Kindergarten through 12th.

Graded Papers	
A	93–100%
A-	90–92%
B+	87–89%-
B	83–86%-
B-	80–82%
C+	77–79%
C	73–76%
C-	70–72%
D+	67–69%-
D	63–66%-
D-	60–62%
F	0–59%

Report Cards	
A	90–100%
B	80–89%
C	70–70%
D	60–69%
F	0–59%

Graduation Requirements & Diplomas

450. C, 520.G, & 610.B

Believe-N-U Academic Development Center (BNU_ADC) currently serves students from Kindergarten to 12th grade. BNU_ADC coordinates with school districts regarding graduation requirements, transcripts, and diploma status.

Statewide Assessments & Public Schools

450. D

Students in grades 3 through 12th from the public school who participate in the Virginia assessment program will participate in the assessment(s) as prescribed in their IEP or 504 Plan. Believe-N-U Academic Development Center (BNU_ADC) will coordinate and cooperate with the placing public school in the administration of SOL tests.

Upon placement from the public school, the School Administrator or designee will discuss with the school's representative how and when the administration of SOL tests will take place. The administration of SOLs will be coordinated using the testing window from the Virginia Department of Education.

The school administration and school representative will review the student's IEP or 504 Plan to determine the student's involvement in SOL(s) and their testing accommodations. BNU_ADC will coordinate with the school Division Director of Testing (DDOT) or designee of the locality for testing, appropriate accommodations and/or the process for the collection of evidence needed for SOL tests. All SOL data will be provided to the placing school division upon completion of SOL tests.

Individualized Education Program (IEP) Development Process

460

All students entering the Believe-N-U Academic Development Center (BNU_ADC) with an IEP will follow the process below:

- A representative of the private school will attend IEP meetings upon the request of the student's school division. If a representative is not able to attend, the school will use other methods to ensure participation including individual or conference telephone calls.
- Any meetings to review and revise the student's IEP may be initiated and conducted by the private school at the discretion of the student's school division.
- If the private school initiates and conducts these meetings, the student's school division and the parent(s) will:
 - Be involved in any decision affecting the student's IEP;
 - Agree to any proposed changes in the program before those changes are implemented; and
 - Be involved in any meetings that are held regarding reevaluation.
 - A parent does not include local or state agencies or their agents, including local departments of social services, if the student is in the custody of such an agency.

When a student with a disability is placed by a local school division or family assessment and planning team in a private school, all rights and protections under state and federal regulations shall be extended to the student.

Individualized Instruction Program (IIP) Development Process

470

Students not determined eligible for special education and those placed by parents will have an Individualized Instruction Program (IIP) developed within 30 business days of enrollment that describes strengths and needs of the student, current level of functioning, goals, objectives, course of study and primary goals for students 12 years of age and older.

Believe-N-U Academic Development Center (BNU_ADC) will request with written consent of the parent the student's education records from the last school attended and information from other agencies as appropriate. This information will be used in developing the student's IIP.

The IIP will contain a beginning and ending date of services.

A team that includes the School Administrator or teacher, other staff as appropriate, parent, and student as appropriate will review the IIP at least annually.

Student progress reports will be provided to the parent at least quarterly.

Academic Program

The school's educational program is based on individual need to include academic instruction based on the student's IEP, 504 Plan or IIP. The school's academic instruction is based on Virginia's Standards of Learning (SOLs) in conjunction with community-based instruction, behavior-management, and related service collaboration. Services will be delivered using a multidisciplinary approach that address individual needs.

Every middle and high school student enrolled at Believe-N-U Academic Development Center will develop a personal learning plan that aligns academic and career goals with the student's course of study, regardless of disability category. The development of a student's Academic and Career Plan (ACP) begins in sixth grade and is used as a guide for course selection and student development in subsequent years (Students who transfer into our school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment). Collaboration with the locality and parent is included in the plan development (if the student enrolls into the school without one).

ACPs shall include, but are not limited to, the student's program of study for high school graduation and chosen postsecondary career pathway based on the student's academic and career interests. According to the Virginia Department of Education, an ACP is a working document that supports achievement by engaging students in discussions and activities that support college and career readiness in an ongoing manner. Students develop and adjust their plans in collaboration with school professionals and parents who work together to support student academic and career goals.

Important VDOE diploma requirement links for Virginia Diplomas following diploma types are offered here <http://www.doe.virginia.gov/instruction/graduation/credits/index.shtml>.

Included at this link are the full details for the following diplomas

- Advanced Studies Diploma
- Standard Diploma
- Applied Studies Diploma
- Other Diplomas & Certifications

As stated previously the Believe-N-U Academic Development Center (BNU_ADC) currently serves students in grades Kindergarten through 12th grade. A rich elementary, middle, and high school curriculum endorsed by the Virginia Department of Education and the Local Education Agencies served by BNU_ADC with the focal areas being elementary, middle, and high school Math, English, Science, History/Social Studies, Music, and Art along with physical education, and approved VDOE electives will be offered.

490 F., G., H.

Language Arts –Kindergarten through 2nd Grade topics:

- Oral Language;
- Reading; and
- Writing.

Language Arts– Grades 3rd through 12th Grade topics:

- Communication;
- Reading;
- Writing; and
- Research.

Math – Grades Kindergarten through 8th topics:

- Number and Number Sense;
- Computation and Estimation;
- Measurement;
- Geometry;
- Probability and Statistics; and
- Patterns, Functions, and Algebra.

Math – Algebra I topics:

- Expression and Operations
- Equations and Inequalities
- Functions and Statistics

Math –Geometry topics:

- Reasoning, Lines and Transformations
- Triangles
- Polygons and Circles
- Three Dimensional Figures

Math – Algebra Functions/Data Analysis topics:

- Algebra and Functions
- Data Analysis

Math-Algebra II topics

- Expressions and Operations
- Equations and Inequalities
- Functions
- Statistics

Science – Grades Kindergarten and 1st topics:

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;
- Life Processes;
- Interrelationships in Earth/Space Systems;
- Earth Patterns, Cycles, and Change; and
- Earth Resources.

