



# Norfolk Public Schools

The cornerstone of a proudly diverse community



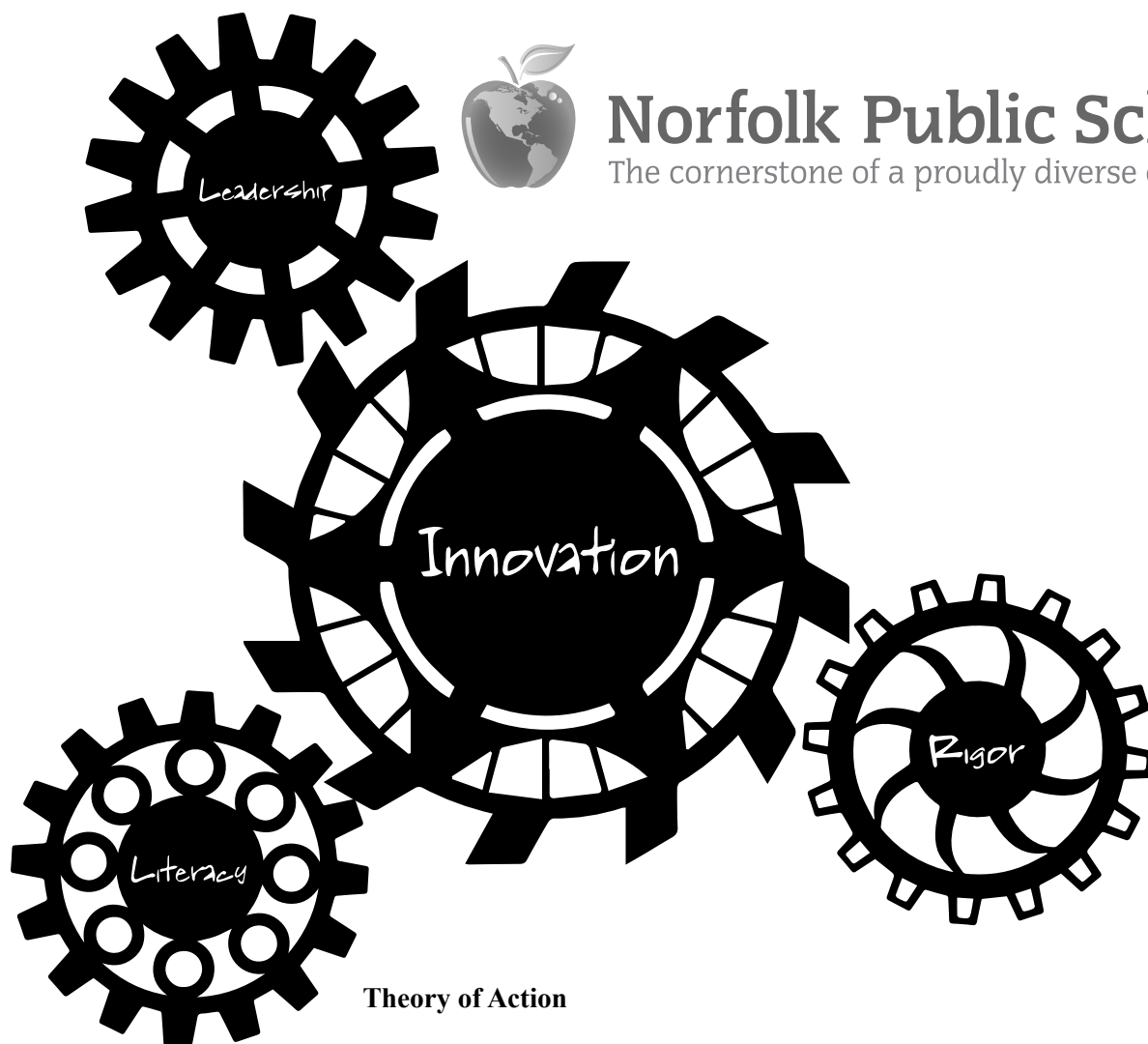
LEADERSHIP  
LITERACY  
RIGOR  
INNOVATION



# Student Handbook

*including* Standards of Student Conduct

## 2018 | 2019



**Norfolk Public Schools**

The cornerstone of a proudly diverse community

#### **Theory of Action**

Norfolk Public Schools students will develop their individual potential, maximize skills for lifelong learning, and successfully contribute to a global society. All personnel will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.

# **Student Handbook**

*including* **Standards of Student Conduct**

## **2018 | 2019**





Dear Parents/Guardians and Students:

Welcome to the 2018-2019 school year! As we embark upon a new journey, I find myself reflective of the previous year and eager to continue with the work of our district's turnaround effort, #NPSRedesign. As part of this effort, last year, we began to formulate our Theory of Action. It clearly states, ***Norfolk Public Schools students will develop their individual potential, maximize skills for lifelong learning, and successfully contribute to a global society. All personnel will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.*** This Theory of Action is not the same as a Mission Statement, but it's a promise – a promise that at the core of every decision made by me, the school board, district leadership team, principals, teachers, guidance counselors, cafeteria staff, custodians, and *all* NPS staff, we will ensure that we are doing what's right for our children to be successful.

Hiring and retaining a highly effective workforce is imperative to us moving the district forward. Because of this, one of the first recommendations I made when taking on the role of superintendent was to initiate a pay and compensation study. I am happy to report that as of the 2017-18 school year, we have implemented Phase II, resulting in an average pay increase of 3.3% for full-time employees. In addition, school bus drivers in Norfolk are now amongst the highest paid in the region.

Norfolk Public Schools is making significant strides towards its goal of 100% accreditation. At present, 61% of our schools are fully accredited and we anticipate an increase after the Virginia Department of Education releases its official SOL scores. While we know that accreditation is only one measure of student success, we aim to provide the sufficient supports to all students that align with their academic abilities and

needs as well as other interests, in order to create well-rounded students.

We look forward to working with our business and community partners on various initiatives throughout this year. One such partnership is that of the Career and Technical Education (CTE) School at Booker T. Washington High. Through this process, we will engage the community and our students through thoughtful discussions that not only emphasize the administration's commitment to the existing arts programming, but we will develop a STEAM program that will serve as a model to the State and that will be a crown jewel to Norfolk! As we do the work to get there, we continue collaborating with our educational planning partners, which has proven invaluable as we evaluate programming and facilities at Maury, Booker T. Washington and the entire district. Understanding the needs of 21<sup>st</sup> Century learners is imperative to us all; thinking differently and being open to ideas that will create innovative learning environments much different from those that many of us experienced in our elementary and secondary schools is a must. We thank you in advance for being open and participative in the process as we all help to shape the future of learners for years to come. As I have stated during discussions with the School Board, we have to take bold steps.

I am ever grateful to be entrusted with leading Norfolk Public Schools and ever mindful of the staying focused on our tenets of Leadership, Literacy, Rigor and Innovation. Parental and student involvement is key to a successful school system – it's the oil that keeps our gears turning. I encourage you to engage in school activities, community dialogues, school board meetings, and any other opportunities that will allow your voices to be heard.

Please familiarize yourself with this document, the disciplinary procedures and consequences it entails that have been approved by the Norfolk City School Board and refer to it during the school year when you have questions about expectations related to behavioral issues. You can find more information on the NPS website at [www.npsk12.com](http://www.npsk12.com), which includes the link to all Norfolk School Board Policies and Regulations. Parents and students should review the *Standards of Student Conduct* together, sign the detachable sheet, and return it to your designated school. Following these expectations is essential as we work to prepare students to be 21<sup>st</sup> Century learners.

Yours in service to our children,



Melinda J. Boone, Ed.D.  
Superintendent of Schools



# Governance Team 2018 - 2019



**Dr. Noëlle M. Gabriel**

Chair | 2020

800 E. City Hall Avenue, Suite 1201  
Norfolk, VA 23510  
ngabriel@npsk12.com  
757-628-3994 (office)



**Mr. Carlos Clanton**

Vice Chair | 2020

800 E. City Hall Avenue  
Norfolk, VA 23510  
cclanton1@nps.k12.va.us  
757-628-3994 (office)



**Dr. Melinda J. Boone**

Superintendent | 2020

800 E. City Hall Avenue  
Norfolk, VA 23510  
mjboone@nps.k12.va.us  
757-628-3994 (office)



**Ms. Tanya K. Bhasin**

Member | 2022

800 E. City Hall Avenue, Suite 1201  
Norfolk, VA 23510  
tbhasin@npsk12.com  
757-628-3994 (office)



**Ms. Lauren D. Campsen**

Member | 2022

800 E. City Hall Avenue  
Norfolk, VA 23510  
lcampsen1@nps.k12.va.us  
757-628-3994 (office)



**Mr. Rodney A. Jordan**

Member | 2020

800 E. City Hall Avenue  
Norfolk, VA 23510  
rjordan@nps.k12.va.us  
757-628-3994 (office)



**Ms. Adale Martin**

Member | 2022

800 E. City Hall Avenue, Suite 1201  
Norfolk, VA 23510  
amartin@npsk12.com  
757-628-3994 (office)



**Ms. Christine Smith**

Member | 2022

800 E. City Hall Avenue  
Norfolk, VA 23510  
csmith10@nps.k12.va.us  
757-628-3994 (office)



**Mr. Jaelin Mitchell**

Student Representative | 2018

800 E. City Hall Avenue  
Norfolk, VA 23510  
schoolboardstudent@nps.k12.va.us  
757-628-3994 (office)

# Norfolk Public Schools – 2018-2019 Academic Year Calendar

| <b>Summer:</b> NPS Closed Fridays<br><b>4:</b> Independence Day -<br><b>NPS Closed</b><br><b>5: No Summer School</b><br><b>16-17:</b> Summer Leadership Academy<br><b>18-19:</b> Admin Operational Training  | <b>JULY 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>  | 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 |    |    |    |    | <b>1:</b> New Year's Day-NPS Closed<br><b>2:</b> Students Return<br><b>9:</b> Grade Reports Distributed<br><b>21:</b> MLK Day-NPS Closed<br><b>24:</b> Quarter 2 Grades Close<br><b>25:</b> Professional Development Day - Division<br><b>28:</b> Teacher Records Day<br><b>29:</b> Beginning of 3rd Quarter | <b>JANUARY 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> | 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 |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
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| 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                |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
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|  |   | 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 |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| <b>18:</b> Last Day, NPS Summer Hours<br><b>20-21:</b> New Teacher Orientation<br><b>22:</b> Prof. Development Days<br><b>23:</b> All Division Field Day<br><b>Aug. 27 –31:</b> Teacher Pre-Service  | <b>AUGUST 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table>  | 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 |    | <b>6:</b> Grade Reports Distributed<br><b>9:</b> ACT's<br><b>12:</b> 100th Day of School<br><b>18:</b> President's Day –NPS Closed   | <b>FEBRUARY 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr></table>      | 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 |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
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| 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  | 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 |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| <b>3:</b> Labor Day – <b>NPS Closed</b><br><b>4:</b> First Day of School<br><b>8:</b> ACT's  | <b>SEPTEMBER 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | 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   |   |   |   |   |   |   | <b>1:</b> Early Release/Professional Development In-building<br>Interim Progress Grades Close<br><b>10:</b> Daylight Saving Time Begins<br><b>13:</b> Grade Reports Distributed  | <b>MARCH 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>*</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | S | M | T | W | T | F | S |   |   |   |    |    | *  | 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  | 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   |   |                   |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| S  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  |   |                   |                     |    | *  | 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   |   |                   |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| <b>5:</b> Interim Progress Grades Close<br><b>6:</b> SAT's<br><b>8:</b> Columbus Day – No Students<br>Prof. Dev. – In-building<br><b>10:</b> PSAT's<br><b>17:</b> Grade Reports Distributed<br><b>27:</b> ACT's  | <b>OCTOBER 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>*</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table>   | S                 | M                   | T  | W  | T  | F | S |   | 1 | 2 | 3 | 4 | * | 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 |    |    |    | <b>5:</b> Quarter 3 Grades Close<br>Early Release Day Grading Planning<br><b>8:</b> Beginning of 4th Quarter<br><b>13:</b> ACT's<br><b>15-19:</b> Spring Break<br><b>24:</b> Grade Reports Distributed   | <b>APRIL 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>*</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr></table>     | S | M | T | W | T | F  | S   |   | 1 | 2 | 3 | 4 | * | 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  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  | 1   | 2                 | 3                   | 4  | *  | 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  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  | 1   | 2                 | 3                   | 4  | *  | 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                |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| <b>3:</b> SAT's<br><b>4:</b> Daylight Saving Time Ends<br><b>6:</b> Election Day (Virtual Teacher Day) No Students<br><b>9:</b> Quarter 1 Grades Close<br><b>13:</b> Beginning of 2nd Quarter<br><b>12:</b> Veterans Day – NPS Closed<br><b>21:</b> Grade Reports Distributed<br>Early Release Day<br><b>22-23:</b> Thanksgiving Break | <b>NOVEMBER 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>*</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table>  | S                 | M                   | T  | W  | T  | F | S |   |   |   |   | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | *  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |    | <b>4:</b> SAT's<br><b>17:</b> Interim Progress Grades Close<br><b>27:</b> Memorial Day- <b>NPS Closed</b><br><b>28-31:</b> Senior Exams<br><b>29:</b> Grade Reports Distributed  | <b>MAY 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>*</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr></table>      | S | M | T | W | T | F  | S   |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | *  | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| S  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  |   |                   |                     | 1  | 2  | 3  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 4  | 5   | 6                 | 7                   | 8  | *  | 10 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 11   | 12  | 13                | 14                  | 15 | 16 | 17 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 18   | 19  | 20                | 21                  | 22 | 23 | 24 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 25   | 26  | 27                | 28                  | 29 | 30 |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| S  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  |   |                   | 1                   | 2  | 3  | 4  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 5  | 6   | 7                 | 8                   | 9  | 10 | 11 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 12   | 13  | 14                | 15                  | 16 | *  | 18 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 19   | 20  | 21                | 22                  | 23 | 24 | 25 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 26   | 27  | 28                | 29                  | 30 | 31 |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| <b>1:</b> SAT's<br><b>8:</b> ACT's<br><b>14:</b> Interim Progress Grades Close<br><b>21- 31:</b> Winter Break<br><b>25:</b> Christmas - <b>NPS Closed</b>  | <b>DECEMBER 2018</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>*</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> | S                 | M                   | T  | W  | T  | F | S |   |   |   |   |   |   | 1 | 2 | 3 | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | *  | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30   | 31  |   |   |   |   |   | <b>7:</b> Graduation Practices<br><b>8:</b> ACT's<br><b>10-13:</b> Exams, Early Release for All Students<br><b>10-11:</b> HS Graduations<br><b>13:</b> Last Day for Students<br><b>13:</b> Quarter 4 Grades Close<br><b>14:</b> Teacher Records Day<br><b>26:</b> Grades Reports Distributed | <b>JUNE 2019</b> <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>*</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>     | S | M | T | W | T | F | S |   |   |   |    |    |    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | *  | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  |  |  |  |  |  |
| S  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  |   |                   |                     |    |    | 1  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 2  | 3   | 4                 | 5                   | 6  | 7  | 8  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 9  | 10  | 11                | 12                  | 13 | *  | 15 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 16   | 17  | 18                | 19                  | 20 | 21 | 22 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 23   | 24  | 25                | 26                  | 27 | 28 | 29 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 30   | 31  |                   |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| S  | M   | T                 | W                   | T  | F  | S  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
|  |   |                   |                     |    |    | 1  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 2  | 3   | 4                 | 5                   | 6  | 7  | 8  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 9  | 10  | 11                | 12                  | *  | 14 | 15 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 16   | 17  | 18                | 19                  | 20 | 21 | 22 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 23   | 24  | 25                | 26                  | 27 | 28 | 29 |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| 30   |   |                   |                     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |
| NPS Closed   | Students Not in School  | Early Release Day | Winter/Spring Break |    |    |    |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |  |  |

\* Interim Progress / Quarterly Grade Close    ⊙ Grade Reports Distributed

## NPS 2018-2019 Calendar Notes

**Calendar updates:** Calendar updates are made periodically throughout the school year, so check the [www.npsk12.com](http://www.npsk12.com) web address for the latest, printable version of the calendar.

**Inclement weather and emergency make-up days:** Inclement weather and emergency make-up days are determined by the Superintendent of Schools based upon instructional needs and requirements at the time of the weather event or other emergency. The Commonwealth of Virginia requires all school divisions to schedule a minimum of 990 instructional hours per academic year. In order to be prepared for weather or emergency closures, Norfolk Public Schools includes in its schedule additional instructional time ("banked time") above that requirement. In general, the Superintendent will follow the below make-up day schedule depending upon instructional needs:

|  |  |
|--|--|
| Day 1: Banked Day                        | Day 4 January 25 Professional Development  |
| Day 2 October 8 Professional Development | Day 5: Banked Day                          |
| Day 3: Banked Day                        | Day 6 March 1 ERD/Professional Development |

**High School Graduations** are scheduled to take place on June 10 and 11 at ODU's Ted Constant Convocation Center.

**Early Release Days:** Students are released two hours earlier than their normal dismissal times. Breakfast and lunch will be served on early release days.