Science – Grades 2nd - 4th topics:

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;

- Life Processes;
- Living Systems;
- Interrelationships in Earth/Space Systems;
- Earth Patterns, Cycles, and Change; and
- Earth Resources.

Science – Grade 5th topics:

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;
- Living Systems;
- Interrelationships in Earth/Space Systems; and
- Earth Patterns, Cycles, and Change.

Science – Grade 6th topics:

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;
- Living Systems;
- Interrelationships in Earth/Space Systems;
- Earth Patterns, Cycles, and Change; and
- Earth Resources.

Science – Grade 7th topic:

- Life Science

Science – Grade 8th topic:

- Physical Science

Science – Grade 9th -12th topic:

- Environmental, Earth Science
- Biology
- Chemistry
- Physics

History/Social Studies – Grades Kindergarten through 3rd topics:

- History;
- Geography;
- Economics; and
- Civics

History/Social Studies – 4th Grade:

- Historical and geographical analysis and responsible citizenship skills;
- Virginia: The Physical Geography and Native Peoples;
- Colonization and Conflict: 1607 through the American Revolution;
- Political Growth and Western Expansion: 1781 to the Mid 1800s;
- Civil War and Postwar Eras; and

- Virginia: 1900 to the Present.

History/Social Studies – 5th Grade:

- Historical and geographical analysis and responsible citizenship skills;
- Geography;
- Exploration to Revolution: Pre-Columbian Times to the 1770s;
- Revolution and the New Nation: 1770s to the Early 1800s;
- Expansion and Reform: 1801 to 1861; and Civil War: 1861 to 1865.

History/Social Studies – 6th Grade:

- Historical and geographical analysis and responsible citizenship skills;
- Geography;
- Reconstruction: 1865 to 1877;
- Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s;
- Turmoil and Change: 1890s to 1945; and
- The United States since World War II.

History/Social Studies – 7th and 8th Grade:

- Civics & Economics
- History/Social Studies
- World History
- Geography to 1500

History/Social Studies – 9th through 12th Grade:

- Civics & Economics
- History/Social Studies
- World History
- Geography

Music – Grades Kindergarten through 12th topics:

- Music Theory/Literacy
- Performance
- Music History and Cultural Context
- Analysis, Evaluation, and Critique
- Aesthetics

Art – Grades Kindergarten through 12th topics:

- Visual Communication and Production
- Art History and Cultural Context
- Analysis, Evaluation, and Critique
- Aesthetics

Physical Education – Grades Kindergarten through 8th topics:

- Motor Skill Development
- Anatomical Basis of Movement
- Fitness Planning/Social Development/Energy Balance

Physical Education – Grades Kindergarten through 12th topics:

- Essential Health Concepts
- Healthy Decisions
- Advocacy and Health Promotion

Health & Physical Education

Believe-N-U Academic Development Center (BNU_ADC) currently utilizes its campus for health and physical education for students in grades K through 12. Students attending BNU_ADC participating in Health and PE follow grade level SOLs for their perspective grade levels. Students are encouraged to wear comfortable clothing on physical education days.

Art & Music

Believe-N-U Academic Development Center (BNU_ADC) teachers and staff will provide opportunities for all students to gain appreciation for art and music. It will be incorporated into the curriculum.

Assignment, Collection, & Evaluation of Student Work

The teacher of record of the student at Believe-N-U Academic Development Center (BNU_ADC) is responsible for grading classwork, homework, and assignments. When a student misses' classwork, homework, or assignments, at the discretion of the teacher, the student will be allowed to complete or make-up work. The make-up work may take place in class or can be sent home with the student.

Monitoring of Student Progress

Student Portal (QuickSchools) allow students and their parents to track attendance and academic progress. Teachers are expected to post assignments and make grades visible to parents and students every two weeks in the student's portal. QuickSchools app is available for free from Apple's App Store and Google Play.

The parent can contact the school administrator or designee to receive a code if they do not have already have one. The parent can readily access the QuickSchools link on our school's webpage at www.believe-n-u.com.

Individual Student Alternative Education Plans (ISAEP)

530

Believe-N-U Academic Development Center (BNU_ADC) does not participate in the ISAEP program currently. All students attending BNU are pursuing an Advanced, Standard or Applied Studies diploma.

Transition – Movement from Private School to Public School

540.B

Believe-N-U Academic Development Center (BNU_ADC) is committed to transitioning all students to their home school setting with access to the general curriculum in their lease restrictive

environment. This process starts from the time the student enters BNU_ADC. Goals and objectives described in the students' IEP, IIP or 504 Plan are designed to assist with this transition.

When students master their goals and are ready to move from the private school back to the public school, a transition plan is developed to assist with that move. The participants will include a representative from the public school, parents, and appropriate staff from BNU_ADC.

School Sponsored, CPR, Outdoor Adventure Process & Procedures

550.A, B., C.

School sponsored extracurricular activities will be under the supervision of staff employed at Believe-N-U Academic Development Center (BNU_ADC). These extracurricular activities are coordinated and organized in such a manner to avoid interruptions of the instructional program. Extracurricular activities are designed to enhance instruction or assist in the development of social and/or life skills.

All extracurricular activities will require permission from parents before a student can participate. CPR and first aid certification are required of all licensed profession staff at BNU_ADC. Students participating in school sponsored activities will be under the supervision of CPR and first aid certified staff.

BNU_ADC does not take students on outdoor adventure activities or offer programs such as canoeing, skiing, camping and rock climbing.

Family Life

560 A.

Family Life will be addressed at the placing school division and not at Believe-N-U Academic Development Center.

Work Study

570

Believe-N-U Academic Development Center (BNU_ADC) does not place students on work-study, on-the-job or any other form of employment during their tenure at the school.

Virtual Courses

580 A., B.,

Believe-N-U Academic Development Center (BNU_ADC) is currently working with Edgenuity to provide online course instruction for select students in grades 6-12. Courses are aligned to the Virginia Standards of Learning and are delivered using a blended learning module.

Equipment & Instructional Materials

590

Believe-N-U Academic Development Center (BNU_ADC) uses computers within the classroom to supplement the instruction of students. All students are supervised during such time. The use of the Internet is allowed for research papers or information regarding classroom topics.