**End-of-Year Early Release Schedules for June 2019 are as follows.** High school exam schedules will be announced. Breakfast and lunch will be served on early release days.

| SCHOOL STAGGERS        | Dates                   |
|------------------------|-------------------------|
| First-Stagger Schools  | June 10-13 – 11:25 a.m. |
| Second-Stagger Schools | June 10-13 – 12:05 p.m. |
| Third-Stagger Schools  | June 10-13 – 12:45 p.m. |
| Fourth-Stagger Schools | June 10-13 – 1:20 p.m.  |

High School Graduation Rehearsals – Friday, June 7, 2019  
Ted Constant Convocation Center, 4320 Hampton Blvd. Norfolk, VA 23529  
**Rehearsal Timeline: Remind students to report 30 minutes early**

| SCHOOL                    | TIME               |
|---------------------------|--------------------|
| Maury High                | 8:45 – 10:15 a.m.  |
| Booker T. Washington High | 10:30 – 12:00 p.m. |
| Lake Taylor High          | 12:15 – 1:45 p.m.  |
| Norview High              | 2:00 – 3:30 p.m.   |
| Granby High               | 3:45 – 5:15 p.m.   |

**Parent and students:** Park in the 43rd Street Parking Garage on the day of rehearsal

| 2019 Graduation Schedule |                                  |
|--------------------------|----------------------------------|
| High School              | Date / Time                      |
| Maury                    | Mon., June 10, 2019 @1:00 p.m.   |
| Booker T. Washington     | Mon., June 10, 2019 @ 4:00 p.m.  |
| Lake Taylor              | Tues., June 11, 2019 @ 1:00 p.m. |
| Norview                  | Tues., June 11, 2019 @ 4:00 p.m. |
| Granby                   | Tues., June 11, 2019 @ 7:00 p.m. |



# Norfolk Public Schools

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## School Hours

| FIRST STAGGER   | SECOND STAGGER  | THIRD STAGGER   | FOURTH STAGGER  |
|---|---|---|---|
| HIGH SCHOOLS  | ELEMENTARY and MIDDLE SCHOOLS   | ELEMENTARY SCHOOLS  | ELEMENTARY SCHOOLS  |
| <b>Office Hours</b><br>7:00 a.m. – 3:00 p.m.<br><b>Student Hours</b><br>7:25 a.m. – 2:05 p.m. | <b>Office Hours</b><br>7:30 a.m. – 3:30 p.m.<br><b>Student Hours</b><br>8:15 a.m. – 2:45 p.m.   | <b>Office Hours</b><br>8:00 a.m. – 4:00 p.m.<br><b>Student Hours</b><br>8:55 a.m. – 3:20 p.m.   | <b>Office Hours</b><br>8:30 a.m. – 4:30 p.m.<br><b>Student Hours</b><br>9:30 a.m. – 3:55 p.m.   |
| Booker T. Washington<br>Granby High<br>Lake Taylor High<br>Maury<br>Norview High              | Academy for Discovery<br>at Lakewood 3-8<br>Crossroads K-8<br>Ghent K-8<br>Southside STEM Academy at<br>Campostella<br>Azalea Gardens<br>Blair<br>Lake Taylor Middle<br>Northside<br>Norview Middle<br>Ruffner<br>Academy of International Studies<br>at Rosemont | Bay View<br>Camp Allen<br>Coleman Place<br>Fairlawn<br>Granby Elementary<br>Ingleside<br>Larchmont<br>Lindenwood<br>Little Creek<br>Norview Elementary<br>Poplar Halls<br>Oceanair<br>St. Helena<br>Sewells Point<br>Suburban Park<br>Tanners Creek<br>Tarrallton<br>W.H. Taylor<br>Willard | Berkley/Campostella ECC<br>Calcott<br>Chesterfield Academy<br>Jacox<br>Larrymore<br>Monroe<br>Ocean View<br>P.B. Young, Sr.<br>Richard Bowling<br>Sherwood Forest<br>Tidewater Park<br>Willoughby |
| ALTERNATIVE SCHOOL  |   | ALTERNATIVE SCHOOL  | ALTERNATIVE SCHOOL  |
| <b>Office Hours</b><br>6:45 a.m. – 2:45 p.m.<br><b>Student Hours</b><br>7:15 a.m. – 1:45 p.m. |   | <b>Office Hours</b><br>8:00 a.m. – 4:00 p.m.<br><b>Student Hours</b><br>8:30 a.m. – 2:30 p.m.   | <b>Office Hours</b><br>8:30 a.m. – 4:30 p.m.<br><b>Student Hours</b><br>9:30 a.m. – 3:55 p.m.   |
| SECEP at Richard Bowling  |   | Easton Preschool  | Madison Alternative Center  |













# E/O BLOCK SCHEDULE

2018-19 School Year

| MONTH | 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 |
|-------|---------------|---|---|---------------------|---|---------------------|---|----------|---|-------------------|----|-----------------------|----|---------------------|----|----|--------------|----|----|----|---------------|--------------------|----|----|----------|--------------|----|---------------------|----|----|----|
| Sept  |               |   |   | First Day of School | O | E                   | O |          | E | O                 | O  | E                     | O  | E                   |    |    | O            | E  | O  | E  | O             |                    |    | E  | O        | E            | O  | E                   |    |    |    |
|       |               |   |   | E                   |   |                     |   |          |   |                   |    |                       |    |                     |    |    |              |    |    |    |               |                    |    |    |          |              |    |                     |    |    |    |
| Oct   | O             | E | O | E                   | O |                     |   | PROF DEV | E | O                 | E  | O                     |    |                     | E  | O  | E            | O  | E  |    |               | O                  | E  | O  | E        | O            |    | E                   | O  | E  |    |
| Nov   | O             | E |   |                     | O | Teacher Virtual Day | E | O        | E |                   |    | VETERANS DAY          | O  | E                   | O  | E  |              |    | O  | E  | EARLY RELEASE | THANKSGIVING BREAK |    |    |          | E            | O  | E                   | O  | E  |    |
| Dec   |               |   | O | E                   | O | E                   | O |          | E | O                 | O  | E                     | O  | E                   |    |    |              | O  | E  | O  | WINTER BREAK  |                    |    |    |          | WINTER BREAK |    |                     |    |    |    |
| Jan   |               | O | E | O                   |   |                     | E | O        | E | O                 | E  |                       |    | O                   | E  | O  |              | E  | O  |    | E             | O                  |    | E  | PROF DEV |              |    | Teachers Record Day | O  | E  | O  |
| Feb   | E             |   |   | O                   | E | O                   | E | O        |   |                   | E  | 100 <sup>th</sup> Day | E  | O                   | E  |    |              |    | O  | E  | O             | E                  |    |    | O        | E            | O  |                     |    |    |    |
| Mar   | Early Release |   |   | E                   | O | E                   | O | E        |   | Day/Light Savings | O  | E                     | O  | E                   | O  |    |              |    | E  | O  | O             | E                  |    |    | O        | E            | O  | E                   | O  |    |    |
| Apr   | E             | O | E | O                   | E |                     |   | O        | E | O                 | E  | Early Release         |    |                     |    |    | SPRING BREAK |    |    |    |               | E                  | O  | E  | O        | E            |    |                     | O  | E  |    |
| May   | O             | E | O |                     |   | E                   | O | E        | O | E                 |    | O                     | O  | E                   | O  | E  | O            |    |    | E  | O             | E                  | O  | E  |          |              |    | O                   | E  | O  | E  |
| June  |               |   | O | E                   | O | E                   | O |          |   | E                 | O  | E                     | O  | Teachers Record Day |    |    |              |    |    |    |               |                    |    |    |          |              |    |                     |    |    |    |

**EVEN = E**  
**ODD = O**

-  = OUTSIDE THE SCHOOL YEAR
-  = WEEK-END
-  = HOLIDAY
-  = TEACHER RECORDS DAY (students not in school)
-  = EARLY RELEASE
-  = PROFESSIONAL DEVELOPMENT (students not in school)
-  = TEACHER WORK DAY-VIRTUAL DAY (students not in school)
-  = Graduations

# 2018-19 Pacing Guide Dates

| <b>Quarter 1</b> | <b>September 4 – November 9</b><br>(10 Weeks) |
|------------------|---|
| Week 1           | September 4 – 7                               |
| Week 2           | September 10 – 14                             |
| Week 3           | September 17 – 21                             |
| Week 4           | September 24 – 28                             |
| Week 5           | October 1 – 5* Grades Close                   |
| Week 6           | October 9 – 12                                |
| Week 7           | October 15 – 19                               |
| Week 8           | October 22 – 26                               |
| Week 9           | October 29 – November 2                       |
| Week 10          | November 5 – 9* Grades Close                  |

| <b>Quarter 3</b> | <b>January 29 – April 5</b><br>(10 Weeks) |
|------------------|---|
| Week 21          | January 29 – February 1                   |
| Week 22          | February 4 – 8                            |
| Week 23          | February 11 – 15                          |
| Week 24          | February 19 – 22                          |
| Week 25          | February 25 – March 1* Grades Close       |
| Week 26          | March 4 – 8                               |
| Week 27          | March 11 – 15                             |
| Week 28          | March 18 – 22                             |
| Week 29          | March 25 – 29                             |
| Week 30          | April 1 – 5* Grades Close                 |

| <b>Quarter 2</b> | <b>November 13 – January 24</b><br>(10 Weeks) |
|------------------|---|
| Week 11          | November 13 – 16                              |
| Week 12          | November 19 – 21                              |
| Week 13          | November 26 – 30                              |
| Week 14          | December 3 – 7                                |
| Week 15          | December 10 – 14* Grades Close                |
| Week 16          | December 17 – 20                              |
| Week 17          | January 1 – 4                                 |
| Week 18          | January 7 – 11                                |
| Week 19          | January 14 – 18                               |
| Week 20          | January 22 – 24* Grades Close                 |

| <b>Quarter 4</b> | <b>April 8 – June 13</b><br>(9 Weeks) |
|------------------|---------------------------------------|
| Week 31          | April 8 – 12                          |
| Week 32          | Spring Break                          |
| Week 33          | April 22 – 26                         |
| Week 34          | April 29 – May 3                      |
| Week 35          | May 6 – 10                            |
| Week 36          | May 13 – 17* Grades Close             |
| Week 37          | May 20 – 24                           |
| Week 38          | May 27 – 31                           |
| Week 39          | June 3 – 7                            |
| Week 40          | June 10 – 13* Grades Close            |



# Norfolk Public Schools

The cornerstone of a proudly diverse community

## Mission Statement

The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning, and are successful contributors to a global society, as distinguished by:

- *Courageous advocacy for all students*
- *Family and community investment*
- *Data-driven personalized learning*
- *Strong and effective leadership teams*
- *Shared responsibility for teaching and learning*
- *Access to rigorous and rewarding college and career readiness opportunities*

## Community Beliefs

- *We believe that every person is worthy of respect.*
- *We believe that everyone has the capacity to learn.*
- *We believe that family is a critical factor in the development of the individual.*
- *We believe that every student deserves a high-quality education.*
- *We believe that effective public schools require strong leadership and teamwork.*
- *We believe that diversity is strength.*
- *We believe that effective educators and staff are valued as the foundation for successful schools.*
- *We believe that successful public schools are the foremost opportunity for economic development and community well-being.*
- *We believe that fostering positive and meaningful relationships is essential to helping students reach their highest potential.*
- *We believe that public education is an investment and a shared responsibility of schools, families, and the community.*
- *We believe that schools, students, and families can expect, and have responsibility for, creating and maintaining a safe, secure, and respectful learning environment.*
- *We will honor the worth and integrity of each person.*
- *We will not allow internal or external factors to adversely affect our pursuit of excellence.*
- *We will demand the best of everyone.*
- *We will respect community input.*
- *We will make our decisions with careful regard for research and evidence-based best practice.*



# Norfolk Public Schools

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## Objectives

- *All students pass local, state, and national assessments at levels which meet and are continuously progressing toward exceeding established standards.*
- *All students identify their dreams, and have no limits in the pursuit of their fullest potential.*
- *All of our students graduate and succeed in their endeavors in higher education, the workforce, and/or the community.*
- *All of our students are responsible citizens, serve the community, and demonstrate the highest ethical standards.*

## 5 Year Strategic Plan Strategies

- *We will promote NPS as the cornerstone of our community's well being*
  - *Big Ideas: Technology, Facilities, Competition, Alumni, Early Learning/Literacy*
- *We will empower and facilitate meaningful family and community partnerships.*
  - *Big ideas: Family dynamics, Poverty, Wrap-around Services, Crisis Interventions, Support Systems, Neighborhood Hubs, Community/Family/Parent Engagement, Volunteer Pathways*
- *We will relentlessly pursue engaged learning through high-quality instruction.*
  - *Big ideas: Highly qualified AND highly effective staff, Professional Learning, Closing the GAP, Funding/Grants; Accountability, College and Career Readiness, Human Resources*
- *We will host environments in which all individuals feel safe and secure.*
  - *Big ideas: Cultural Proficiency, Safety, Climate, Relationships, External Influences, Eco friendly buildings, Alternative Programs, Facilities*
- *We will nurture a culture of excellence, equity, and justice through continuous improvement.*
  - *Big ideas: Cultural Proficiency, Closing the GAP, Increasing Resources, Program Evaluation, Early Learning/Literacy, Zoning, School Choice/Open Enrollment, Accountability, Disproportionate populations, Technology, College and Career Readiness*

## School Board and Division Priorities

- *Ensure full accreditation*
- *Increase academic achievement of all students*
- *Improve climate, safety, and attendance*
- *Become a School Board of Distinction*
- *Promote Norfolk Public Schools to reflect outstanding accomplishments of staff, teachers, and students*
- *Develop and coordinate a capital improvement plan for facilities and technology to enhance teaching and learning*
- *Attract, retain, and help to develop strong academic families and highly-qualified teachers and staff*



## School Information

Please take the time to fill in the information requested below so that you may have a quick reference when you need to contact the school.

---

School Name

---

School Telephone Number

---

Principal's Name

---

Homeroom Teacher

---

Guidance Counselor

---

Attendance Office/Secretary

## The Department of Student Support Services

**(757) 628-3931**

### Administrators

Dr. Elsie Harold Lans, Senior Director, Department of Student Support Services

Mr. Anthony Walker, Director, Safety and Security

Mrs. Sophia Allmond, Senior Coordinator

Mrs. Carol W. Hamlin, Senior Coordinator

Ms. Shelley Lewis, Nursing Administrator

Ms. Dehon Mack, Safe Schools Specialist

Dr. Dennis Moore, Senior Coordinator

Ms. Renee Parker, Senior Coordinator

Ms. Felencia Stewart, Transition Support Specialist

Dr. Glenda Walter, Senior Coordinator

Mrs. Michele Johnson-Young, Administrator

### IMPORTANT NUMBERS

DROPOUT PREVENTION

628-3931

POLICE DEPARTMENT

441-5610

BULLYING AND SAFE SCHOOLS HOTLINE

628-1171

TRANSPORTATION

892-3320

CRIME LINE

1-888-LOCK-U-UP



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# Norfolk Public Schools

The cornerstone of a proudly diverse community

[www.nps.k12.va.us](http://www.nps.k12.va.us)

## A MESSAGE REGARDING TRUANCY

Norfolk Public Schools and Norfolk Juvenile and Domestic Relations Courts are in partnership to emphasize to all students, their parents, and guardians the importance of daily attendance. We hope all children will strive for perfect attendance; daily attendance is important to academic success. With the Virginia Standards of Learning (SOL) tests, it is even more critical for students to be in school all day, every day, to receive valuable instruction across all subject areas. We understand that some absences may be unavoidable. In those instances, it is important that you keep your school team well informed. However, for excessive, unexcused absences, students and parents may be referred to court. Please read the following with care so you are fully informed of school policies and procedures.

The Virginia Compulsory Attendance Law indicates children between ages 5 and 18 are required to attend school whether it is public school, private school, home instruction, or another state-approved option. If a student in any grade (Pre-K through 12) misses five or more unexcused days during the school year, truancy procedures must be initiated. If the number of unexcused days missed from school continue to increase, court procedures may be initiated. The school system will dedicate staff and time to respond to situations in which students are truant and parents fail to ensure that their children attend school as required by law. While court action will not be the first intervention, it will be used when the school's attempts to improve attendance are not successful.

All students are expected to attend school the entire school day. Arriving late or leaving early have a negative impact on student achievement. A few minutes in the morning or afternoon can add up to hours of lost instructional time. Students shall be subject to disciplinary actions and/or academic consequences for excessive tardiness and/or consistently leaving school early.

Norfolk Public Schools' teachers, principals, and administrators urge you to make daily attendance a priority. Most experts acknowledge that good school attendance increases academic success and reduces the likelihood of criminal and other anti-social behavior such as substance abuse, promiscuity, running away, and parent-child conflict.

Please join Norfolk Public Schools and the Norfolk Juvenile and Domestic Relations Courts in making the school year one in which school attendance is emphasized by everyone. If you have any questions regarding truancy, please call your school's principal, or you may call the Department of Student Support Services (757-628-3931).



# Norfolk Public Schools

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## STATEMENT OF POLICY

It is the policy of Norfolk Public Schools to encourage student conduct that will promote good health, positive standards of behavior, effective citizenship, and a safe, secure, and respectful learning environment. Students shall be under the jurisdiction of the School Board of the City of Norfolk while going to and from school and while engaged in any school-sponsored activities. Students on school grounds, or in places under school jurisdiction, are required to follow the rules which are established to achieve these objectives.

Admission to any school requires that each student act as a responsible member of the school community. Each student must obey the law, adhere to the policies of the school system, and comply with the rules and regulations implemented with these policies. Each student is required to safeguard school property and to respect the rights and privileges of others in the school community. Each student is also required to accept responsibility for his or her own conduct.