Personal e-mail is prohibited during the school day.

BNU_ADC has established a relationship with the Prince George Library in Prince George, VA that enables the students at the school to check out books and other materials when they visit.

Academic Calendar

600

The school's academic calendar is in the Appendix of this handbook.

Student School Conduct

620. A

Believe-N-U Academic Development Center (BNU_ADC) provides a school wide environment that reinforces appropriate behaviors and assists students in becoming actively engaged in their own learning, academic and behavioral success.

Electronics Policy

Students are not permitted to bring electronic games, toys, iPods, iPads, sports equipment, radios, headphones, beepers, pagers, or cellular phones or any other electronic devices that have not been approved by the School Administrator and/or Instructional Leader.

First Offense- Confiscation of phone, parent contacted by person confiscating the phone, verbal warning, parent must retrieve the phone.

Second Offense- Confiscation of phone, parent contacted by administrator, parent must retrieve the phone, detention, or In-School Suspension.

Third Offense- Insubordination disciplinary consequence.

Fourth Offense- Contact the appropriate Instructional Director to discuss further consequence.

BNU_ADC school hours are from 8:30 a.m. to 2:30 p.m. Monday-Friday, except Holidays, professional develop, and closings for inclement weather. (See school calendar in Appendix) After school is provided from 3:00 p.m. to 6 p.m.

Students are encouraged to attend school daily to benefit from the educational program. Parents are requested to have students arrive on time each day. Presence and participation in classroom activities improve learning for students, and goals established in the IEP, 504 Plan and/or IIP.

When a student is absent from school, the absence must be verified with a telephone call or written note from the parents within two (2) days upon the student's return to school. Attendance is documented daily.

Students who leave school before dismissal time must be signed out. Parents are requested to inform the School Administrator or designee in writing stating the time of the early dismissal. Also, please inform the office in writing if someone other than the parent will pick up the student.

Truancy will be reported to the parent and/or placing school division. All students benefit when they arrive on time and are present for the entire school day.

When attendance is an issue, parents will be contact and/or placing school division, or school division. Additional services may be offered to encourage or support school attendance.

Weapons

390

Students may be suspended or removed for possession of any illegal substance mandated by Virginia state law and/or weapons. Weapons that are prohibited on school property or at school-sponsored events are as follows: stun guns; knife with a blade of three or more inches; pistol, revolver, or other weapon designed or intended to propel a missile of any kind by action of an explosion of any combustible material; dirk, bowie knife, switchblade knife, ballistic knife, machete, razor, slingshot, spring stick, metal knucks, or blackjack; 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 nun chahka, nun chuck, nunchaku, shuriken, or fighting chain; and any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart.

In addition, fighting, bullying, sexual and disability harassment, and pornography are prohibited from the school. Any violation may be subject to suspension or expulsion from the school. Each case will be handled on a case-by-case basis.

BNU_ADC staff may have to conduct pat downs of students. Pat downs shall be limited to instances where they are necessary to prohibit contraband. Pat downs shall be conducted by personnel of the same gender as the student being searched. Pat downs shall be conducted only by personnel who are specifically authorized to conduct searches by the school's written policies and procedures. Pat downs shall be conducted in such a way as to protect the student's dignity and in the presence of one or more witnesses. If a staff member suspects a student of possessing an illegal substance or weapon, then a report must be submitted to the School Administrator and a pat down search will be conducted and supervised by management. The School Administrator will notify the parent and the determination will be made whether to call the authorities.

620.A

BNU_ADC core values are reviewed daily within the first 4-weeks of school. Then as needed, for additional support throughout the school year, the school currently uses Class Dojo that is connected to monthly rewards. Class Dojo is communicated to parents via email correspondence. The core values are as follows:

CORE VALUES

WE ARE ALWAYS: Respectful, Safe, Responsible

Coaches Will: Respect and value your differences, hold students responsible for all decision made, treat students like ladies and gentlemen, provide a safe environment where all can grow and prosper.

Students Will: Speak to ALL adults and peers in a manner that conveys respect and caring, follow Follow ALL adult requests the first time given, value the belongings, space and Opinions of adults and peers

Together We Will: Believe in our abilities to achieve greatness! Produce future leaders of the community.

620. C

When suspension or expulsion is enforced, BNU_ADC will notify the parent on the date on which the decision is made to suspend or expel a student because of a violation of a code of student conduct. When a publicly placed student is suspended or expelled, the student's home school division shall be notified within 24 hours.

STUDENT CODE OF BEHAVIOR

The school is a place of learning; therefore, there must be an atmosphere based on mutual respect. All students should demonstrate a desire to get the best education possible. We expect students to adhere to the following behavior code:

- Be courteous
- Respect the property, rights, and feelings of others.
- Respect school property
- Avoid confrontations, fighting, and profanity
- Vandalism, and harassment are not acceptable.

CLASSROOM BEHAVIOR

Students are expected to be in class on time, and to demonstrate courteous behavior so that everyone's rights are respected, and everyone can learn in an orderly environment. Students are required to get permission from a teacher and/or instructional assistant before leaving the classroom. Students are expected to be prepared with all necessary materials for learning, and homework assignments daily. Teachers will discuss and review classroom rules at the beginning of the school year and will continue to implement them throughout the year.

Classroom Rules

1. Walk in the classroom.
2. Be kind to your classmates.
3. Listen to your teacher.
4. Stay in your seat.
5. Raise your hand to talk.
6. Use your quiet voice.

Van Rules

1. Board the bus quietly and sit in assigned seat.
2. Remain seated at all times while riding the van.
3. Promptly follow directions of the driver.
4. Respect other riders on the van by speaking softly, remaining in seat, and keeping hands to self.

Behavior Intervention Policies & Procedures

630.B

Believe-N-U Academic Development Center (BNU_ADC) School Administrator, Teachers, Registered Behavior Technicians, and Paraprofessionals are authorized to use positive behavior interventions and time out. Physical restraints are to only be done by staff that is trained in Therapeutic Options (TOVA).

BNU_ADC implements positive behavior interventions designed to assist students with demonstrating appropriate behavior. BNU_ADC follows the following to work with inappropriate behaviors demonstrated by students:

1. Select one student behavior you wish to change. Although the student may exhibit more than one inappropriate behavior. It is very difficult, if not impossible, to correct them all at once.
2. Identify an appropriate replacement behavior, something the student can or should do instead of the inappropriate one. Be sure that the behavior you desire is within the student's capacity.
3. Use a planned method for keeping track (in writing) of the student's progress in modifying his/her behavior. Methods which emphasize the positive such as **points** for correct behavior are usually more effective than those which stress the negative such as checks for inappropriate behavior.
4. Choose a goal or reward which will be motivational for the student. An extra privilege or activity-type reward is often sufficient. ***Using tangible rewards such as stickers or candy can sometimes cause problems with other students in a classroom situation.***
5. Determine negative consequence for continue inappropriate behavior. Having a reward for good behavior is often more successful when accompanied by some form of punishment or loss of privilege for bad behavior.
6. Set a reasonable time for the plan to be in effect. Allow at least two or three weeks before attempting to evaluate the success or failure of the plan. Behavior modification takes time; the student did not learn his/her inappropriate behaviors overnight and is unlikely to unlearn them in a few days.
7. Communicate all of the above with the student. Be very specific as to all of the above aspects of the plan.
8. **Be consistent and firm.** It takes a great deal of energy to maintain a behavior modification system, but if the teacher allows any exceptions to the agreed upon plan, it will not work.
9. **Be patient.** Often there is improvement in the first few days, and then the student falls back into old patterns. Sometimes the behavior gets worse before it gets better.
10. Evaluate the success of the plan with the student at the agreed upon time. Solicit student's feelings regarding the success or failure of the plan. Their input can often ensure the success of the plan.

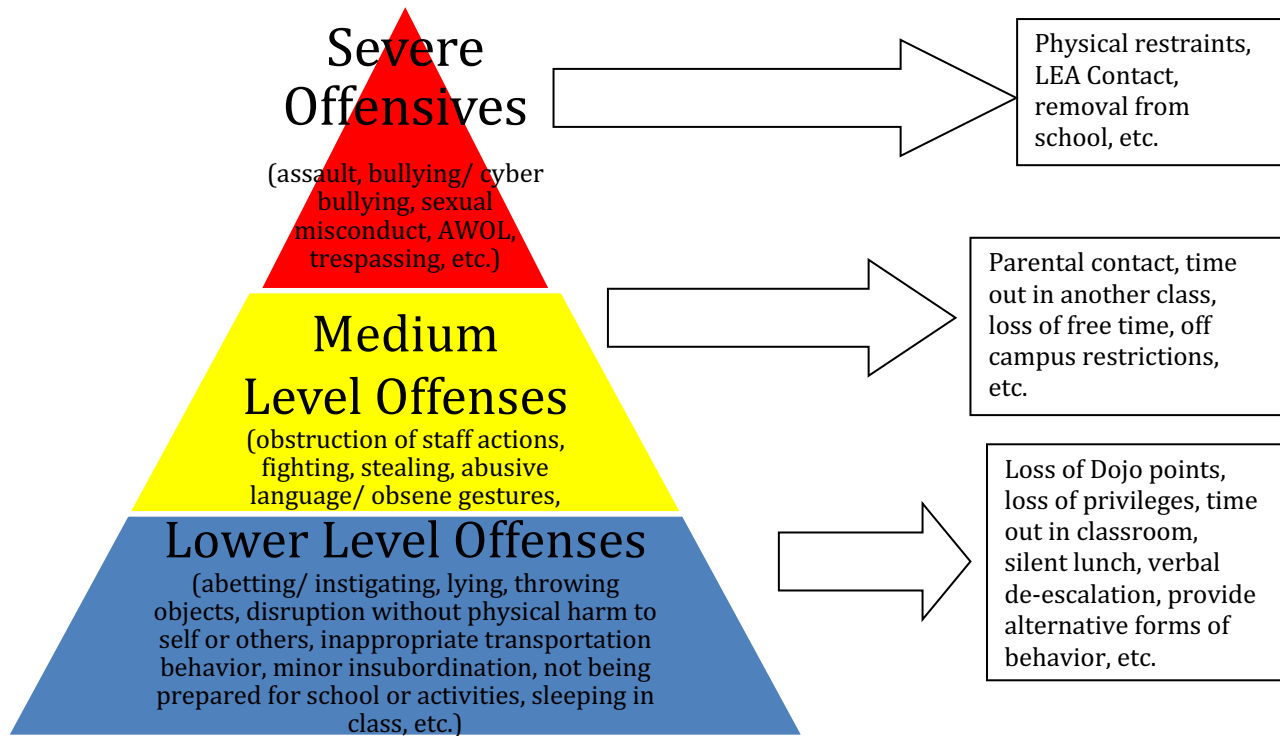
If the system is working, set up a modified plan with less frequent monitoring and/or rewards and repeat the above steps.

Some questions to ponder if the system is not working.

- Is the inappropriate behavior out of the student's control?
- Was the expected behavior beyond the student's capabilities?
- Was the reward not significant or motivational enough?
- Was the consequence not sufficient to deter the student?
- Was there not enough time allowed?
- Was the teacher consistent?

Often the answer to one of the above questions will suggest a way in which the original plan could be modified. Sometimes it is necessary to involve the parent in the plan as a part of the monitoring system with weekly or even daily progress reports sent home. All behavior interventions are documented. Documentation assists in determining whether progress is being made and/or whether another type of intervention is needed.

Relative Degree of Restrictiveness



Time-Out

640

BNU_ADC. It is a time where a student sits quietly for inappropriately behaving. The student is allowed to think about how he/she can learn to behave in the classroom.

Students attending BNU_ADC can self-select time-out. The student who self-selects may do so in order to calm down, or when he/she anticipates the need to remove him/herself from the environment in order to calm down prior to an outburst.