The School Board has approved, and the administration shall implement, the rules, regulations, and procedures contained in this handbook. When a violation of these rules occurs, school officials are authorized and obligated to take appropriate action. Employees are authorized to utilize appropriate physical restraint to reasonably maintain order, to protect themselves and others from physical injury, to obtain possession of a weapon, or to protect school property. When conducting formal investigations, school officials will conference with students as part of the investigative process. School officials will review and consider a student's discipline history before issuing a disposition for inappropriate behavior. Thus, it is possible for two students to receive a different disposition for the same offense. When violations of the laws of the United States, the Commonwealth of Virginia, and the City of Norfolk are also involved, school officials may refer such matters to parents, legal guardians, or appropriate civil authorities. Representatives of the civil authority may speak with students on school premises, as necessary.

## FACULTY/STAFF RESPONSIBILITIES

The classroom teacher has responsibility for classroom management. Each teacher is expected to develop a positive climate for learning. To accomplish this goal, each student is expected to follow strategies, rules, and regulations; if necessary, intervention to change student behavior should include methods to prevent or correct misconduct. Teachers will refer a student for discipline when the situation warrants. A referral system for student discipline is in place in all schools. The school principal or designee is responsible for addressing the student's behavior after the teacher/staff referral. Central office administrative support is provided through the Department of Student Support Services, the Superintendent of Schools or designee, and the School Board.



# Norfolk Public Schools

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## STUDENT RIGHTS

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### Administrative Inspection

You have the right to:

- Be safe and secure at school and pursue your education in a disciplined environment. Therefore, you and all your property will be subject to random administrative inspections that may also involve the use of metal detectors. Students who leave school grounds without proper authorization are subject to inspection upon their return to a school campus. Refusal to cooperate with a reasonable request may result in disciplinary action.

### Assembly

You have the right to:

- Meet with friends at a time that will not disturb the regular school activities.
- Meet at the school as long as you have prior permission from the principal or sponsor and all arrangements have been approved.

### Due Process

You have the right to:

- Write a statement and name witnesses. Your privileges cannot be taken away without a chance for you to present your side of the case.

### Flag Salutes, Patriotic Ceremonies, and Moments of Silence

You have the right to:

- Salute the flag, and repeat the Pledge of Allegiance.
- Remain quiet in the classroom should you elect not to participate in patriotic ceremonies. Your non-participation should be based on religion or a sincere belief and not disrupt others.
- Be treated fairly, free from intimidation, ridicule, and harassment because of your belief or religion.
- Participate in the established daily observance of one moment of silence.





# Norfolk Public Schools

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## STUDENT RIGHTS (cont'd)

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### **Freedom from Discrimination**

You are free from:

- Being treated differently because of your race, religion, gender, sexual orientation, or ethnic, social, economic, or national origin.

The Norfolk School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information, sexual orientation, gender identity or any other characteristic protected by law. This commitment will prevail in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

The School Board and staff shall promote good human relations by prohibiting discrimination in employment, and in personnel matters; in location and use of facilities; in educational offerings and instructional materials.

### **Locker Use**

Lockers are available for use by all secondary students. Students should use their assigned lockers to secure belongings and to help maintain a safe and secure learning environment. The school retains the authority over each locker and may gain access at any time. You may use a lock to secure the locker, but the school principal or designee must be given a key or combination to that lock so as to allow access. Any lock to which the school does not have the key or combination will be removed.

### **School Records**

You have the right to:

- Review your school record. Your parent/legal guardian also has the right to review your school record until you reach the age of majority.
- Discuss your record with the principal/designee at a suitable time for all parties.

### **Special Education Procedural Safeguards**

The “Individuals with Disabilities Education Improvement Act of 2004” (IDEA) is a federal law governing the education of students with disabilities. IDEA 2004 requires that families be informed of their special education rights, including how families and schools can resolve problems. If you have questions or want to learn more about how special education works, please contact VDOE’s Parent Ombudsman at 804-371-7420, your local director of special education, your local Parent Resource Center, or the Parent Educational Advocacy Training Center at 1-800-869-6782 or e-mail: [partners@peatc.org](mailto:partners@peatc.org).





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## Child Find

Legal provisions regarding special education within the state of Virginia, modeled after the Individuals with Disabilities Education Act (IDEA), are documented in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (effective July 7, 2009), 8 VAC 20-81-10 et seq., and the Code of Virginia. It is the policy of Norfolk Public Schools to adhere to the federal laws governing the education of students with disabilities. Norfolk Public Schools strives to create an active and continuous child find program. The purpose of the child find program is to identify, locate, and evaluate children in need of special education services. Child find includes children who are migrant, homeless, attend private schools or are home-schooled. A student can be referred by school personnel or parent/guardian to the Student Assistance Team (SAT) by completing a referral through the guidance department at the student's home school or school of attendance.

In order to help parents further understand their legal rights, the school will provide a copy of the parental procedural safeguards document at certain times in the process. Parents can locate these regulations, the procedural safeguards notice, and this guide on the VDOE Website (<http://www.doe.virginia.gov>).

Any concerns or complaints regarding this policy should be directed to the Department of Learning Support – Special Education Services at 800 East City Hall Ave. Norfolk, VA 23510.

## Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 (Section 504) directs all entities, including public and private schools, that receive federal funding to prohibit discrimination on the basis of disability from all aspects of their operations. Norfolk Public Schools does not discriminate against individuals on the basis of disability and is committed to protecting the rights of all interested persons while ensuring the success of *every student, every day*. Any concerns or complaints regarding this policy (Norfolk City School Board Policy JBA) should be directed to the Norfolk Public Schools Section 504 Compliance Officer, Department of Student Support Services at 800 East City Hall Ave. Norfolk, VA 23510.

Complainants also reserve the right to file a complaint with the U.S. Department of Education- Office for Civil Rights concerning alleged failures by Norfolk Public Schools to comply with the requirements of Section 504. The contact information for the office that administers Section 504 is:

U.S. Department of Education, Office for Civil Rights- *District of Columbia Office*  
400 Maryland Avenue, SW  
Washington, DC 20202-1475  
Telephone: (202) 453-6020; TDD: (800) 877-8339  
[Email: OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)



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## Child Find and Section 504

Section 504 requires districts to annually undertake to identify and locate every qualified individual with a disability residing in the district's jurisdiction who is not receiving a public education. 34 CFR 104.32. This obligation extends to privately enrolled students and also to those children residing in hospitals and institutions.

A child may be identified as a student with a disability under Section 504, if upon evaluation, it is determined that the child has a "physical or mental impairment" and the impairment "substantially limits one or more major life activities." 29 USC 705(20)(B). Parents, school district personnel, or concerned citizens may refer a student suspected of having a disability to the Student Assistance Team (SAT) by completing a referral through the guidance department at the student's home school or school of attendance. Referring persons may also request to speak with the school Section 504 Coordinator to initiate Child Find.

## Student Expression

Students are entitled to present their personal opinions. Students who publish and/or distribute handwritten, printed, or pictorial material on the school premises are responsible for its content. Arrangements for publication and distribution of printed materials must be made in advance through the office of the principal. This is to ensure that the times, locations, and methods of publication and distribution are appropriate and do not jeopardize the mission of the school. Student expression must not cause disruption to the educational process or present health or safety hazards.





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## TO THE STUDENT

This student handbook may, at first, seem complicated and detailed. However, you should always remember this simple and basic rule: success in school is usually a matter of making proper choices on a continuous basis. You may face circumstances and problems that will seem overwhelming to you, but if you use sound judgment, ask for help when you need it, and do your part to support the school rules, success can be yours.

To ensure a positive school experience, begin by asking yourself five simple but essential questions: (1) What are my personal choices? (2) Who can help me? (3) What will happen if I fail to abide by the rules and regulations? (4) What will happen if I obey all rules and regulations? (5) What kind of character building traits should I demonstrate?

**(1) What are my personal choices?** You must accept responsibility for your own behavior and respect the rights of others. The mastery of self-control is the single most important requirement for success in school. Once you have made these important personal choices, you can better appreciate how success is tied to attending all classes; following directions; obeying rules and regulations; refusing alcohol, tobacco and drugs; and refraining from weapon use.

**(2) Who can help me?** Each employee in the school system is committed to doing everything possible to make your learning environment comfortable and productive. School personnel are available to help you through meaningful instruction, to give effective guidance in making social and career choices, to keep your building clean and functioning, to keep unwanted people and materials out, and to provide services such as transportation, nutritional programs, and extracurricular activities. This help is available to you.

**(3) What will happen if I fail to abide by the rules and regulations?** Failing to abide by the rules will result in some form of disciplinary action. Depending on the seriousness or frequency of the violation, the discipline may vary from simple teacher detention to suspension or recommendation for expulsion. Norfolk Public Schools is based on the tenet of mutual respect. You must demonstrate respect for yourself. In respecting yourself, you will find it easier to respect your fellow classmates and staff members who are dedicated to helping you obtain a world-class education. You must monitor your behavior and actions. **Threats and/or assaults may result in your removal from the regular school setting. Such removal may require you to re-think your educational goals since extracurricular education activities, technical education, advanced studies, and participation in sporting events may no longer be afforded to you.** A list of both Rule and Law Violations is included in this handbook. Be sure you understand and avoid these infractions that may lead to suspensions and/or expulsions. **Remember, failing to abide by the rules may have serious and far-reaching consequences, including losing the opportunity to receive an education.**

**(4) What will happen if I obey all rules and regulations?** The ability to start and finish something successfully is a very positive character trait. Not only does it say to you that you are rational, mature, and dependable, it also shows prospective employers and recruiters that you are as well. Remember, successful graduation with a clean record is your goal. It is the stepping stone to gainful employment or post-secondary education. In addition to jeopardizing your future, being in trouble takes the fun out of going to school.

**(5) What kind of character building traits should I demonstrate?** As a student citizen of Norfolk Public Schools and a member of the school community, I recognize and understand the expectations of being responsible, respectful, and safe. I recognize and accept responsibility to abide by the rules, regulations, and policies of this school division. In everything I do, I will strive to have my actions reflect this, by:

★ Demonstrating **RESPONSIBILITY** in everything I do.

- I will know and follow the letter and spirit of the Standards of Student Conduct and other school rules and procedures, refraining from attempting to violate or circumvent them.
- I will regularly attend and be punctual for school, for class, and for all school-related activities.
- For any absence from school, class, or school-related activities, I will have obtained proper authorization and will document the reason for the absence; I will present this documentation to the appropriate authority upon my return.
- For any tardiness to school, class, or school-related activities, I will have obtained proper authorization and will document the reason for tardiness; I will present this documentation to the appropriate school authority.
- I will help keep a safe and clean campus, free of graffiti, weapons, and drugs.
- I will report any bullying, harassment, safety violations, or hate-motivated incidents.

★ Demonstrating **RESPECT** for all persons and property.

- I will be fair, tolerant, gracious, and caring in thoughts, words, and actions to all those persons involved in my school life—other students, faculty and staff, bus drivers, administrators, and parents. I will be accepting of individual differences between people and I will treat others the way I want to be treated. I understand threats to students and school staff are regarded as very serious violations of the Standards of Student Conduct.
- I will behave in a manner that ensures uninterrupted learning takes place in my school and school-related activities.
- I will promptly follow the directions of those in authority.
- I will respect laws, rules, and school authority.
- I will protect and safeguard the ownership and condition of the property of others, as well as books, equipment, and other school materials, returning them in the best state possible.

★ Demonstrating **SAFETY** for all persons and property.

- I will engage in safe activities.
- I will keep my body and mind healthy.
- I will choose only those things that are truly good for me.
- I will solve conflicts maturely without physical or verbal violence.
- I will display good sportsmanship in/on the athletic field, gymnasium, or playground.
- I will keep social activities safe and report any safety hazards.



★ Demonstrating **TRUSTWORTHINESS** towards all persons.

- I will be honest in all aspects of school-related activities.
- Without being asked to do so, I will volunteer fully accurate, reliable information to all persons at all times.
- In school-related work, I will use, accept, and give only help authorized and permitted by my teachers and other persons in authority.

★ Demonstrating exemplary **CITIZENSHIP** in everything I do.

- I will remain drug, alcohol, and tobacco-free, even avoiding the presence of any person illegally or wrongfully possessing or using alcohol, tobacco, or other similar substances.
- I will present myself and dress in a manner which recognizes, demonstrates, and promotes safety, cleanliness, good grooming, and modesty in my attire and other items of fashion, in order to avoid any possible disruption to the learning environment.
- I will promptly report, verify, and document to a person in authority any information I have which may indicate that there has been, or will be, a violation of this Standards of Student Conduct.
- I will participate in safe activities and avoid danger.

★ Demonstrating a **CARING** attitude toward all individuals.

- I will demonstrate an attitude that everyone is an individual of worth.
- I will listen to the opinions of others, recognizing that they may be different than my own.
- I will promote and participate in school activities and get involved in the school community.

★ Demonstrating **FAIRNESS** in all my activities.

- I will examine my actions and thoughts with respect to fairness toward another party.
- I will always deal with others in a fair manner.







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## Students' Responsibilities and Expectations

Students are an integral group responsible for improving school climate, safety, and attendance. Each student has the right to expect an educational environment in which he or she can strive to achieve his or her intellectual potential, to develop appropriate and acceptable social/emotional skills, and to become a productive member of the community and society as a whole. Students who follow school, community, and classroom expectations, and encourage others to do so, help create an appropriate environment for all to achieve his/her maximum potential. Students are expected to accept and demonstrate good citizenship to help prevent problems and to help solve problems if they occur. Below are several tips students can use to demonstrate appropriate positive behavior at school:

- Learn and demonstrate the district-wide expectations of being Responsible, Respectful, and Safe.
- Participate in safe activities and avoid danger.
- Be accepting of individual differences in people.
- Participate in school activities and get involved in the school community. Remember that you can make a difference.
- Communicate with administration, teachers, students, staff, and parent(s)/guardian(s) about you, your life, and your aspirations.
- Find a trusted adult to problem-solve an issue before it becomes unmanageable.
- Find a trusted adult who can mentor and support you in achieving your dreams.  
Dream Big!
- Treat others the way you would like to be treated.
- Remember that you matter! Your ideas, thoughts, and opinions are important and have value.





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## Teachers' Responsibilities and Expectations

### Teachers are entitled to:

- Teach in a safe and orderly environment.
- Receive the cooperation of students and families.
- Receive cooperation and support of all school personnel.

### Teachers are expected to:

- Follow the Professional Ethics outlined in the Teachers' Contract.
- Collaborate with their team and the full staff in developing and implementing school and classroom plans.
- Establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures.
- Maintain high behavior standards for all students.
- Contact and involve parents/guardians regarding disciplinary issues.
- Model professional standards of behavior, including respectful and caring interactions with students.
- Ensure the protection of legal rights of students with disabilities.
- Teach expectations early and review them with students throughout the school year, including an orientation process for new students.
- Engage students in defining classroom-specific expectations, rules, and procedures that elaborate on district and school expectations.
- Maintain regular communication with the families of their students.
- Dress in a manner appropriate to a professional learning community.
- Implement interventions that address the needs of the students who misbehave, and others directly affected by the behavior within the school community.
- Identify students who are struggling with academic, attendance, and behavior issues, and participate in problem-solving activities to resolve those issues.





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## Principals' Responsibilities and Expectations

### Principals are entitled to:

- Work in an orderly and safe environment.
- Direction and support from central administration.
- Receive cooperation of all students and parents/guardians.
- Receive the cooperation and support of school staff in serving as the school's educational leader.

### Principals are expected to:

- Provide leadership to ensure the full implementation of the school-wide behavioral plan is aligned with the Norfolk Public Schools discipline framework.
- Ensure that school staff, students, and families know how to bring forward concerns and suggestions, and that a process exists for responding to them.
- Implement strategies to ensure a sense of shared leadership and community among school staff.
- Provide leadership to focus on cultural competence, and to address racism among students and staff to ensure a culture of acceptance of the diversity within the school.
- Maintain high expectations for all students.
- Model positive behavior, including practicing fairness and equality.
- Dress in a manner appropriate to a professional learning community.
- Provide positive feedback to students and staff and consult with families of students who are conducting themselves in a manner contrary to the policy and school expectations.
- Contact and involve parents/guardians regarding disciplinary issues.
- Ensure the protection of legal rights of students with disabilities.
- Provide leadership to ensure effective interdisciplinary consultation and support, including identification and removal of barriers to effective problem-solving.
- Ensure that the school effectively monitors and analyzes behavior data, including accurate entry of data.
- Disseminate information about students to teachers as per the Norfolk Teachers' Contract.
- Notify School Resource Officer (SRO) and/or Security of all serious safety incidents.





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## Central Office Responsibilities and Expectations

### Central Office Administrators and Staff have the responsibility to:

- Create and implement policies and procedures that encourage safe and orderly schools for all students, teachers, staff, and principals.
- Protect the legal rights of school staff, principals, students, and parents or guardians.
- Be courteous, respectful, and fair with students, parents/guardians, school staff, and principals.
- Provide a broad-based and varied curriculum to meet students' individual needs.
- Inform the community, students' parents or guardians, school staff, and principals about policies of the Board.
- Ensure the protection of legal rights of students with disabilities.
- Provide staff who are trained to meet the needs of students.
- Provide support and professional development training to principals, teachers, and school staff to help them support students.
- Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the Standards of Student Conduct.
- Contact and involve parents/guardians regarding disciplinary issues.







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## Families' Responsibilities and Expectations

### Families are entitled to:

- Be treated with courtesy and respect.
- Have their culture valued and respected.
- Receive school reports and information in a timely manner.
- Be informed of their student's academic progress, attendance, and behavior concerns.
- Be included in problem-solving discussions about their student.
- Schedule conferences with teachers, principals, and other school staff.
- Arrange with school authorities to review their student's school record.
- Bring complaints or concerns to the attention of school administration.