Time-out can take place in a special section of the room where a student can sit quietly under the teacher's observation without disturbing others. Time-out may also occur in other out of class settings where a student can sit quietly under adult supervision without disturbing others. Time-out can take place in the quiet area at BNU_ADC or near the administrative assistant's office area.

The length of time out is based on the student's chronological and developmental levels. Approximately one-minute per year of age in five-minute increments. BNU_ADC utilizes the following:

6 Years Old = 5 Minutes

9 Years Old = 10 Minutes

13 Years Old = 15 Minutes

15 Minutes is generally the longest period of time for an in-class time-out. Out of class time-out is generally five to ten minutes long.

BNU_ADC follows the following procedures for time-out:

- Students are completely free from any unnecessary use of time-out.
- A door to a time-out room shall not be locked nor secured in a manner that prevents the student from opening it.
- A student in time-out shall be able to communicate with staff.
- Staff will check on the student at least every 15 minutes and more often depending on the nature of the student's disability, condition, or behavior.
- The use of time-out and staff checks on the student is documented in the physical restraint/time out reports that will be stored in student records under the disciplinary tab.
- Staff members will review procedures when a student consistently chooses to stay in time-out beyond the determined time limit to determine that it has not become reinforcement.

When a student breaks a rule while in time-out, they will be immediately sent to out-of-class time-out. If a student breaks a rule while in out-of-class time-out, a parent is immediately called, and the staff member or student explains his or her behavior to the parent. Severe disruption during out-of-class time-out results in student being sent home.

All time-out incidents are documented because documentation assists in determining whether progress is being made and/or whether another type of intervention is needed.

Prohibitions

650.1-11

Believe-N-U Academic Development Center (BNU_ADC) prohibits the following:

- Restraint and seclusion, except when it necessary to protect the student or others from personal harm injury, or death and other less restrictive interventions were successful.
- Prone 'face down" restraints, mechanical restraints, pharmacological restraints, and any other restraint that restricts breathing or harms the child or interferes with the child's ability to communicate.
- Deprivation of drinking water or food
- Limits on visits from student's social worker, placing school division or other service providers (Contact must be made with the School Administrator and visitation approved prior to visit)
- Any action that is humiliating, degrading or abusive
- Corporal punishment
- Deprivation of approved prescription medication or other necessary services.
- Denial of access to toilet facilities
- Application of aversive stimuli
- Strip or body cavity searches
- Discipline, restraint, or implementation of behavior management plans by other students

Managing Student Behavior in Emergency Situations

660.A. & 660.B

Believe-N-U Academic Development Center (BNU_ADC) strives to operate a school that provides a calm learning environment as a preventive measure for student outburst. BNU_ADC anticipates behavior that may be potentially dangerous and works toward de-escalation of the behavior by removing the student to a safe environment and a staff member works on calming techniques. The staff person uses appropriate applied behavior teaching, communication, and reinforcement techniques in a consistent manner. The BCBA provides staff with appropriate techniques for addressing individual student behavior.

BNU_ADC provides school wide professional development focused on identifying and preventing student violence, self-injurious behavior, and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

The school crisis response team consists of the School Administrator and all of the teachers. **The school crisis team will conduct a suicide risk assessment.** The purpose of the assessment is to determine the level of risk and to identify the most appropriate actions to ensure the immediate and long-term safety and well-being of the student.

The team will identify students who are potentially at risk and review student social, emotional and behavior progress monthly at designated staff meetings to plan interventions and supports for students. The monthly meetings will include a QMHP as a resource to plan appropriate interventions and supports for the students. The school crisis response team will keep the appropriate LEA and parents abreast of any student identified at risk. If a student resists, becomes combative or attempts to flee, assistance from law enforcement is essential.

BNU_ADC uses the *Stopping the Pain* workbook series. The series will help the student learn new skills for dealing with issues in their life, reduce their stress, and reach out to others when they need to. The programs address student violence, self-injurious behavior, and suicide, including de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Our prevention efforts also address non-suicidal self-injury (NSSI or "cutting"). While the behavior is typically not associated with suicidal thinking, it is a red flag that someone is distressed and does increase the risk for suicidal thinking and behaviors. It is important that school staff learn to recognize the signs of NSSI, including cuts, burns, scratches, scabs, and scrapes, especially those that are recurrent and if explanations for the injuries are not credible. The school crisis team will conduct a suicide risk assessment as part of the intervention with the student who displays NSSI. Suicide is very serious. It is preventable and the first step is talking about it. If a student is showing suicidal signs, follow the steps below:

Question: Question the person about suicide

- Tips for Asking Suicide Question:
 - If in doubt, don't wait, ask the question.
 - If the person is reluctant, be persistent.
 - Talk to the person alone in a private setting.

- Allow the person to talk freely.
- Ask “The Question” ...DIRECTLY
 - “You know, when people are as upset as you seem to be, they sometimes wish they weren’t alive. I’m wondering if you’re feeling that way too?”
 - “Are you thinking about hurting yourself?”
 - “Are you thinking of suicide?”

If you cannot ask the question, find someone who can!

Persuade: Persuade the person to get help

Persuading someone not to end his or her life and get help begins with the simple act of listening. Listening can be lifesaving. Listen first, then persuade.

- Listen to the person’s pain and issues
- Do not be judgmental
- Show that you care
- Ask them to go with you to get help, you must inform others.

Refer: Refer the person to the appropriate resources

- The best referral is done when you personally take the student you are worried about to the QMHP counselor or the contracted school psychologist.
- Don’t wait, act immediately. The on staff QMHP school mental health professionals will assess the situation and contact parents. Parents must always be informed, even if the risk is low.

A member from the school crisis team will help the student to develop a written list of coping strategies and sources of support that can be of assistance when he or she is having thoughts of suicide (i.e., a safety plan).

All students at grade level receive thirty minutes of social skills utilizing *Skill streaming*. The program employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Social skills areas include Classroom Survival Skills, Friendship-Making Skills, Skills for Dealing with Feelings, Skill Alternative to Aggression, and Skills for Dealing with Stress.

Custom designed Character Education programs are created and tailored using the *Didax* workbooks. Each student’s program focuses on emotional self-awareness, emotional control, self-esteem, social problem-solving, conflict resolution, teamwork, managing stress/effective problem-solving techniques.

660.A.1

In addition, BNU_ADC have established general guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

1. Remain calm - To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one’s facial expressions and use a supportive non-threatening body language.
2. Obtain Assistance - Whenever possible, school personnel should immediately take steps to notify the School Administrator and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. One Person Speaks - In order to minimize the likelihood of confusion and/or the

likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

4. Remove Student If Possible - The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered. Take student on a walk around the building in order to get them away from any triggers.
5. Remove Other Students - If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates. If necessary, take the other students for a walk around the school.

660.A.2

BNU_ADC does not use or authorize the use of corporal punishment and abusive techniques and interventions.

660. A.3

BNU_ADC's behavior management techniques are applied in order of their degree of intrusiveness or restrictiveness and the conditions under which they may be used by trained staff.

660. B

Physical restraint is only allowed in an emergency situation and only when it is necessary to protect the student and/or another person from imminent danger of serious physical harm after less intrusive interventions have been attempted and failed to manage the particular behavior, and there is a substantial explanation for why other interventions were deemed inadequate or inappropriate.

660.B.1

When physical restraint is used in an emergency situation, particularly where there is repeated use for a student, multiple uses within the classroom, or by the same student; a review of the student's behavior intervention or strategy is required. If appropriate, and with the assistance of the BCBA, parent, teacher, School Administrator, Instructional Leader, and/or the placing school division; a revision of the behavioral intervention or strategy currently in place may be needed to address the dangerous behavior.

If there is not a behavior intervention or strategy in place for the student, and with the assistance of the BCBA, parent, teacher, School Administrator, Instructional Leader, and/or the placing school division; the group will develop a behavior intervention strategy.

660.B.2

In cases where a student has a history of dangerous behavior for which physical restraint was considered or used, BNU_ADC will develop a plan, in consultation with the parent, for teaching and supporting more appropriate behavior, and determining positive methods to prevent behavior escalations that resulted in physical restraint. The placing school division may also participate in the development of such plan.

660.B.3 & 4

BNU_ADC does not use physical restraint for disciplinary reasons, as a punishment, or retaliation, or for staff's convenience. Students are entitled to be completely free from any unnecessary use of physical restraint.

660.B.5 & 6

BNU_ADC staff continuously monitors the use of physical restraint and does not rely on an electronic surveillance device. Physical restraint and/or seclusion is closely implemented monitored and/or discontinued by staff who have received proper training.

660.B.7

When physical restraint is used, the door to any room in which a student is secluded may be held shut only when a staff member is personally securing it. The door must immediately disengage when the staff member steps away from it. At all times, the room must meet specification including size and viewing panels that ensure the student's safety including during a fire or other emergency.

660.B.8 -10

For physical restraint, BNU_ADC allows parents to inspect any area used during an emergency. The parent will be informed on the day of each incident of physical restraint. The student's home school division and placing school division will be informed as soon as possible but within 24 hours of the occurrence.

BNU_ADC fully documents, each incident of physical restraint in the student's record including date, time, staff involved, justification for the physical restraint, behavior antecedents, less restrictive interventions that were unsuccessfully attempted prior to using physical restraint, duration, signature of the person completing the report and date, and reviewer's signature and date. The written report is made available to the parent within two business days of the occurrence and opportunity given for the parent and student, as appropriate, to discuss the matter with school staff.

Staff Annual Professional Development

350.F

Believe-N-U Academic Development Center (BNU_ADC) provides annual professional development for all staff members. In addition to annual staff development and training, BNU_ADC provides for staff development on early release days that are currently scheduled once a month.

Child Protective Services Process for Making Referrals

690.

All Believe-N-U Academic Development Center (BNU_ADC) staff members will receive a background check to ensure they can be hired. After the background check has been conducted, staff will be informed of their responsibility for the safety and care of all students. The procedures related to child abuse and neglect will be provided to all staff members. The school has a legal, ethical, and employee relations' obligation to thoroughly investigate the charges. The School Administrator at BNU_ADC will address, immediately, any case of suspected child abuse or neglect made against staff at BNU_ADC.

Any case of a suspension of a reportable offense of child abuse and neglect will be reported immediately to the child protective services unit of the local department of social services of the immediately to county or city wherever the abuse or neglect was believed to have occurred. The report may be made to the Department of Social Services toll-free child abuse and neglect hotline and the school will cooperate with the unit during any investigation.

Any case of suspected child abuse or neglect occurring at the school or on a school-sponsored event or excursion would be reported immediately to the student's parent and the department. For publicly placed students, the home school division and the placing school division shall also be notified.

Suspected child abuse or neglect must be immediately documented to include the following:

1. The date and time the suspected abuse or neglect occurred;
2. A description of the suspected abuse or neglect;
3. Action taken as a result of the suspected abuse or neglect;
4. The name of the person who made the report to child protective services; and
5. The name of the person to whom the report was made at the local child protective services unit.

Physical Examination Requirement

710.A, B.

Believe-N-U Academic Development Center (BNU_ADC) requires that each student have on file evidence of a comprehensive physical examination prescribed by the State Health Commissioner from a qualified licensed (i) physician, (ii) nurse practitioner or (iii) physician assistant acting under the supervision of a licensed physician.

The examination must contain, at a minimum, information required on the Commonwealth of Virginia School Entrance Health Form to include an up-to-date certificate of immunization. Any student or staff with a medical condition that is contagious or infectious shall take leave from school while in that condition unless a qualified health care provider approves attendance. Conditions meeting this requirement must be provided in the parent/student handbook or other print materials.

BNU_ADC maintains a first aid kit that is readily accessible for minor injuries and medical emergencies in the instructional environment and any school-sponsored activity.

Medication Management

710.A.

BNU_ADC requires that each student have on file evidence of a comprehensive physical examination prescribed by the State Health Commissioner from a qualified licensed (i) physician, (ii) nurse practitioner, or (iii) physician assistant acting under the supervision of a licensed physician.

710.B & C

The examination must contain, at a minimum, information required on the Commonwealth of Virginia School Entrance Health Form to include an up-to-date certificate of immunization.