### Families are expected to:

- Take responsibility for the behavior of their student as determined by law, community practice, and school expectations.
- Hold their student to high standards of achievement and conduct.
- Participate in and support school activities.
- Help their student, teachers, and other students understand their culture and learn about other cultures.
- Teach their student to be respectful of others and reinforce school expectations.
- Model positive, respectful, and appropriate school behavior by treating school personnel and others with respect.
- Teach their student that all behavior has consequences.
- Encourage and praise their student's achievements.
- Communicate with school staff to ensure that they know and understand their student better and are able to teach them effectively.
- Discuss feedback provided by the teachers with their student.

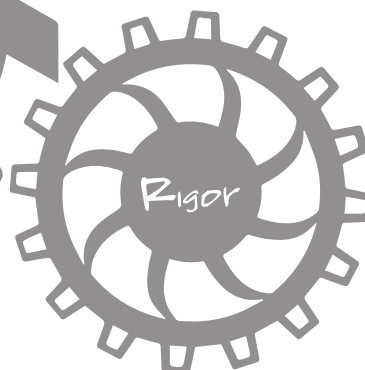
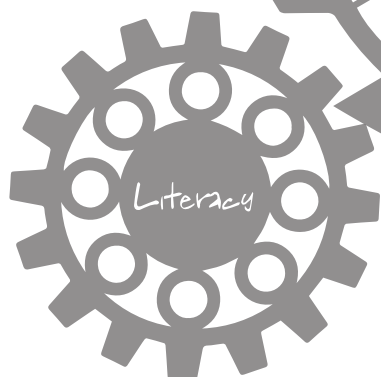
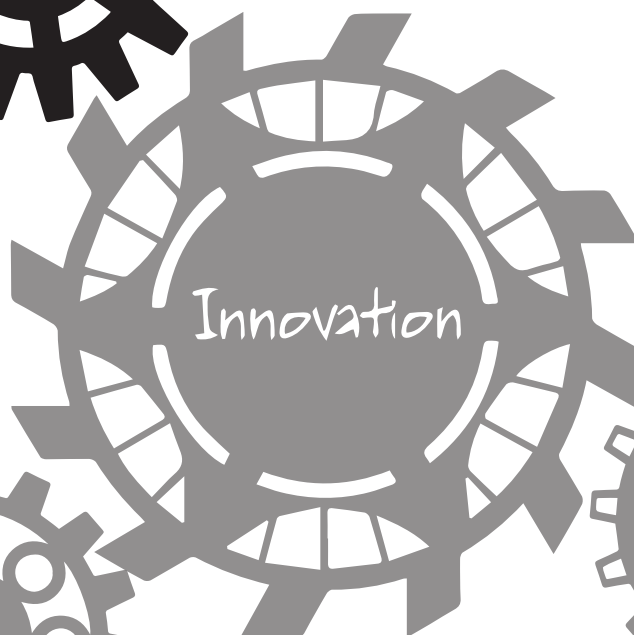






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## **Leadership**

Leadership facilitates and maximizes the efforts of all personnel to effectively promote and support teaching and learning.

# **Parent Information**



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## TO THE PARENT

Parents play a major role in a child's academic, behavioral, social, and emotional success. With that in mind, it is important that parents are aware of the School Board Policy JZZC: Parental Responsibility and Involvement according to the Code of Virginia and School Board. (All policy information can be located on [http://www.municode.com/library/VA/norfolk\\_school\\_board](http://www.municode.com/library/VA/norfolk_school_board).)

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 (§22.1-279.3).

Each parent of a student shall sign and return (to the school in which the student is enrolled) a statement acknowledging the receipt of the School Board's Standards of Student Conduct, which can be found on the last page of this Handbook.

**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 (§22.1-279.3).**

All parents must assume responsibility for bringing and picking up students at the appropriate time for school and school activities. When parents bring students to activities too early, or fail to pick up students at the designated time and all attempts to reach parents have been exhausted, calls will be made to the proper authorities for assistance.

Upon the failure of a parent, with the provisions of this section, the principal shall report in writing such failure to the Director of Student Support Services, who shall review the matter and make a recommendation to the Superintendent. The principal's report shall summarize the underlying disciplinary problems and list names and contact information for all teachers or other school employees who may be needed to testify in court. The School Board may, upon the recommendation of the Superintendent, by petition to the juvenile and domestic relations court, proceed against such parent for willful and reasonable refusal to participate in efforts to improve the student's behavior or school attendance seeking the remedies established in Section 22.1-279.3 of Code of Virginia, 1950, as amended as follows:

If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in this section, to review the School Board's Standards of Student Conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to meet; or if the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to this policy, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs



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and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling, or a mentoring program, as appropriate, or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed **\$500.00**.

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.

Each parent is expected to provide the school with current student information to include:

- Current address, phone number, cell phone number, emergency contact information, and person(s) authorized to pick up student.

Parents are expected to report directly to the main office when entering a school building. Parents must receive a visitor's pass and display it.

If identification is requested during a visit to the school, parents are expected to provide it for the protection of all involved.





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## Parent Involvement in Education

### Parental Rights

When parents of a student are estranged, separated, or divorced, building personnel will uphold the parental rights of both parents. Unless there is a court order to the contrary, both parents have the right to:

1. View the child's school records, in accordance with policy JO.
2. Receive school progress reports, the school calendar, and notices of major school events.
3. Visit the school in accordance with policy KK.
4. Participate in parent-teacher conferences (in the case of the noncustodial parent, after a timely request is made).
5. Receive all notifications in accordance with the Individuals with Disabilities Education Act.
6. Receive all notifications in accordance with Section 504 of the Rehabilitation Act.
7. Receive notice of the student's extended absence, as defined in and pursuant to Policy JED, if both parents have joint physical custody.

### Parent Responsibilities

The custodial parent has the responsibility to:

1. Keep the school office informed of the address of residence and how he or she may be contacted at all times.
2. On the Norfolk Public Schools' registration form, list the current address and phone number of the noncustodial parent, unless such address is unknown and the parent signs a statement to that effect, or unless a court order restricts the educational or contact right of the parent.
3. Provide a copy of any legal document which restricts the educational and/or contact rights of the noncustodial parent.

The noncustodial parent has the responsibility to keep the school apprised of changes in his or her current phone number and address. Further, the noncustodial parent may make timely requests to participate in parent-teacher conferences.

## False Statements Concerning Residency

Any person who knowingly makes a false statement concerning the residency of a child, as determined by §22.1-3, in a particular school division or school attendance zone, for the purposes of (i) avoiding the tuition charges authorized by §22.1-5 or (ii) enrollment in a school outside the attendance zone in which the student resides, shall be guilty of a Class 4 misdemeanor and shall be liable to the school division in which the child was enrolled as a result of such false statements for tuition charges, pursuant to §22.1-5, for the time the student was enrolled in such school division.



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## STUDENT REGISTRATION

To enter kindergarten, your child must be 5 years of age or reach his/her birthday on or before by September 30th of the school year. The student and the natural parent, or legal guardian, must be present during enrollment. Students turning 5 years old in October, November or December may attend kindergarten, on a space-available basis, under the following conditions:

- ★ Must demonstrate readiness
- ★ Must pay a tuition
- ★ Must fulfill mandatory Entrance Requirements

Please contact the Department of Curriculum and Instruction at (757) 628-3481 for details.

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### The Commonwealth of Virginia mandates the following requirements prior to entrance in public schools:

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#### • Birth Certificate

A certified copy of the student's birth record. Certified copies of a birth record for a person born in Virginia may be obtained from the Virginia Department of Health – Division of Vital Records and Health Statistics. A photocopy of the child's birth certificate will not meet this requirement.

#### • Residence

- A. A student is deemed a resident of a school division and entitled to enroll in school if he or she is living with a natural parent or a parent by legal adoption. A court order or proof of custody cannot be required of a natural parent for the enrollment of a student who is living with him/her.
- B. Persons other than the natural parent(s) with physical guardianship awarded to them by the court system must provide the final court order to the Department of Student Support Services. Petitions are not honored.
- C. Schools divisions cannot bar enrollment to students who reside within the school division but do not hold a student visa.
- D. A student is deemed to reside within the school division when the student is living with an adult relative providing temporary kinship care. Documents are required for verification at the school.
- E. School divisions must not discourage or lead to the exclusion of students based on their or their parents' or guardians' citizenship or immigration status.

#### Documents accepted for proof of residence

- A current lease, mortgage, or major utility bill (power, gas, water, or sanitization).

***DMV identification card or driver's license is not an acceptable form of address verification.***





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- **Expulsion Statement- A-216-A**

A sworn statement or affirmation indicating whether the child has been expelled from attending a private school or another public school in Virginia or a school in another state for an offense involving weapons, alcohol or drugs, or for willful infliction of injury to another person.

- **Comprehensive Preschool Physical Examination**

A. A comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner or licensed physician assistant acting under the supervision of a licensed physician prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school must be furnished prior to admission.

B. Children of military families, without documentation of immunizations, should be immediately enrolled and shall have up to 30 days from the date of enrollment to obtain any immunizations required by the receiving state. The Compact does NOT waive the physical examination requirements for military students.

- **Immunizations**

No student (except those who are homeless, foster care youth or military) shall be admitted by a school if his parent does not submit documentary proof of immunization unless the student is homeless, or has an affidavit stating immunizing agents conflict with the students' religious tenants or practices.

- **Homeless Students**

A. A School division must immediately enroll homeless students and coordinate the provisions for services to these students.

B. School divisions cannot bar homeless children that do not provide the required health or immunization information required of other students.





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## CUSTODY

All custody orders must be referred to the Department of Student Support Services (DSSS). Persons with guardianship/custody of a child or children awarded to them by the court system, who are attempting to register a child or children in school, must report to the DSSS with proper identification and custody order.

- **Custody or Court order (if applicable)** – Not required of natural parent if the student is living with him/her, unless there is an order in place contrary.

### ***§ 22.1-4.3. Participation by and notification of noncustodial parent.***

Unless a court order has been issued to the contrary, the noncustodial parent of a student enrolled in a public school or day care center (i) shall not be denied the opportunity to participate in any of the student's school or day care activities in which such participation is supported or encouraged by the policies of the school or day care center solely on the basis of such noncustodial status and (ii) shall be included, upon the request of such noncustodial parent, as an emergency contact for the student's school or day care activities.

For the purposes of this section, "school or day care activities" shall include, but shall not be limited to, lunch breaks, special in-school programs, parent-teacher conferences and meetings, and extracurricular activities. It is the responsibility of the custodial parent to provide the court order to the school or day care center.

1997, c. 762, § 22.1-279.5; 2001, cc. 688, 820; 2005, c. 34.

### • **Students in Foster Care**

A student who has been placed in a foster care placement by a local social services agency (as defined in § 63.2-100 of the Code) shall be immediately enrolled in school even if the placing social services agency is unable to produce the documents required for enrollment. In such cases, the person enrolling the student must provide a written statement that, to the best of his knowledge, sets forth the student's age and compliance with the requirements of § 22.1-3.2 of the Code and indicates that the student is in good health and free from communicable or contagious disease. (§ 22.1-3.4 of the Code)

Within 72 hours of placing a child of school age in a foster care placement, the local social services agency making such placement shall, in writing: (a) notify the principal of the school in which the student is to be enrolled and the superintendent of the relevant school division or his designee of such placement; and (b) inform the principal of the status of the parental rights. Please visit *Enrollment of Students in Foster Care* on the Virginia Department of Education's website for additional information regarding the enrollment of these students.



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## ATTENDANCE/TRUANCY

### Compulsory Attendance Law

Except as otherwise provided in this handbook, every parent, guardian, or other person in the Commonwealth, having control or charge of any child who will have reached the fifth birthday on or before September 30th of any school year, and who has not passed the 18th birthday, shall ensure that the student in their charge is enrolled and actively attending a public, private denominational, or parochial school. Homeschooling options are also a possibility, but a Notice of Intent to Provide Home Instruction is required to be on file with Norfolk Public Schools.

Generally, children enrolled in our pre-K programs and those of school age are expected to attend school every day. Students are expected to arrive to school on time and remain in school for the duration of the school day. Students are considered absent if they are not present on days schools are in session. Both excused and unexcused absences count towards students' total number of absences and can impact successful completion of a course. Norfolk Public Schools will continue to call primary contact numbers provided by parents and guardians following any absence.

**Excused Absences:** Sickness of a student, severe affliction in the family, exposure to contagious disease or extremely inclement weather or religious holidays shall be considered legitimate excuses for absence or tardiness. In all cases of absence or tardiness, the parent or guardian shall inform the school of the excuse stating the cause. Parents of students who are absent must inform the school of the reason for the absence no later than the day the student returns to school. Until notification for absences is received and approved, the absence shall be unexcused. For pre-arranged absences, principals may exercise their discretionary power to excuse students from school upon written request from the parent or guardian stating the reason for and timeframe of the absence.

**Unexcused Absences:** If a student fails to report to school for five or more scheduled school days and there is no indication that the student's parent or guardian is aware of and supports the absence, truancy procedures are initiated. A Norfolk Public Schools' designee will make reasonable efforts to 1-notify the parent of the absences, 2-to obtain an explanation for the student's absence and 3-to explain to the parent the consequences of continued nonattendance. The parent or guardian must collaborate with school teams to develop an attendance plan. If the student misses more unexcused days after the plan is developed, the parent or guardian must attend an attendance conference at the school with the school team. If the unexcused absences continue to increase, and parents and/or students are noncompliant with the plan and interventions established as a result of the conference, the school team may hold another conference to address concerns. If noncompliance persists, and the student continues to miss unexcused days from school, court involvement will be initiated.



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## Drop-Out Retrieval

Norfolk Public Schools seeks to ensure that all eligible students are enrolled and attending school. Working collaboratively with city agencies and the community, Norfolk Public Schools actively looks for students who have dropped out so that they can be re-enrolled and re-engaged in the academic process. A limited number of alternative programs are available to meet the needs of students who have difficulties in traditional school programs. In order to access the alternative programs, students must be actively enrolled in a school. The School Counseling and Guidance Department can be a useful source of information regarding access to alternative programs.

## Truancy Court

The Truancy Court Initiative was established as a partnership between Norfolk Public Schools and the Norfolk Juvenile and Domestic Relations Courts in an effort to ensure all students comply with Virginia's compulsory attendance laws. The initiative attempts to help students with excessive unexcused absences to improve their attendance by providing support, and to help families in crisis secure needed services. The Interdisciplinary Team (IDT), which consists of representatives from Norfolk Public Schools, Norfolk Court Services Unit, and community agency representatives, meets regularly to review truancy cases. The goal is to have students attend school regularly, and to avoid court involvement whenever possible. While the goal is to avoid filing petitions when possible, Parental Participation petitions and/or Child in Need of Supervision petitions are court options and will be used to address parents/guardians and students who are unwilling to comply with the compulsory school attendance laws of Virginia.





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## FOREIGN EXCHANGE STUDENTS

### Classifications of Foreign Exchange Students

Foreign exchange students classified as J-1 have residence in a foreign country to which they plan to return, and are coming temporarily to the United States as participants in a program that has been approved by the U.S. Information Agency.

Foreign exchange students classified as F-1 are defined as persons who have residence in a foreign country to which they plan to return, and who are coming to the United States temporarily and solely for the purpose of cultural and educational exchange. This enrollment must be authorized by the U.S. Bureau of Immigration and Customs Enforcement.

### Program Approval for J-1 Foreign Exchange Students

1. All students must have J-1 exchange visa status.
2. Approved exchange programs must have local (Hampton Roads area) representatives to coordinate, supervise, and monitor placement and progress of students.
3. All J-1 foreign exchange students must enroll in the Norfolk Public Schools System through an exchange program which has been approved by DSSS, in collaboration with the Departments of Curriculum and Instruction, and is included on the list of approved sponsoring organizations and the Council on Standards for International Education Travel.
4. Approved programs must submit student applications by June 1 to be processed and approved by the DSSS no later than August 1 of the year of attendance.
5. Norfolk Public Schools does not allow enrollment for foreign exchange students for less than one full school year.







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## PREKINDERGARTEN IN NORFOLK PUBLIC SCHOOLS

Norfolk Public Schools (NPS) operates a free, full-day, high-quality instructional program for three- and four-year-old students identified as at-risk for early academic challenges. There are 21 Title I classes for three-year-old students. For the four-year-old students, there are 72 Virginia Preschool Initiative (VPI) classes, 10 VPI+ classes, and three locally-funded classes.

The goal of NPS' preschool program is to help student gain the skills necessary to be successful in Kindergarten. Through research-based curriculum that aligns with the Virginia Foundation Blocks of Early Learning, students will exit our programs with the academic and social-emotional skills needed to be successful.

### HOW DO I APPLY FOR MY CHILD TO ATTEND PREKINDERGARTEN?

**Acceptance into the Norfolk Public Schools prekindergarten program is based upon the following requirements:**

- 1. Residency:** You must provide proof that you and your child are residents of the city of Norfolk.
- 2. Age:** Your child must be age three or four by September 30 of the school year for which you are applying to enroll.
- 3. Program-related eligibility criteria:** Grant requirements set the criteria for prekindergarten admission based upon pre-determined risk factors that may apply to you, your child, and/or your household. You must complete the application in its entirety and submit required verification documents so that eligibility can be determined.





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## BASIC INFORMATION ABOUT NPS' PREKINDERGARTEN PROGRAM

- All teachers are state licensed and teacher assistants are highly qualified.
- Teacher/student ratio is 1:9; class size is limited to 18 children.
- Free or reduced-price breakfast and lunch are available for children whose families qualify.
- In the three-year-old program, parents are responsible for transportation to and from school.
- For the four-year-old program, transportation is provided in accordance with established boundaries and procedures outlined by the transportation department.
- The full-day program follows the same schedule as elementary schools.

## AS A PARENT, WHAT ARE MY RESPONSIBILITIES?

**We care about your child and recognize that we need your help to ensure your child's success in prekindergarten.**

- Make sure your child attends school regularly and on time.
- Complete home learning activities that the teacher provides.
- Meet with the teacher regularly to talk about your child's progress.
- Participate in school activities.

For more information, please contact:

Tracie Kunkel, Preschool Coordinator: 757-628-3944 or [tkunkel@nps.k12.va.us](mailto:tkunkel@nps.k12.va.us)



# Supplemental Guidance for School-required Vaccines

## June, 2018

Children vaccinated in accordance with either the current harmonized schedule or the harmonized catch-up schedules (including all minimum age and interval requirements) are considered appropriately immunized for school attendance\*

| Antigen  | Kindergarten                                       |  | Sixth Grade  |  | Trade Names |                          |
|--|--|--|--|--|-------------|--------------------------|
|  | Minimum Required                                   | Notes  | Minimum Required   | Notes  | Components  | Trade Names              |
| Diphtheria, Tetanus & Pertussis vaccines (DTaP)  | 4 doses of DTaP - one on or after the 4th birthday | typically 5 are given by entry into kindergarten   | Same as for kindergarten   | NOTE: children over the age of 7 years will need only 3 doses of tetanus-containing vaccine if the 1st dose was administered at 12 months of age or older (Tdap may be given as one of the 3 doses) if Tdap vaccine has been given after the age of 7 years, the requirement is met NOTE: only 1 dose of Tdap is required, regardless of the interval since the last dose of pertussis-containing vaccine. | DTaP        | Daptacel; Infanrix       |
| Tetanus, Diphtheria, & Pertussis vaccines (Tdap) | not applicable                                     | not applicable   | One dose of Tdap (a different vaccine than DTaP; NO grace period allowed)  |  | Tdap        | Adacel; Boostrix         |
| Hepatitis B vaccine                              | 3 doses  | ALL minimum age & interval requirements must be met  | Same as for kindergarten   | If a child is 11-15 years of age at the time of vaccination, only 2 doses are needed if the adult dose of Recombivax HB is used  |             | Engerix-B; Recombivax HB |
| Human Papillomavirus (HPV) vaccine               | not applicable                                     |  | 3 doses for female students  | UNIQUE in that no documentation of vaccination or exemption is required  | HPV4; HPV9  | Gardasil                 |
| Measles, Mumps & Rubella vaccines                | 2 doses of measles and mumps; 1 dose of rubella    | not usually a problem for children born in the US as 2 doses of MMR are typically given; foreign-born children may have received single antigen vaccines | Only one dose of mumps-containing vaccine is required for those who would have been enrolled in kindergarten prior to 2010 | Same as for kindergarten   | HPV2        | Cervarix                 |
|  |  |  |  |  | MMR         | M-M-R II                 |

# Supplemental Guidance for School-required Vaccines June, 2018

| Antigen   | Kindergarten                               |  | Sixth Grade              |                          | Trade Names                |   |
|---|--|--|--------------------------|--------------------------|----------------------------|---|
|   | Minimum Required                           | Notes  | Minimum Required         | Notes                    | Components                 | Trade Names                               |
| <b>Polio Vaccine</b>  | 4 doses - one on or after the 4th birthday | <b>NOTE: a 4th dose is not necessary if the 3rd dose was administered at 4 years of age or older and at least 6 months following the previous dose</b> | Same as for kindergarten | Same as for kindergarten |                            | IPOl                                      |
| <b>Varicella (chickenpox) Vaccine</b>   | 2 doses                                    |  |                          | 2 doses                  |                            | Varivax                                   |
| <b>Combination Vaccines</b><br>(contain at least one of the vaccines required for school) |  |  |                          |                          | Hepatitis B + Hib          | Comvax                                    |
|   |  |  |                          |                          | MMR + varicella            | ProQuad (MMRV)                            |
|   |  |  |                          |                          | DTaP + Polio               | Kinrix,                                   |
|   |  |  |                          |                          | DTaP + Hepatitis B + Polio | Quadracel                                 |
|   |  |  |                          |                          | DTaP + Polio + Hib         | Pediarix                                  |
| <b>Haemophilus Influenzae Type b (Hib) vaccine</b>  | Not required for kindergarten entry        | only required for children in day care or head start programs  | not required             |                          |                            | Pentacel                                  |
| <b>Pneumococcal (PCV) vaccine</b>   | Not required for kindergarten entry        | only required for children in day care or head start programs  | not required             |                          |                            | ActHIB<br>Hiberix<br>PedvaxHIB<br>Prevnar |

**NOTE: 4 day grace period IS allowed according to current recommendations for ALL antigens/doses**

\* current schedules may be found at: <http://www.cdc.gov/vaccines/schedules/index.html>

\* minimum age/intervals table may be found in Appendix A of The Pink Book: <http://www.cdc.gov/vaccines/pubs/pinkbook/index.html>



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## SCHEDULE OF FEES

The School Board provides, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board shall ensure that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees will not be charged to students for instructional materials, textbooks, or other materials used by a School Board employee that are not directly used by a public school student.

### **Fees may be charged for:**

1) optional services such as parking or locker rental; 2) student-selected extracurricular activities; 3) class dues; 4) field trips or educationally-related programs that are not required instructional activities; 5) fees for musical instruments, as long as the instruction in the use of musical instruments is not part of the required curriculum; 6) distance learning classes for enrichment which are not necessary to meet the requirements for a diploma; 7) summer school, unless the classes are required for remediation as prescribed by the Standards of Quality; 8) overdue or lost or damaged library books; 9) lost or damaged textbooks; 10) consumable materials such as workbooks, writing books, drawing books and fine arts materials and supplies; however, workbooks, writing books, drawing books and fine arts materials and supplies must be furnished to students who are unable to afford them at a reduced price or free of charge; fees may not be charged to students for instructional materials, textbooks, or other materials that are not directly used by a public school student; 11) the behind-the-wheel portion of the driver's education program; 12) a fee not to exceed a student's pro rata share of the cost of providing transportation for voluntary extracurricular activities; and 13) the preparation and distribution of official paper copies of student transcripts; a reasonable number of copies of official paper copies must be provided for free before a charge is levied for additional official copies; official electronic copies of student transcripts must be provided for free.

### **Fees may not be charged:**

1) as a condition of school enrollment, except for students who are not of school age or who do not reside within the jurisdiction; 2) for instructional programs and activities, or materials required for instruction, except as specified in by 8 VAC 20-720-80.H; 3) for textbooks or textbook deposits; however, a reasonable fee or charge for lost or damaged textbooks may be charged; 4) for pupil transportation to and from school; or 5) for summer school programs or other forms of remediation required by the Standards of Quality.

Any additional funds that students are requested to furnish must be approved by the superintendent of schools on the recommendation of the principal.

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them including but not limited to,





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families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.

Each time a fee is charged, notice will be given that a fee waiver may be requested. The notice will include directions as to how to apply for a waiver.

The consequences for nonpayment of fees include, but are not limited to, exclusion from activities related to the fee. However, no student's report card, diploma or class schedule may be withheld because of nonpayment of fees or charges. Also, no student may be suspended or expelled for nonpayment of fees or charges.

The School Board has the discretion, on its own or upon recommendation of the superintendent, to bring a civil suit for damages against a student or the student's parents for any actual loss, breakage, or destruction of or failure to return property owned by or under the control of the School Board, caused or committed by such pupil in pursuit of his studies. Such action may include seeking reimbursement from a pupil or pupil's parent for any such loss, breakage, or destruction of or failure to return school property.

## STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights are as follows:

- (1) The right to inspect and review the student's educational records within forty-five (45) calendar days of the day the school receives a written request for access. Parents or eligible students should submit to the school principal (or his or her designee) a written request that identifies the record(s) they wish to inspect. The principal or designee 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 the amendment of the student's educational records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school system to amend a record should write the Senior Director of the Department of Student Support Services, 800 E. City Hall Avenue, Suite 904, Norfolk, VA 23510, clearly identify the part of the record they want changed, and specify why it should be changed. If the Senior Director decides not to amend the record as requested by the parent or eligible student, the Senior Director 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.



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- (3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that 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 school 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 school has contracted as its agent to provide a service instead of using its own employees or officials (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 performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

- (4) Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31).

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully-issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

- (5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Norfolk Public Schools to comply with the requirements of FERPA. The contact information for the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Norfolk Public Schools (NPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's educational records. However, NPS may disclose appropriately designated "directory information" without written consent, unless you have advised NPS to the contrary in accordance with NPS procedures. The primary purpose of directory information is to allow NPS to include this type of information from your child's educational records in certain school publications. Examples include:



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- 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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Notwithstanding this definition, no school shall disclose the address, telephone number, or email address of a student pursuant to 34 C.F.R. § 99.31(a)(11) or the Virginia Freedom of Information Act (§ 2.2-3700 et seq.) unless the parent or eligible student has affirmatively consented in writing to such disclosure.

However, two federal laws require local educational agencies (LEAs), in this case NPS, receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information (names, addresses and telephone listings), unless parents have advised in writing to NPS, pursuant to this notice, that they do not want this information disclosed.

If you do not want NPS to disclose directory information from your student's **directory information** without your written consent, you must provide written notification to the Department of Student Support Services within ten (10) school days of the distribution of this handbook. Parents may notify NPS at any time after the 10 days, but until this occurs, the following information shall be treated as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Honors and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Most recent educational school or center attended

Notwithstanding the above, regardless of whether the parent has filed an official objection with NPS, NPS will not treat contact information, including, but not limited to, a student's address and telephone number, as directory information from being publicly listed, as where a parent has an unlisted phone number, for example, and has notified NPS of that fact.



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## Student Transcripts

The Department of Student Support Services (DSSS) can assist you in obtaining your school transcript and other school records. The requestor must complete the “Record Request Form” if at least 18 years old, or if the requestor has been out of school for a period of four to five years. The forms may be picked up and completed in the DSSS office, on the DSSS web site, mailed, or faxed. The return address and fax number are printed on the request form. Please submit a photo I.D., Social Security Card, or Birth Certificate. Please allow ten business days to process the request.

If the person whose records the customer is trying to receive is deceased, the requestor must present a death certificate. If the person whose records the customer is trying to receive is living, the requestor must present his/her personal ID and a Power of Attorney (for an adult 18 or older) for customer’s records they are requesting.

Requests from law firms do not require a subpoena. The student (parent/legal guardian) may ask the law firm to request the record for social security claims, disability claims, or medical claims. A signed release must be attached to the request from the law firm on official letterhead.

### **The information required for this request is as follows:**

- Name the student used while in school
- Name of last school attended
- Date of birth, Last four digits of Social Security Number
- The destination to which DSSS is to mail the official copy of the record. This process takes a minimum of ten working days and there is no fee.

### **Transcripts**

Official transcripts are requested by employers, colleges/universities, and military. Official transcripts are mailed in a sealed envelope with the Norfolk Public Schools seal and stamp that can only be opened by the requestor. Unofficial transcripts are normally for personal use.

## GETTING HELP WITH A PROBLEM

### **School Problems**

If students have a problem related to discipline, security, personal safety or welfare, the student should:

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand – perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker, or an adult mentor. It is important to talk to a trusted adult.



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4. Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
5. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.
6. A student may also call the Bullying and Safe Schools Hotline at 757-628-1171.

It is important for students to know that when a report is made to the school about an incident of this nature, the information provided is strictly confidential.

## Personal Problems

For help with personal problems which may affect a student's school life or activities:

1. If possible, discuss the problem with parents/guardians.
2. If a student and his/her parents/guardians cannot solve a problem, there are people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources.
4. The assistant principal and the principal will be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

## Academic Problems

For help with an academic problem, the student should:

1. Seek out the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to the department chairperson or lead teacher.
3. Further help can be obtained through the school counselor.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.

## Extracurricular Activities

For help with problems involving extracurricular activities, the student should:

1. See the advisor assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director at the school.
3. If the student does not know who is assigned as advisor to the activity, the student should see an





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administrator.

4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/guardians and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

## **Bullying, Harassment, Intimidation, Hazing, and Bias Behavior**

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Standards of Student Conduct. If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available on the school website, or from the main office or the school counseling office. **The form is also located in the Form and Releases section of the handbook.** You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

## **Confidentiality in Counseling**

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

## **Where to Get Help**

You may seek assistance through the following staff members or programs, which may be available at schools:

- Conflict Resolution
- Peer Helpers
- Tutors/Mentors
- Teachers
- Principals
- School Counselors
- School Social Workers
- School Psychologists
- Department of Student Support Services
- Bullying and Safe Schools Hotline: 757-628-1171
- Safeschools@npsk12.com
- Peer Mediation
- School Nurses
- School Administrators
- School Resource Officers
- Security Officers
- Bus Drivers
- Any Adult in School



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## Norfolk Public Schools Counseling Program

### Mission Statement

*The school counseling program, based on the national, state and local standards in collaboration with stakeholders (students, parents, staff, community members and local businesses) has been developed to ensure that all students (K-12) regardless of individual differences acquire the academic, career and personal/social competencies needed to access exciting options and opportunities upon graduation in order to become successful productive contributors of society.*

School counseling services are offered to students in grades kindergarten through 12. Professional school counselors work closely with all of their students, parents, and school staff to help maximize student learning and ensure that students are well prepared to be positive contributors to their communities.

School counselors provide services to students through individual, small group and classroom guidance sessions over a period of time. Generally, students meet with their school counselors through self-referral, parent/guardian, staff or administrative requests. Counselors provide services in three major areas: academic, career and personal/social.

Academic counseling involves the school counselors assisting the students and parents in learning about available curriculum options to aide in planning a program of studies, researching post-secondary academic opportunities, as well as interpreting academic tests.

Career counseling involves assisting students and parents in career exploration and information and creating a plan of action for work and other career opportunities. As a result, students participate in a variety of career exploration activities and online career inventories. All of which will assist the students in making a connection between school and the world of work.

Personal/social counseling focuses on assisting the students with an understanding of respect for self and others and the skills to be responsible citizens.

NPS School Counseling Curriculum adheres to the Standards for School Counseling Programs in Virginia Public Schools as prescribed by Virginia Department of Education.

### Suicide Awareness Prevention and Postvention

Protecting the health, safety and well-being of all students is of utmost importance to Norfolk Public Schools. It is further the districts' belief that it is the collective responsibility of all staff and administration to promote healthy development, to safeguard against the risk or attempt of suicide among school-aged youth, and to address barriers to learning. To this end, the School Board has adopted a suicide prevention policy which sets forth procedures that help to prevent, assess, intervene and respond to students at risk of suicide. Staff have been trained to respond to a student identified as being at risk, and will work with parents in helping them to connect with appropriate local resources, as necessary. ***Anyone in crisis should know that help is always available.*** Access to national crisis resources is available by contacting The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org) In an acute crisis, 911 should be contacted. Further information regarding suicide prevention and postvention at Norfolk Public Schools may be obtained by contacting the Department of Student Support Services at (757) 628-3931.



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## Interagency Collaboration and Wraparound Services

The NPS Department of Interagency Collaboration and Wraparound Services (ICWS) aims to develop strong working relationships with families and community partners and providers to support students' academic progress and their social, emotional, and health needs. Comprehensive wraparound services and supports focus upon addressing a multitude of academic and non-academic barriers that impede students' ability to achieve at their highest potential. The Department of ICWS works to leverage school-based and community-based resources to support the needs of the whole child.

The provision of wraparound services is approached through a comprehensive and collaborative, team-based, student-guided, and family-driven process that “wraps” a variety of school and community-based supports around students and families. Wraparound services and supports are provided in the following areas: safety/medical; social/emotional/behavioral functioning; academic functioning; cultural/community functioning; and family functioning.

In addition to providing services and supports to the general population of students, the NPS Department of Interagency Collaboration and Wraparound Services (ICWS) supports the unique needs of the school division's military-connected students and families. Approximately twenty percent (20%) of all NPS students are connected with the military. Their families serve our country through affiliation with all branches of the U.S. Armed Forces: Navy, Marine Corps, Army, Coast Guard, and Air Force. A variety of programs have been instituted and myriad resources are available for use to better ensure the academic success and social-emotional well-being of our military-connected students.