Any student or staff with a medical condition that is contagious or infectious shall take leave from school while in that condition unless a qualified health care provider approves attendance. Conditions meeting this requirement must be provided in the parent/student handbook or other print materials.

710.D

BNU_ADC maintains a first aid kit that is readily accessible for minor injuries and medical emergencies in the instructional environment and any school sponsored activity.

710.E

All medications are accepted only in the original container with written permission signed and dated by the parent to administer to the student. The use of all prescriptive medication must be authorized in writing by a licensed prescriber.

710.F

All medication and medical paraphernalia must be properly labeled and securely locked or stored in accordance with the Virginia School Health Guidelines.

710.G & I

An individual medication administration record is maintained for each medication a student receives and includes the student's name, date the medication is to begin, drug name, schedule for administration, strength, route, identification of the individual who administered the medication and dates the medication was discontinued or changed. The telephone number of a regional poison control center and other emergency numbers are posted on or near the phone. BNU_ADC administrative assistant also has a list of the emergency contact telephone numbers.

710.J

BNU_ADC has staff trained and certified as a medication administer. This person is responsible for issuing medication.

Should a medication error occur; BNU_ADC manages such errors in the following manner:

- Contact the poison control center for assistance in administering first aid and taking action as directed.
- Notify the prescribing physician for assistance in first aid and taking action as directed.
- Document the incident and maintain a copy in the BNU_ADC's medication error file.
- Review the medication error and staff response to the error.
- Report the error to the parent and placing school division.

BNU_ADC will document how adverse drug reactions impact the student. BNU_ADC will report any such incident to the parent.

When noted that the administration of medication procedures are not conducted according to procedures or a change is needed, BNU_ADC's School Administrator will revise such procedures.

BNU_ADC disposes of medication and medical supplies such as needles, syringes, lancets, etc., in the hazardous container located in the school.

BNU_ADC stores all controlled substance in a locked cabinet located in the school.

BNU_ADC will distribute and document medication to students who require medication and are off campus at the administration time. The teacher or assigned designee is responsible for maintaining, issuing, and recording that the medication was taken by the student.

When a student refuses to take the medication, the refusal will be documented on the student's individual medication record. Parents will be notified of the refusal.

710.J.1-3

All staff responsible for medication administration must successfully complete medication training, including refresher training, in a program approved by the Board of Nursing or are licensed by the Commonwealth of Virginia to administer medication. BNU_ADC has staff trained and certified as a medication administer. This person is responsible for issuing medication.

Training is provided to staff in medication procedures and effects and infection control measures, including the use of standard precautions. Documentation of medication training is maintained in personnel files.

There will be at least one staff member always certified in first aid and CPR available on the school grounds.

710.K. 1-3

Monitoring the Supply of Medication

Upon receiving any medication, the staff member responsible handling medication will count individual tablets and measure the level of liquid medicine in the presence of the parent(s) or another staff member and record the count on the medication log.

The medication log includes the signature or initials of the staff member who counted the medication and the parent or staff who witnessed the occurrence. When initials are used, the medication administration record will contain the full name of the staff with corresponding initials for identification purposes.

Students are prohibited from transporting medication unless directed otherwise by the student's health care plan.

Student Meals

720. A. & B

Believe-N-U Academic Development Center (BNU_ADC) provides a nutritious breakfast and lunch for each student. Food service consists of nutritionally balanced meals, includes an adequate variety and quantity of food for the age of students and meets minimum requirement of U.S Dietary Guidelines.

All Food safety and sanitation procedures are followed in accordance with state and federal regulations.

BNU_ADC considers students on special diets and/or have restrictions to their diet. Students who opt to refuse meals during the designated eating periods will be given a meal replacement if the students request sustenance after meal periods have ended.

Due to food allergies, students are not allowed to share or exchange their lunch with others.

Transportation Services

730

Believe-N-U Academic Development Center does not offer transportation services to placing school division and/ or parents who may need or request transportation. Transportation services also provided to students on school sanctioned outings and/or field trips that have been coupled with parent approval via documentation.

Criteria for Discharge

740

BNU_ADC will make refunds to the placing school division within 30 days of the date of the student's withdrawal from school. Believe-N-U Academic Development Center (BNU_ADC) School Administrator reserves the right to discharge a student from the school. Prior to discharge, the School Administrator will notify the parent of the intention and include the reason(s) for the discharge. The reason(s) will be recorded in the student's record.

The following is a list of criteria or conditions for discharge or dismissal from the school:

1. The student has mastered the goals of his/her individualized plan and has successfully transition back to the placing school division.
2. The student has been expelled for violations of the code of conduct (weapons, drug, violence etc.)
3. The student is hospitalized for an extended period of time, typically 15 days.
4. The student has been absent for 15 days or more from school.
5. The student is deceased.
6. The student moves out of state or to a locality that is two or more hours driving distance from BNU_ADC.
7. The student poses a threat to other students or staff, and the behavior intervention plan's documentation, even after revisions, indicates that the student's behavior has not improved.
8. The parent withdraws the student from the school.
9. The LEA presents an IEP requiring services, accommodations, and modifications that are not available at BNU-ADC.
10. If a student's behavior poses an immediate safety concern to peers and staff.

BNU_ADC's criteria or conditions for discharge are made available to prospective students, parents and placing school division before their enrollment.

BNU_ADC documents in the student's education record include:

1. the date of discharge, and
2. reason for discharge.

BNU_ADC only discharges students to the parent or legally authorized representative.

Maintenance of Student Records

750

BNU_ADC maintains student educational print records are maintained in fire resistant cabinets. Non-print materials such as report cards, interim reports, progress reports, data collection and student rosters are stored on laptops and school owned technological devices. The following data is included in the student's record.

- Enrollment sheet
- Current IEP, 504 Plan or IIP
- Student transcript and course of studies, when appropriate (typically secondary education)
- Progress reports
- Disciplinary and health records
- Achievement and test data

Written consent from the student's parent must be obtained before disclosure of information from a student's education record is released to unauthorized parties. Authorized parties include school employees, contracted employees, and representatives of the placing school division, accrediting agencies, and state licensing agencies who need access to the student's record to carry out their work responsibilities.