## School Wellness

Aligned with the NPS School Board Policy JHCF (School Wellness), the school division is committed to providing a school environment that enhances learning and the development of lifelong wellness behaviors. Using evidence-based strategies, the Board has established the following goals to promote student wellness:

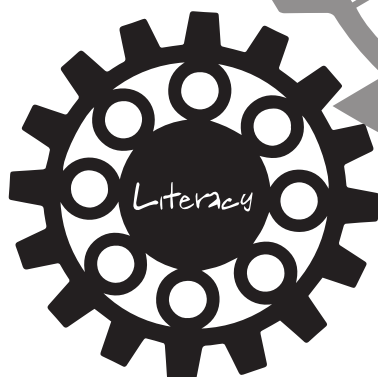
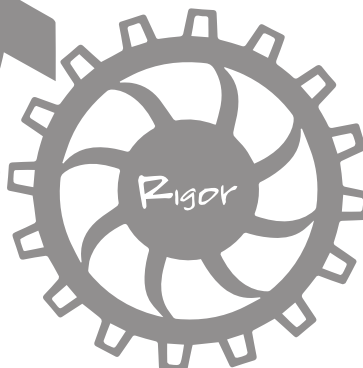
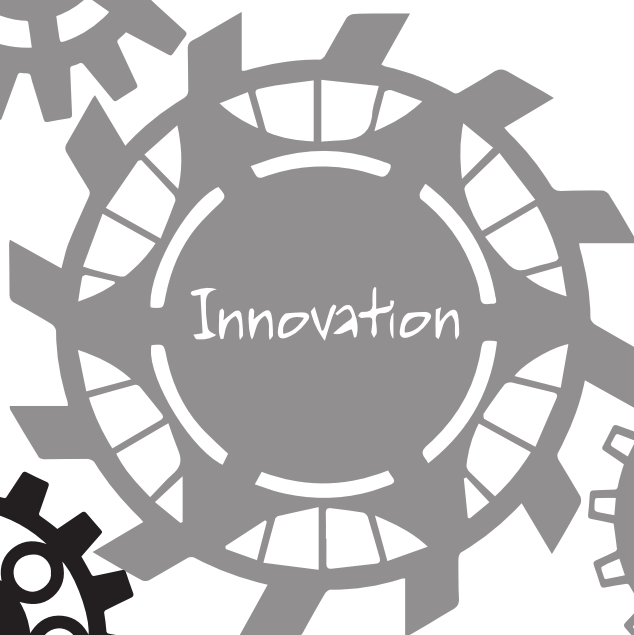
- Access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards
- Deliver quality nutrition education that helps students develop lifelong healthy eating behaviors
- Provide opportunities to be physically active before, during and after school
- Engage schools in nutrition and physical activity promotion and other activities that promote student wellness
- Encourage and support school staff to practice healthy nutrition and physical activity behaviors in and out of school
- Engage the community in supporting the work of the division in creating continuity between school and other settings for students and staff to practice lifelong healthy habits
- Establish and maintain an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives
- Coordinate wellness with other aspects of school management, including the School's Improvement Plan, when appropriate

This policy applies to all students, staff and schools in the division.



**Norfolk Public Schools**

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## **Literacy**

Literacy is reading, writing, listening, speaking, and thinking critically.

# **References and Resources**



# Norfolk Public Schools

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## CENTRAL ADMINISTRATION DEPARTMENTAL LISTINGS

800 E. City Hall Avenue, Norfolk, VA 23510

|  |  |                 |
|--|--|-----------------|
| <b>Academic Affairs</b><br>800 E. City Hall Avenue - 1100                                  | Kipp Rogers, Ph.D., Chief Academic Officer         | (757) 628-3834  |
| <b>Academic Rigor</b><br>7000 West Tanners Creek Road                                      | Karla Stead, Senior Coordinator                    | (757) 852-4674  |
| <b>Art Education</b><br>7000 West Tanners Creek Road                                       | Georgeanna Fellio, Senior Coordinator              | (757) 852-4674  |
| <b>Athletics</b><br>800 E. City Hall Avenue - 1000   | Stephen Suttmillier, Senior Coordinator            | (757) 628-3477  |
| <b>Career and Technical Education (CTE)</b><br>1330 North Military Highway                 | Kenyetta Goshen, Senior Director                   | (757) 892-3964  |
| <b>Communications and Media Relations</b><br>800 E. City Hall Avenue - 1008                | Khalilah LeGrand, Ed.D., Senior Director           | (757) 628 -3459 |
| <b>Counseling/Guidance</b><br>800 E. City Hall Avenue - 1102                               | April Harmon, Senior Coordinator                   | (757) 628-3901  |
| <b>Curriculum and Instruction</b><br>800 E. City Hall Avenue - 1102                        | Michael Cataldo, Ed.D., Executive Director         | (757) 628-3481  |
| <b>Early Learning and Title 1 / Preschool Program</b><br>800 E. City Hall Avenue - 709     | Jamie Malinak, Senior Director                     | (757) 628-3944  |
| <b>English Education</b><br>800 E. City Hall Avenue - 1103                                 | Gwen Collins, Senior Coordinator                   | (757) 628-3899  |
| <b>Foreign Language/English as a Second Language (ESL)</b><br>7000 West Tanners Creek Road | Meredith Hobson, Senior Coordinator                | (757) 852-4630  |
| <b>Health, Safety, &amp; Physical Education</b><br>800 E. City Hall Avenue - 1000          | Darrick Person, Senior Coordinator                 | (757) 628-3866  |
| <b>History/Social Science</b><br>800 E. City Hall Avenue - 1102                            | Bruce Brady, Senior Coordinator                    | (757) 628-3898  |
| <b>Homeless and Foster Care</b><br>800 E. City Hall Avenue – 709                           | Ta-Tanisha Walton, Homeless Liaison                | (757) 628-3944  |
| <b>Human Resources</b><br>800 E. City Hall Avenue - 900                                    | Timothy Billups, Executive Director                | (757) 628-3905  |
| <b>Interagency Collaboration and Wraparound Services</b><br>800 E. City Hall Avenue - 1204 | Sharon Byrdsong, Ed.D., Executive Director         | (757) 628-3930  |
| <b>Learning Support/Special Education</b><br>800 E. City Hall Avenue - 800                 | Janice James-Mitchell, Ph.D., Senior Director      | (757) 628-3950  |
| <b>Mathematics Education</b><br>800 E. City Hall Avenue - 1102                             | Rhonda White, Senior Coordinator                   | (757) 628-3886  |
| <b>Media Services</b><br>800 E. City Hall Avenue - 1004                                    | Valerie Ford, Senior Coordinator                   | (757) 628-3895  |
| <b>Music Education</b><br>7000 West Tanners Creek Road                                     | Danielle F. Roby, Senior Coordinator               | (757) 852-4674  |
| <b>NTC Evening School</b><br>1330 North Military Highway                                   | Reba Jacobs-Miller, Evening School Principal       | (757) 628-3450  |
| <b>Office of the Superintendent</b><br>800 E. City Hall Avenue - 1200                      | Melinda J. Boone, Ed.D., Superintendent of Schools | (757) 628-3830  |
| <b>Preschool</b><br>800 City Hall Avenue – 709   | Jamie Malinak, Senior Director                     | (757) 628-3944  |





# Norfolk Public Schools

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|  |   |                |
|--|---|----------------|
| <b>Safe Routes to School</b><br>800 E. City Hall Avenue - 1000   | Theresa Pusateri, SRTS Program Specialist   | (757) 628-3866 |
| <b>School Leadership Development</b><br>800 E. City Hall Avenue - 1100   | Jacqueline Chavis, Executive Director<br>John Coleman, Executive Director<br>Kimberly Gray, Ed.D., Executive Director | (757) 628-3989 |
| <b>School Nutrition</b><br>974 Bellmore Avenue   | Helen Phillips, Senior Director   | (757) 628-2760 |
| <b>Science Education</b><br>800 E. City Hall Avenue - 1102   | Adrienne Britton, Senior Coordinator  | (757) 628-3878 |
| <b>Southeastern Cooperative Educational Programs (SECEP)</b><br>6160 Kempsville Circle, Suite 300 B, Norfolk, VA 23502 | David Sadler, Director  | (757) 892-6100 |
| <b>Student Support Services</b><br>800 E. City Hall Avenue - 904   | Elsie Harold Lans, Ed.D., Senior Director   | (757) 628-3931 |
| <b>Teacher Induction</b><br>800 E. City Hall Avenue - 1102   | Laurel Masterson, Senior Coordinator  | (757) 377-0609 |
| <b>Testing</b><br>800 E. City Hall Avenue – 700  | Karren Bailey, Ed.D., Chief Accountability & Information Officer  | (757) 628-3850 |
| <b>Transportation</b><br>5555 Raby Road  | Robert Clinebell, Director  | (757) 892-3320 |

# 2018 - 2019 SCHOOL AND PRINCIPAL INFORMATION SHEET

| SCHOOL   | TELEPHONE | FAX      | SCHOOL ADDRESS                     | PRINCIPAL                                |
|--|-----------|----------|------------------------------------|--|
| <b>HIGH SCHOOLS (GRADES 9-12)</b>                  |           |          |                                    |  |
| Booker T. Washington (304)                         | 628-3575  | 628-3566 | 1111 Park Ave., 23504              | Dr. Margarietta Stallings                |
| Granby (301)                                       | 451-4110  | 451-4118 | 7101 Granby St., 23505             | Dr. Lynnell T. Gibson                    |
| Lake Taylor (305)                                  | 892-3200  | 892-3210 | 1384 Kempsville Rd., 23502         | Mrs. Latesha Wade-Jenkins                |
| Maury (302)  | 628-3344  | 628-3359 | 322 Shirley Ave., 23517            | Ms. Karen Berg                           |
| Norview (303)                                      | 852-4500  | 852-4511 | 6501 Chesapeake Blvd., 23513       | Mr. Walter Brower                        |
| <b>MIDDLE SCHOOLS (GRADES 6-8)</b>                 |           |          |                                    |  |
| Azalea Gardens (206)                               | 531-3000  | 531-3013 | 7721 Azalea Garden Rd., 23518      | Dr. James Kirk                           |
| Blair (207)  | 628-2400  | 628-2422 | 730 Spotswood Ave., 23517          | Dr. Mark G. Makovec                      |
| Lake Taylor (216)                                  | 892-3230  | 892-3240 | 1380 Kempsville Rd., 23502         | Dr. Melanie Patterson                    |
| Northside (211)                                    | 531-3150  | 531-3144 | 8720 Granby St., 23503             | Mr. Richard C. Fraley                    |
| Norview (212)                                      | 852-4600  | 852-4590 | 6325 Sewells Point Rd., 23513      | Mr. Patrick Doyle                        |
| Ruffner (214)                                      | 628-2466  | 628-2465 | 610 May Ave., 23504                | Ms. Jeryl Scott                          |
| Academy of International Studies at Rosemont (213) | 852-4610  | 852-4615 | 1330 Branch Rd., 23505             | Mrs. Dorie Banks                         |
| <b>ELEMENTARY SCHOOLS (GRADES K-5)</b>             |           |          |                                    |  |
| Academy for Discovery at Lakewood (3-8) (172)      | 628-2477  | 628-2486 | 1701 Alsace Ave., 23509            | Mr. Thomas Smigiel                       |
| Bay View (121)                                     | 531-3030  | 531-3025 | 1434 Bay View Blvd., 23503         | Dr. Valerie Walton                       |
| Calcott (123)                                      | 531-3039  | 531-3041 | 137 Westmont Ave., 23503           | Mrs. Danielle McIntyre                   |
| Camp Allen (114)                                   | 451-4170  | 451-4172 | 501 "C" St., 23505                 | Mrs. Deena J. Copeland                   |
| Chesterfield (126)                                 | 628-2544  | 628-2541 | 2915 Westminster Ave., 23504       | Dr. Lawrence C. Taylor                   |
| Coleman Place (128)                                | 852-4641  | 852-4648 | 2445 Palmyra St., 23513            | Dr. Pamela M. Tatem                      |
| Crossroads (PreK-8) (129)                          | 531-3050  | 531-3046 | 8021 Old Ocean View Rd., 23505     | Dr. Kristen Nichols                      |
| Fairlawn (3-5) (168)                               | 892-3260  | 892-3255 | 1132 Wade St., 23502               | Mrs. T. Michele Logan                    |
| Ghent (K-8) (135)                                  | 628-2565  | 628-2564 | 200 Shirley Ave., 23517            | Dr. Danielle Belton                      |
| Granby (134)                                       | 451-4150  | 451-4157 | 7101 Newport Ave., 23505           | Mrs. Kathryn M. Verhappen                |
| Ingleside (136)                                    | 892-3270  | 892-3265 | 976 Ingleside Rd., 23502           | Dr. Alana Balthazar                      |
| Jacox (108)  | 628-2433  | 628-2435 | 1300 Marshall Ave., 23504          | Dr. Lucy Litchmore                       |
| Larchmont (141)                                    | 451-4180  | 451-4188 | 1145 Bolling Ave., 23508           | Mr. Dennis Fifer                         |
| Larrymore (142)                                    | 531-3070  | 531-3071 | 7600 Halprin Dr., 23518            | Mr. David W. Faircloth                   |
| Lindenwood (145)                                   | 628-2577  | 628-2576 | 2700 Ludlow St., 23504             | Mr. Dennis Holland                       |
| Little Creek (146)                                 | 531-3080  | 531-3083 | 7900 Tarpon Pl., 23518             | Mrs. Cheryl Coghlan                      |
| Monroe (150)                                       | 628-3500  | 628-3563 | 520 W. 29 <sup>th</sup> St., 23508 | Mrs. Leigh Kovalcik                      |
| Norview (151)                                      | 852-4660  | 852-4658 | 6401 Chesapeake Blvd., 23513       | Mrs. Kathryn Caple                       |
| Ocean View (154)                                   | 531-3105  | 531-3111 | 350 W. Government Ave., 23503      | Dr. James Peterson                       |
| Oceanair (153)                                     | 531-3095  | 531-3099 | 600 Dudley Ave., 23503             | Mrs. Lenthia Willie-Clark                |
| P. B. Young, Sr. (PreK-2) (165)                    | 628-2588  | 628-2582 | 543 E. Olney Rd., 23510            | Dr. Dwana B. White                       |
| Poplar Halls (PreK-2) (169)                        | 892-3280  | 892-3275 | 5523 Pebble Ln., 23502             | Mrs. June J. Lightfoot                   |
| Richard Bowling (122)                              | 628-2515  | 628-2512 | 2700 E. Princess Anne Rd., 23504   | Mr. Eric Goodman                         |
| St. Helena (131)                                   | 494-3884  | 494-3888 | 903 S. Main St., 23523             | Mrs. Angel Robinson                      |
| Sewells Point (137)                                | 451-4160  | 451-4165 | 7928 Hampton Blvd., 23505          | Ms. Mary Wrushen                         |
| Sherwood Forest (156)                              | 852-4550  | 852-4532 | 3035 Sherwood Forest Ln., 23513    | Mrs. Cheryl R. Jordan                    |
| Southside STEM Academy at Campostella (K-8) (173)  | 494-3850  | 494-3860 | 1106 Campostella Rd., 23523        | Ms. Katrina Rountree                     |
| Suburban Park (159)                                | 531-3118  | 531-3120 | 310 Thole St., 23505               | Mrs. Brenda D. Shepherd                  |
| Tanners Creek (161)                                | 852-4555  | 852-4553 | 1335 Longdale Dr., 23518           | Mrs. Maritsa Alger                       |
| Tarrallton (118)                                   | 531-1800  | 531-1802 | 2080 Tarrallton Dr., 23518         | Dr. Daniel White                         |
| Tidewater Park (3-5) (119)                         | 628-2500  | 628-2501 | 1045 E. Brambleton Ave., 23504     | Dr. Sharon Phillips                      |
| W. H. Taylor (160)                                 | 628-2525  | 628-2531 | 1122 W. Princess Anne Rd., 23507   | Mrs. Charlene Feliton                    |
| Willard (115)                                      | 628-2721  | 628-3997 | 1511 Willow Wood Dr., 23509        | Mrs. Julie H. Honeycutt                  |
| Willoughby (PreK-2) (106)                          | 531-3126  | 531-3125 | 9500 Fourth View St., 23503        | Mrs. Kirstin New                         |
| <b>AUXILIARY EDUCATION FACILITIES</b>              |           |          |                                    |  |
| Berkley/Campostella ECC (130)                      | 494-3870  | 494-3390 | 1530 Cypress St., 23523            | Dr. Doreatha B. White, Principal         |
| Camp E.W. Young (307)                              | 436-6832  | 549-1931 | 145 Deepwater Dr., Ches. 23320     | Dr. Veronica E. Haynes, Site Coordinator |
| Easton Preschool (171)                             | 892-3290  | 892-3285 | 6045 Curlew Dr., 23502             | Dr. Tami M. White, Principal             |
| Granby Evening School                              | 451-4050  |          | 7101 Granby St., 23505             | Dr. Nathaniel Morris, Program Leader     |
| Hospital Ed. Program @ CHKD (850)                  | 668-7061  | 668-7497 | 601 Children's Lane, 23507         | Ms. Janice Teagle, Director              |
| Madison Alternative Center (392)                   | 628-3418  | 628-3406 | 3700 Bowdens Ferry Rd., 23508      | Mrs. Doris Langhorne, Site Coordinator   |
| NET Academy (851)                                  | 892-3310  | 892-3311 | 1260 Security Lane, 23502          | Mr. Augustus Guardino, Site Coordinator  |
| Norfolk Technical Center (NTC) (396)               | 892-3300  | 892-3305 | 1330 N. Military Highway, 23502    | Mr. Brandon Bell, Site Coordinator       |
| NTC Evening School                                 | 892-3300  | 892-3305 | 1330 N. Military Highway, 23502    | Dr. Reba Jacobs-Miller, Principal        |
| Open Campus  | 892-3223  | 892-3224 | 1330 N. Military Highway, 23502    | Ms. Sallie Cooke, Program Leader         |

**ASSISTANT PRINCIPALS INFORMATION SHEET**

| SCHOOL                                      | ASSISTANT PRINCIPAL   |   |
|---|---|---|
| HIGH SCHOOLS (GRADES 9-12)                  |   |   |
| Booker T. Washington High                   | Ms. Stephanie Hazell<br>Ms. Amy Strickland                              | Mr. Curtis Young                              |
| Granby High                                 | Ms. Lisa Hillian<br>Mrs. Kim Jackson-Dinnall<br>Mrs. Tori Jacobs-Sumbry | Dennis Otter<br>Mrs. Deborah Self             |
| Lake Taylor High                            | Ms. Stacie Armstead<br>Ms. April Bernarde                               | Mrs. Jacqualyenne M. Hall<br>Ms. Tammi Hinton |
| Maury High                                  | Mrs. Letisha Lawrence<br>Mr. Rodney L. Mangum                           | Ms. Tamara Dunn<br>Ms. Melanie Van Liere      |
| Norview High                                | Mrs. Nicole K. Gregory<br>Mr. Gregg Mottinger                           | Ms. Alexis Rogers<br>Ms. Abbie Watson         |
| MIDDLE SCHOOLS (GRADES 6-8)                 |   |   |
| Azalea Gardens                              | Ms. Brandi Melvin   |   |
| Blair                                       | Mr. Timothy Forbes  | Mrs. Sheila Saunders                          |
| Lake Taylor                                 | Mr. Michael J. Zitt   |   |
| Northside                                   | VACANT  |   |
| Norview                                     | Ms. Brendy White  | Ms. Chekesha White                            |
| Ruffner                                     | Mrs. Kathleen Fullerton Wright  |   |
| ELEMENTARY SCHOOLS (GRADES K-5)             |   |   |
| Academy for Discovery at Lakewood (3-8)     | Mrs. Letitia Frank  |   |
| Bay View                                    | Mr. Matthew Fischi  |   |
| Calcott                                     | Ms. Romanda Hannigan  |   |
| Camp Allen                                  | Ms. Annmarie Gunter   |   |
| Chesterfield Academy                        | Ms. Yukita Boone  |   |
| Coleman Place                               | Dr. Julia James   |   |
| Crossroads (PreK-8)                         | Ms. Andrea Jennings   |   |
| Fairlawn (3-5)                              | Ms. Keeysa James  |   |
| Ghent (K-8)                                 | Mr. Gregory J. Worcester  |   |
| Granby                                      | Ms. Nicole Griffin  |   |
| Ingleside                                   | Mr. Michael Swan  |   |
| Jacox                                       | Ms. Marcia E. Brown   |   |
| Larchmont                                   | Ms. Dionne Crisco   |   |
| Larrymore                                   | Mrs. Denise J. Green  |   |
| Lindenwood                                  | Ms. Valencia Moore  |   |
| Little Creek                                | Dr. Rhonda Ambrose  |   |
| Monroe                                      | Ms. Lauretta Williams   |   |
| Norview                                     | Mr. Michael Jackson   |   |
| P. B. Young (PreK-2)                        | Mrs. Kathleen Woodington  |   |
| Ocean View                                  | Mrs. Lakesia Jolley-Washington  |   |
| Oceanair                                    | Ms. Candiase Driver   |   |
| Richard Bowling                             | Mrs. Bythella Hickman   |   |
| Sewells Point                               | Mrs. Darlene Flora  |   |
| Sherwood Forest                             | Ms. Rhonda Epps   |   |
| Southside STEM Academy at Campostella (K-7) | Mr. Laundrell Gates   | Mrs. V. Tanaia Hines                          |
| Suburban Park                               | Ms. Kathy Cannon  |   |
| Tanners Creek                               | Mrs. Rhonda Harris  |   |
| Tidewater Park (3-5)                        | Dr. Dara Gill   |   |
| W.H. Taylor                                 | Ms. Beverly Ellis   |   |
| Willard                                     | Mrs. Vandelyn Hodges  |   |
| AUXILIARY                                   |   |   |
| Madison Alternative Center                  | Ms. Lavonya Blowe, Assistant Site Coordinator                           |   |
| Hospital School Program @CHKD               | Mr. Emilio Siazon, Assistant Director                                   |   |

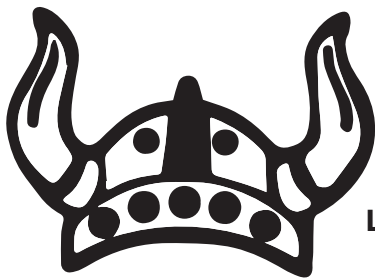
| SCHOOL         | DEANS                    |           |
|----------------|--------------------------|-----------|
| MIDDLE SCHOOL  |                          |           |
| Azalea Gardens | Tephanie Cotton          | 7th & 8th |
|                | Thomas Taylor            | 6th & 7th |
|                |                          |           |
| Blair          | Jennifer McMullen-Muller |           |
|                | Robert Tripp             |           |
|                | Monissa Cave             |           |
|                |                          |           |
| Lake Taylor    | Sharif Ford              | 6th & 7th |
|                | Angela Randolph          | 7th & 8th |
|                |                          |           |
| Northside      | Shayna Hart              | 6th & 7th |
|                | Robert Bailey            |           |
|                |                          |           |
| Norview        | Laura Hulings            | 6th & 7th |
|                | Anthony Askew            | 7th & 8th |
|                | Nykole Franklin          | 8th       |
|                |                          |           |
| Ruffner        | Rodney Craig, Sr.        |           |
|                | Carolyn Jones            |           |



**Azalea Gardens Middle**



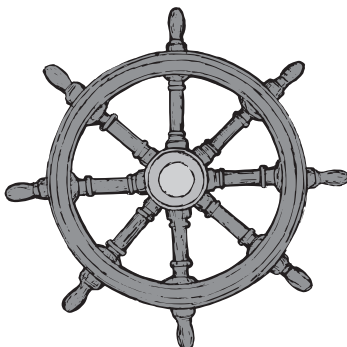
**Blair Middle**



**Lake Taylor Middle**



**Northside Middle**



**Norview Middle**



**Ruffner Middle**



# Norfolk Public Schools

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## Auxiliary Facilities Directory

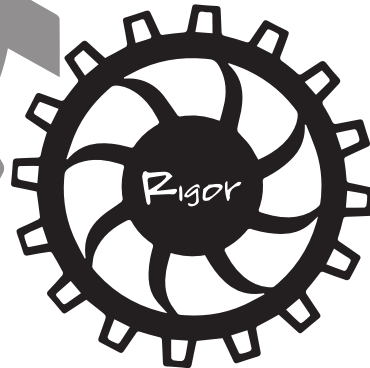
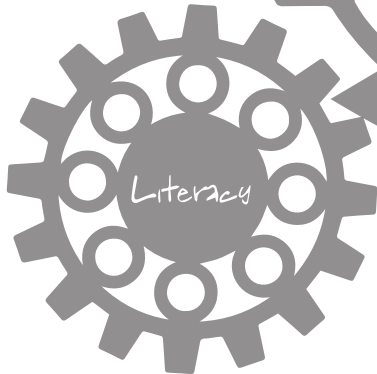
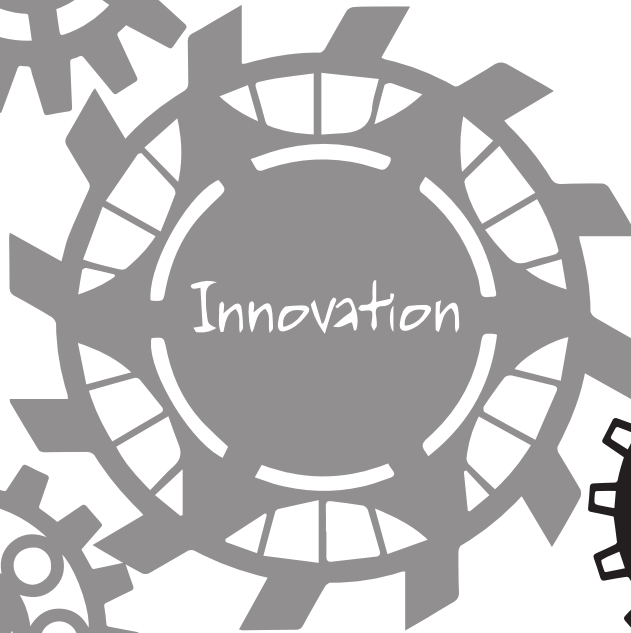
| Facility Name:                        | Phone    | Fax      | Address                              |
|---------------------------------------|----------|----------|--------------------------------------|
| ACCESS College Foundation             | 962-6113 | 962-7314 | 7300 Newport Avenue, #500, 23505     |
| Berkley/Campostella E.C.C.            | 494-3870 | 494-3290 | 1530 Cypress Street, 23523           |
| Calvert Square E.C.C.                 | 628-3412 | 625-7084 | 975 Bagnall Road, 23504              |
| Camp E.W.Young                        | 547-4245 | 549-1931 | 145 Deepwater Drive, Ches. 23320     |
| Easton Preschool                      | 892-3290 | 892-3285 | 6045 Curlew Drive, 23502             |
| Even Start at Berkley/<br>Campostella | 494-3868 | 494-3291 | 1530 Cypress Street, 23523           |
| Even Start at Ingleside               | 455-6972 | 455-6970 | 976 Ingleside Road, 23502            |
| Granby High Evening<br>School         | 451-4050 | 451-4049 | 7101 Granby Street, 23505            |
| Hospital Education Program at<br>CHKD | 668-7061 | 668-7497 | 601 Children's Lane, 23507           |
| Lake Taylor Hospital School           | 461-5001 | 892-6124 | 1309 Kempsville Road, 23502          |
| Madison Career<br>Alternative         | 628-3417 | 628-3406 | 3700 Bowden Ferry Road, 23508        |
| NET Academy                           | 892-3310 | 892-3311 | 1260 Security Lane, 23502            |
| Norfolk Technical Center (NTC)        | 892-3300 | 892-3305 | 1330 N. Military Highway, 23502      |
| NORSTAR!Robotics Program              | 892-3300 | 892-3305 | 1330 N. Military Highway, 23502      |
| Oceanair E.C.C.                       | 531-3096 | 531-3099 | 600 Dudley Avenue, 23503             |
| SECEP/Norfolk Re-Ed (Admin Office)    | 892-6100 | 892-6111 | 6160 Kempsville Circle, #300B, 23502 |
| TRAEP                                 | 892-3960 | 852-4573 | 900 Asbury Avenue, 23513             |





# Norfolk Public Schools

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## **Rigor**

Rigorous teaching and learning opportunities are academically, intellectually, and personally challenging.

## Helpful Websites: Elementary, Middle, and High School References Resources

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### DATABASES

Agriculture Collection  
ASCD Education Collection  
Bartleby Quotations  
Business Economics and Theory  
Culinary Arts Collection  
Criminal Justice Collection  
Communications and Mass Media Collection  
Diversity Studies Collection  
Education World  
Environmental Studies and Policy Collection  
Expanded Academic ASAP  
Fine Arts and Music Collection  
Gale Power Search  
Gale Virtual Reference Library  
Gardening, Landscape and Horticulture Collection  
General OneFile  
General Reference Center  
General Science Collection  
Health Reference Center Academic  
Home Improvement Collection  
Hospitality, Tourism and Leisure Collection  
Information Science & Library Issues  
Insurance & Liability Collection  
MedlinePlus  
Military and Intelligence Database  
National Geographic Kids Computer Database  
Nursing and Allied Health Collection  
Physical Therapy and Sports  
Pop Culture Collection  
Psychology Collection  
Religion & Philosophy Collection

### Research in Context

Small Business Collection  
Student Edition  
US History Collection  
Vocations and Careers Collection  
War & Terrorism  
World History Collection

### ENCYCLOPEDIAS

Scholastic Go!  
World Book Online

### MULTIMEDIA

Cable in the Classroom  
eMediaVA  
NASA Digital Learning Network  
Teacher Tube  
YouTube for Schools

### LIBRARY CATALOGS

Chesapeake Public Library  
Norfolk Public Library  
Norfolk Public Schools  
Portsmouth Public Library  
Virginia Beach Public Library

### eBOOKS

ASCD Professional Collection  
Gale Virtual Reference Library  
Follett Shelf  
Mackin VIA

### HOMEWORK HELP

Literati Tutorial  
Norfolk Public Library

### COLLEGE/CAREER

College Directory by States  
Virginia View

### NEWSPAPERS

Daily Press  
New York Times  
USA Today  
Virginian Pilot

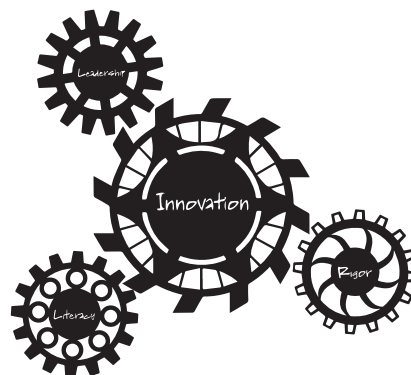
Wall Street Journal  
Washington Post  
Washington Times

### CURRICULUM & SOL RESOURCES

ALA Websites for Kids  
Center for Media Literacy  
DiscoverySchool  
Harcourt School  
PBS Kids Raising Readers  
National Library of Virtual Manipulatives  
PBS: Digital Media Literacy  
PBS: Project VoiceScape  
Renaissance Place - Star Reading and Math  
School Net  
Starfall  
Teacher Direct

### INTERACTIVES

Child Development Kids  
InfoBits  
Elementary English  
Elementary Fine Arts  
Elementary Math  
Elementary Science  
Elementary Social Studies  
Middle/High School Math  
Middle/High School Social Studies  
InfoTrac Religion & Philosophy Student Edition

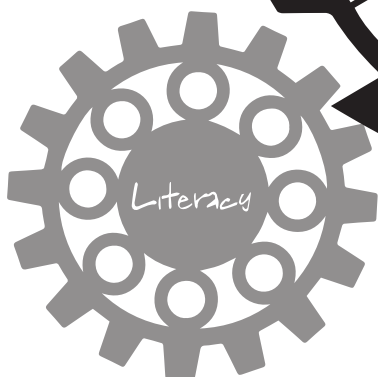
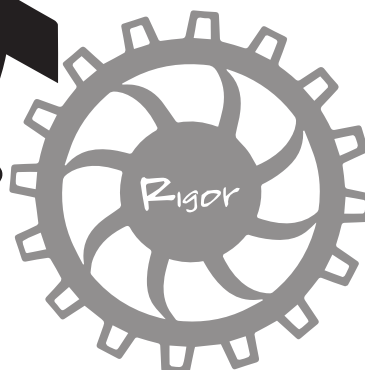






**Norfolk Public Schools**

The cornerstone of a proudly diverse community



## **Innovation**

Innovation promotes the implementation of emerging and transformational ideas and actions to support teaching and learning.

# **Standards of Student Conduct**



# Norfolk Public Schools

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## DISCIPLINARY RULES

### Enforcing the Rules

Based on the official policy of the School Board of the City of Norfolk, certain types of student actions are prohibited. The listed rules, regulations, and procedures will be enforced before, during, and after school hours, as well as while traveling to or from school. These rules are applicable in school buildings, on school grounds, in school parking lots, on school athletic fields, on board buses, in areas immediately adjacent to the school, and in all other places where school functions are being carried out or where school activities normally take place. The rules are applicable throughout the course of any school field trip or other officially-sponsored school activity. These rules are applicable to any behavior, during or after school and on or off school grounds, that disrupts any school program or activity; threatens the health, safety, or welfare of any pupil, faculty, or staff of Norfolk Public Schools; or otherwise compromises the ability of Norfolk Public Schools to provide a high-quality education to all of its students. Most importantly, appropriate sanctions may be imposed on students as a result of rule misconduct wherever they occur, if such misconduct disrupts the performance of the school's mission or tends to jeopardize the accomplishment of that mission.

*Violations are divided into rule violations and law violations. Law violations may also result in court action.*

## RULE VIOLATIONS

### Unexcused Absences

Unless excused on the written request of their parents or guardians, students shall be on time to school and to all classes, shall attend all classes in full, and shall not leave the school grounds during the course of the school day. Students shall be subject to discipline for all unexcused absences, whether for the entire school day or any part thereof.

### Attendance

Students shall attend school on a regular basis, unless otherwise excused in accordance with School Board policy or regulation. (See Policy JED Student Absences/Excuses/Dismissals.)

If a student, who is under 18 years of age, has ten (10) or more unexcused absences from school on consecutive school days, the principal may notify the Juvenile and Domestic Relations Court, which may take action to suspend the student's driver's license.

If a middle or high school student has ten (10) days of excused or unexcused absences in a semester, the student may fail. Students assigned to a block schedule who are absent seven (7) or more days (excused or unexcused) in a semester course, or fourteen (14) or more days (excused or unexcused) in a year-long course, will not be promoted or granted course credit, regardless of their grades. If an elementary school student has twenty (20) excused or unexcused absences, the student may not be promoted to the next grade. An elementary school student must attend a minimum of three (3) hours to be considered in attendance in that class for the day. We discourage early release, except for medical reasons, as it may affect the academic performance of students. Under extenuating circumstances, parents and legal guardians may request an administrative review of a student's attendance record. There is an appeal process for all grade levels. Appeals should be addressed with the building principal.





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## Notification after an Absence

When a student is absent from class or for the entire school day, the parent or guardian must inform school personnel of the reason for the absence. Notification should be provided no later than the day the student returns to school.

When a student is absent for more than five (5) consecutive days because of a personal illness, or the student develops a questionable pattern of absences, the principal or designee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school.

## Release of Students from School

Because class time is important, doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time. A student who will need to leave school during the day must bring a note from his or her parent that morning and follow the school's sign-out procedures before leaving the campus. Otherwise, a student will not be released from school at times other than at the end of the school day.

## Bullying

Section § 22.1-276.01 of the Code of Virginia defines bullying as 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. This includes cyberbullying. It does not include ordinary teasing, horseplay, argument, or peer conflict. School boards are expected to include bullying as a prohibited behavior in their student codes of conduct.

Non-criminal behavior associated with bullying includes intimidation, taunting, name-calling, and insults. Patterns of behavior associated with bullying that are criminal offenses are as follows:

Assault | Robbery | False | Imprisonment | Harassment | Larceny | Extortion | Threats  
Sexual Harassment | Battery | Theft | Hazing

Another form of bullying occurs through the use of electronic means and is referred to as cyberbullying. Typically, cyberbullying is defined as using information and communication technologies, such as cell phone text messages and pictures and Internet e-mail, social networking Web sites, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, hostile, behavior intended to harm others.