Information may be disclosed in an emergency to any person who needs that information for the purpose of preventing injury to a student or staff. BNU_ADC does not disclose any information that is not needed for this specific purpose.

BNU_ADC permits a parent to inspect and review any education records relating to their student that is collected, maintained, or used by the school. BNU_ADC will comply with a request without unnecessary delay and before any meeting regarding an IEP or 504 Plan.

The right to inspect and review education records under this section includes:

1. The right to a response from the school to reasonable requests for explanations and interpretations of the records;
2. The right to request that the school provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records;
3. The right to have a representative of the parent inspect and review the records; and
4. BNU_ADC presume that a parent has authority to inspect and review records relating to his/her student unless the school has been advised that the parent does not have the authority under applicable Virginia law governing such matters as guardianship, separation, and divorce.

BNU_ADC keeps a record of parties, except parents and authorized employees of the school, obtaining access to education records collected or maintained, including the name of the party, the date of access and the purpose of the access.

If any education record includes information on more than one student, the parent has the right to inspect and review only the information relating to his/her student or to be informed of the specific information requested.

BNU_ADC may charge a fee for copies of records that are made for a parent under this chapter if the fee does not effectively prevent the parent from exercising his/her right to inspect and review those records. BNU_ADC may not charge a fee to search for or to section.

A parent who believes that information in the education records collected, maintained, or used under this chapter is inaccurate or misleading or violates the privacy or other rights of the student may request the school that maintains the information to amend the information.

BNU_ADC decides whether to amend the information in accordance with the request within a reasonable period of time.

If BNU_ADC decides to refuse to amend the information in accordance with the request, BNU_ADC will inform the parent of the refusal and inform the parent of the right to place in the student's education records a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.

Any explanation placed in the records of the student under this section is:

- Maintained by the school as part of the records of the student as long as the record or contested portion is maintained by the school; and
- If the records of the student or the contested portion are disclosed by BNU_ADC to any party, the explanation will also be disclosed to the party.

When a privately placed student graduates or leaves school, the student's education record shall be offered to the eligible student or parent. The records of a publicly placed student who graduates or leaves school shall be transferred to the student's home school.

BNU_ADC maintains a permanent record of attendance to include the following:

1. Name and address of school;
2. Name, address, and birth date of student;
3. Name and address of home school division for publicly placed students;
4. Name and address of parent;
5. Student ID number;
6. Dates of attendance; and
7. Academic transcript.

APPENDIX



Believe-N-U Academic Development Center

3071 County Drive
Petersburg, VA 23803

2022-2023 CALENDAR

185 Instructional Days



Updated 6/28/2022

JULY '22						
S	M	T	W	Th	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 No School Students & Staff
- 4 Independence Day
- 25-29 Virtual Week for all Students

S=20

- 1 New Year's Day
- 2 First Day of Back Students
- 16 Martin Luther King Jr. Day
- 16 No School Students & Staff
- 23 Half Day Students (11:30a.m.)
- 23 Staff Development
- 26 2nd Marking Period Ends

JANUARY '23						
S	M	T	W	Th	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				

S=21

Instructional Days=45 Days

AUGUST '22						
S	M	T	W	Th	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			

- 26 Last Day of Summer Session
- 29-31 Staff Development

S=20

- 3 Report Card
- 14 Half Day Students(11:30a.m.)
- 14 Staff Development

FEBRUARY '23						
S	M	T	W	Th	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				

S=20

SEPTEMBER '22						
S	M	T	W	Th	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	

- 1-2 Teacher Workday
- 5 School & Offices Closed
- 5 Labor Day
- 6 First Day of School
- 22 Half Day Students (11:30a.m.)
- 22 Staff Development

S=19

- 2 Half Day Students (11:30a.m.)
- 2 Virtual Parent/Teacher Conf.
- 3 Interim Report Card
- 20-24 SPIRIT WEEK
- 24 Half Day Students(11:30a.m.)
- 24 Staff Development
- 31 3rd Marking Period Ends

MARCH '23						
S	M	T	W	Th	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	

S=23

Instructional Days=45 Days

OCTOBER '22						
S	M	T	W	Th	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 Half Day Students (11:30a.m.)
- 4 Virtual Parent/Teacher Conf.
- 5 Interim Report Card
- 9 Staff Development
- 21 Half Day Students (11:30a.m.)
- 21 Staff Development

S=21

- 3-7 Spring Break for Students
- 5-7 School & Offices Closed
- 15 Report Card
- 21 Half Day Students (11:30a.m.)
- 21 Staff Development

APRIL '23						
S	M	T	W	Th	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						

S=15

NOVEMBER '22						
S	M	T	W	Th	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 Half Day Students(11:30a.m.)
- 3 Staff Development
- 8 1st Marking Period Ends
- 11 Half Day Students(11:30a.m.)
- 15 Report Card
- 23 Half Day Students(11:30a.m.)
- 24-25 No School Students & Staff

S=20

Instructional Days=45 Days

- 1-5 Staff Appreciation Week
- 1-31 Tentative SOL Test Window
- 12 Interim Report Card
- 21 Staff Development
- 26 Half Day Students(11:30a.m.)
- 29 No School Students & Staff

MAY '23						
S	M	T	W	Th	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			

S=22

DECEMBER '22						
S	M	T	W	Th	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

- 9 Half Day Students(11:30a.m.)
- 9 Staff Development
- 14 Interim Report Card
- 19-22 Staff Development
- 19-30 Winter Break for Students ONLY
- 23-30 School & Offices Closed

S=12

- 12 4th Marking Period Ends
- 16 Report Card
- 16 Half Day Students(11:30a.m.)
- 30 Half Day Students(11:30a.m.)

JUNE '23						
S	M	T	W	Th	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	

S=12 Instructional Days=45 Days

BNU_ADC School Staff Information

School Information

Nine Week Marking Period

No School Students & Staff

Progress Reporting

Half Day for Students

Business Hours 8:00 a.m.—4:00 p.m.

School Hours 8:30 a.m.—2:30 p.m.