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## Definition of Bullying, Harassment, and Intimidation

Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status, or physical or mental ability or disability;
- threatening or seriously intimidating
- occurs on school property, at a school activity or event, or on a school bus;
- substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

## Devices (PCDs) in Schools



Norfolk Public Schools acknowledges parental concern for the safety and well-being of their children while they are attending school or school-sponsored activities. Norfolk Public Schools also understands the parental belief that students' possession of cell phones enhances their safety and security. The school division realizes, however, that student misuse of cell phones and PCDs may: (1) undermine the learning environment, (2) disrupt academic instruction and distract students, (3) compromise the integrity of student testing, (4) increase

disciplinary problems, (5) violate privacy rights of students and school staff, and (6) increase the school division's exposure to opportunistic litigation and potential legal liability. In light of the foregoing, the school division permits student possession and use of cell phones and PCDs as set forth below.

### *Elementary School*

Elementary students are not permitted to possess cell phones, PCDs (iPads, Kindle Fire, Nook, etc.) or other EDs (MP3-players, iPods, laser lights, etc.) and are subject to disciplinary action for any violation of this prohibition.

**Note:** Devices, which are incapable of a wireless connection, are strictly prohibited unless used for security purposes or reasons (i.e., Gizmo Gadget or similar type device).

### *Middle and High School*

Middle and high school students may possess cell phones, PCDs, and/or EDs on school property subject to the following restrictions: (1) students must not display, use, activate or permit cell phones, PCDs or EDs to be activated

during the instructional day; (2) students' cell phones, PCDs, and/or EDs must be turned off and kept out of sight. Cell phones, PCDs and/or EDs, may be stored in book bags, purses, lockers or on one's person.

### **Possession/Use of Cell Phones, Personal Communication Devices (PCDs) and other Electronic Devices (EDs)**

**A Cell Phone is defined as** a mobile phone that can only make voice calls and send/receive text messaging.

**A Smart Phone is defined as** a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, Internet access, and an operating system capable of running downloaded applications. A Smartphone can connect to a data plan or utilize an IEEE 802.11 wireless network.

**IEEE 802.11** is a set of media access control and physical layer specifications for implementing wireless local area networks (WLAN) computer communication.

- **BYOD** is an acronym for Bring Your Own Device. For BYOD, a "device" is a privately owned mobile personal computing device (i.e., laptop, tablet, notebook, e-Reader, or smartphone, Smartwatch, and any other non-NPS device that utilizes the 802.11 protocol or broadband access).

**Electronic Data Resources** are text messages, instant messages, personal identification number (PIN) messages, pictures, videos, address book, emails, voicemails, blogs, and websites.

NPS **middle** and **high** students may possess cell phones, PCDs, and/or EDs on school property subject to the following restrictions that the students' cell phones, PCDs, and/or EDs must utilize the NPS Bring Your Own Device (BYOD) network ("NPSCONNECT") only. Voice and data services should remain off during the instructional day. For the purposes of this regulation, the term "instructional day" is defined as the moment a student enters the school building until the final dismissal bell. This includes, but is not limited to study halls, lunch break, class changes, and any other structured or non-structured activity that occurs during the normal hours that school is in session. The Superintendent of Schools, or his/her designee, may authorize building administrators/classroom teachers to allow or disallow students to utilize PCDs for instructional purposes including, but not limited to, the following guidelines:

1. All cell phones, PCD's, and EDs must use the NPS BYOD network ("NPSCONNECT") exclusively. Voice and Data services should remain in airplane mode.
2. Students are not allowed to establish 3 wireless ad-hoc or peer-to-peer network using his/her cell phone, or PCD, or any other wireless device while on school grounds. This includes, but is not limited to, the use of cell phones or PCDs as a cabled or wireless hotspot.
3. Voice, video, and image capture applications may only be used with teacher or administrator permission.
4. Sound should be muted unless the teacher or administrator grants permission for use of sound associated with the instructional activities. A teacher or administrator may permit the use of earbuds or other types of headphones.
5. The cell phone, PCD, or ED owner is the only person allowed to use the device.
6. No division-owned academic or productivity software can be installed on personal devices.
7. No student shall use any computer or device to illegally collect any electronic data or disrupt networking services.
8. Devices are brought to school at the students' and parents' own risk. In the event that a cell phone, PCD, or ED is lost, stolen, or damaged, Norfolk Public Schools is not responsible for any financial or data loss.



9. Violation of school or division policies, local, state, and/or federal laws will result in appropriate disciplinary and/or legal action as specified in the Standards of Student Conduct, School Board policy, as well as by local, state, and/or federal law.
10. The school division and school division personnel cannot attempt to repair, correct, troubleshoot, or be responsible for malfunction of personal hardware or software.
11. The school division reserves the right to examine cell phones, PCDs, and EDs and search their contents if there is a reason to believe that school division policies or local, state, and/or federal laws have been violated.

## **CHARGING OF DEVICES**

It is the user's responsibility to bring their device to school charged. Personal devices should be charged and recharged outside of school unless specific permission is granted. Personal devices should be capable of lasting a full day without recharging.

### **Cell Phones and Sexting**

Sexting is frequently associated with cell phones; although other technologies can be used as well. Cell phones allow for both taking and distributing photos via text messaging. According to the National Center for Missing and Exploited Children (2009), sexting is defined as, "youth writing sexually explicit messages, taking sexually explicit photos of themselves or others in their peer group, and transmitting those photos and/or messages to their peers."

The legal consequences of sexting are concerning to students, parents, schools and the community. Producing, storing or sharing lewd or explicit pictures of minors is against the law in Virginia-sections

18.2-374.1 and 18.2-374.1:1 of the Code of Virginia are felonies that apply to students merely possessing such images on their cell phones, sharing them with other students via cell phone, or producing them using their cell phones. Two other laws can be invoked, depending on the circumstances if the sexting involves bullying or harassment, or if the sexting involves an adult (18 years or older) who has solicited images from a child. Sexting is prohibited in Norfolk Public Schools.

### **Use of Cell Phones, PCDs and EDs**

Students may use cell phones, PCDs, and/or EDs (1) during the instructional day in conjunction with the regulations and guidelines set forth above, (2) outside of the school building before and after the instructional day; (2) at outdoor school-sponsored activities; and (3) before, during, and after school activities (indoor or outdoor sports events, club meetings, music events, etc.). Students must make every effort to minimize inconvenience and disruption to others when utilizing these devices at school events. Students may be disciplined for disruptive or inappropriate behavior related to possession or use of the aforementioned devices.

Evidence of unauthorized or unlawful use of cell phones, PCDs, and/or EDs will result in disciplinary actions according to the discipline guidelines as specified in the Standards of Student Conduct and/or reported to law enforcement authorities.

### **Responsibility for Cell Phones, PCDs, and EDs**

Students are solely responsible for the care and custody of cell phones, PCDs, and EDs that they choose to possess and use as permitted herein. Norfolk Public Schools shall not assume responsibility for damage, loss, or theft of any student's cell phone, PCD, or ED. Furthermore, Norfolk Public Schools shall not assume

responsibility for damage, loss, or theft of any cell phone, PCD, or ED that is confiscated according to this regulation.

### **Cell Phones, PCDs and EDs on School Bus**

Cell phones, PCDs, and EDs may be activated, displayed, or used on a School Board owned school bus by students while they are being transported to and/or from school-sponsored events.

Evidence of unauthorized or unlawful use of cell phones, PCDs, and/or EDs will result in disciplinary actions according to the discipline guidelines as specified in the Standards of Student Conduct and/or reported to law enforcement authorities.

### **Disciplinary Actions**

The publication of this cell phone regulation serves as a warning to students for disciplinary purposes. Failure to adhere to the terms of this regulation will result in the following progressive discipline.

**1st Offense** – The cell phone will be confiscated and returned to the student at the end of the school day. The student will sign the Acknowledgement of Further Consequences Form.

**2nd Offense** – The cell phone shall be confiscated for two (2) school days. The parent/guardian must retrieve the cell phone from the school office and sign the Acknowledgement of Further Consequences Form.

**3rd Offense** – The cell phone shall be confiscated for one (1) month. The parent/guardian must retrieve the cell phone from the school office and sign the Acknowledgement of Further Consequences Form.

**4th Offense** – The cell phone shall be confiscated for the remainder of the school year. The parent/guardian must retrieve the cell phone from the school office and sign the Acknowledgement of Further Consequences Form.

Any disciplinary infraction that a student commits arising from the school administration's attempt to enforce this regulation shall result in disciplinary consequences determined by the Standards of Student Conduct and the NPS Level System. A cell phone, PCD, or ED may be searched or reviewed by school personnel or authorized agents when reasonable suspicion exists that the cell phone, PCD, or ED was used to violate the Standards of Student Conduct or other laws or regulations. This policy will be periodically reviewed and updated as we address our bandwidth concerns, invest in the technology infrastructure, and staff.

### **Cheating**

Students are expected to perform honestly on schoolwork and tests. The following actions are prohibited:

- Cheating on a test or assigned work by giving, receiving, offering, and/or soliciting information
- Plagiarizing by copying the language, structure, idea, and/or thoughts of another
- Falsifying grades, data, or statements on any assigned schoolwork, tests, or other school documents

### **Computer Access**

Students are to follow the **Acceptable Use Procedure (AUP)**, which outlines appropriate uses, ethics, and protocol for the School Board's computer network, when accessing information on the computer. Norfolk Public Schools provides Internet access to students for the sole purpose of enhancing approved educational goals and objectives through information and research obtained by computer usage. **The Internet Acceptable Use Procedure Agreement**, available at the school, requires both student and parent signatures and **must be signed before access to electronic information systems is granted. This form is also located in the Forms and Releases section of this handbook**

At no time will access to unauthorized sites be allowed, or excused, and may result in severe disciplinary consequences.





### **Damaging Property**

Damage to staff, student, or school property that does not meet the litmus test for vandalism, which is the deliberate, mischievous, or malicious destruction of property, will be considered Damaging Property. This damage may occur through one's negligence or willful, and sometimes unintentional, destruction. Norfolk Public Schools may seek reimbursement from a student, or the student's parent, for any actual loss, breakage, or destruction of school property.

### **Disrespect**

Students are to show the proper respect to each other and to school staff members at all times.

### **Disruption**

Students are not to engage in conduct which causes disruption or obstruction of any school activity. This includes, but is not limited to, chronic talking, throwing objects, horse playing, teasing, making rude noises, and running.

### **Electronic Cigarettes/Vape Pens**

Students shall not possess electronic cigarettes/vape pens on school premises, on school buses, or at school sponsored activities.

### **Fighting**

Exchanging mutual physical contact between two or more persons by pushing, shoving, or hitting, with or without injury, is prohibited.

### **Gambling**

A student shall not bet money, or other things of value, or knowingly play or participate in any game involving such a bet, on school property, on school buses, or during any school-related activity.

### **Gang Activity or Association**

The school board acknowledges the existence of gangs in the community and the threat they pose to the educational environment. Therefore, students shall not engage in gang activity on school grounds, on school buses, or on any school-sponsored activity. A gang is defined as any group of two or more persons whose purpose includes:

- Commission of illegal acts.
- Participation in activities that threaten the safety of persons or property.
- Disruption of school activities.
- Creation of an atmosphere of fear and intimidation.

Students shall be subject to disciplinary action in accordance with Policy JFC and Regulation JFC-R for participating in gang activity. Gang activity is defined as:

- Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that is evidence of membership or affiliation in a gang.
- Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang.
- Using any speech or committing any act or omission in furtherance of the interests of any gang, including: (a) soliciting, hazing, and initiating others for membership in any gang; (b) requesting any person to pay protection, or otherwise intimidating or threatening any person; (c) committing any other illegal act or other violation of school policy; and (d) inciting other students to act with physical violence.
- Inappropriate congregating, bullying, harassment, intimidation, degradation, disgrace, and/or related activities which are likely to cause bodily danger, physical harm, or mental harm to students, employees, or visitors.

## Harassment

The Norfolk School Board is committed to maintaining an educational environment and workplace that is free from harassment. In accordance with law, the Board prohibits harassment against students, employees, or others on the basis of sex, sexual orientation, gender identity, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information, or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school-sponsored activity.

It is a violation of this policy for any student or school personnel to harass a student or school personnel based on sex, sexual orientation, gender identity, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school sponsored activity. Further, it is a violation of this policy for any school personnel to tolerate harassment based on a student's or employee's sex, sexual orientation, gender identity, gender, race, color, national origin, disability, religion, ancestry, age, marital status, or genetic information or any other characteristic protected by law, or based on a belief that such characteristic exists at school or any school-sponsored activity, by students, school personnel, or third parties participating in, observing or otherwise engaged in school sponsored activities.

The school division shall: (1) promptly investigate all complaints, written or verbal, of harassment based on sex, sexual orientation, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists at school or any school-sponsored activity; (2) promptly take appropriate action to stop any harassment; and (3) take appropriate action against any student or school personnel who violates this policy and take any other action reasonably calculated to end and prevent further harassment of school personnel or students.

Please refer to School Board Policy **JFHA/GBA. PROHIBITION AGAINST HARASSMENT AND RETALIATION** for detailed information.

**Note: Report harassment to the building principal, assistant principal, teacher, or any trusted adult. Reports may also be made at [safeschools@npsk12.com](mailto:safeschools@npsk12.com), or by calling the Safe Schools Hotline at 628-1171. The Bullying, Harassment or Intimidation Reporting Form is located in the Forms and Releases section of this handbook.**

## Hazing

Students shall not recklessly or intentionally endanger the health or safety of a student, or students, or inflict bodily harm on a student, or students, in connection with, or for the purpose of, initiation, admission into, or affiliation with, or as a condition for, continued membership in a club, organization, association, or student body.

## Insubordination

Students shall comply with any oral or written instructions made by school personnel, within the scope of their authority, as provided by Board policies and regulations.

## Misrepresentation

Students are not to falsify any document, forge any name, or make any false statement, written or oral. Students are not to cheat on any test or assignment.

## Personal Property

Students are not to possess any object that disrupts or distracts from teaching and learning such as, but not limited to shock pens, toys, lighters, matches, toys, firework snappers/poppers, food, and beverages.





## Profane, Obscene, or Abusive Language or Conduct

Students shall not use vulgar, profane, or obscene language or gestures, or engage in conduct that is vulgar, profane, obscene, or disrupts the teaching and learning environment.

## STUDENT TRANSPORTATION

### SCHOOL BOARD POLICY EEABZ. TRANSPORTATION

Free transportation to and from school shall be made available to elementary school students who live more than approximately one (1) mile from the school to which assigned, to middle and high school students who live more than approximately one and one-half (1 1/2) miles from the school to which assigned and to any student whose walking route to and from school is considered to be hazardous as determined by the superintendent of schools or their designee.

Additionally, for those students who are eligible for free transportation, bus stops will be placed no more than approximately three-tenths (0.3) mile for elementary students and one-half (0.5) mile for secondary students from their homes.

Students shall be under the jurisdiction of the School Board of the City of Norfolk while traveling to and from school, whether walking, riding public/private transportation or at the bus stops, (from door to door).

School bus transportation is provided for Norfolk students to and from school, on instructional field trips, athletic trips, and special after school activities, it is important to know that riding a school bus is a privilege not a right. Students who do not behave on the bus may have privilege of riding the bus revoked for a specific time. The driver of the bus has the authority to, and the responsibility for, maintain order and providing a safe environment. Driver expectations of students include, but are not limited to, that students remain in their assigned seats, unless directed by the driver to do otherwise; keep hands and feet to themselves; speak in an appropriate voice tone; refrain from using profanity or indecent language and refrain from consuming food or beverage while on the bus.

### New School Bus Regulations

- Vandalism to the bus will be paid for by those responsible and the School Board regulations regarding parent liability will be enforced.
- All pyrotechnic devices and incendiaries are banned from any school bus.
- Students may be assigned to DEFINITE seats and shall not be permitted to move from assigned seat except upon permission from the bus driver.
- No student is permitted to interfere with another student or to damage or destroy the property of another student.
- Bottles or glass containers are FORBIDDEN on board the bus
- No student is permitted to drink, eat or smoke on board the bus
- No cleats or other type of spikes are allowed to be worn on the bus by any students.
- **Large musical instruments or other large items that cannot be carried in a book bag or held on the lap, shall not be permitted inside the bus. Scooters and skateboards of any type, and size are prohibited on school buses Cell phones, radios, and MP3 are permitted on the bus provided they are private and do not create a driver distraction. Cell phones may be used by middle/high school students. Headphones are required for listening to music.**
- **Unauthorized persons are not allowed on board the bus.**

## **Motor Vehicles**

High school students who meet the requirements and accept the responsibilities of driving private automobiles to school may be permitted to do so. This entitlement depends upon the driver's willingness to follow the parking and auto regulations as prescribed by the individual high school. Failure to adhere to these regulations could result in forfeiture of the privilege of parking a motor vehicle on school property.

### **Cell Phones on School Property and in Reduced-Speed School Crossing Zones.**

The use of handheld personal telecommunications devices by drivers of moving vehicles on school property or in reduced-speed school crossing zones is prohibited. (Legislation 2013)

## **Bicycle Riders**

Bicycles may be ridden to elementary, middle, and high schools. The safety of the riders and the security of their bicycles are the responsibility of the riders. When traveling to and from school, bike riders are prohibited from violating the property rights of homeowners, apartment dwellers, and businesses. Improper use of bicycles, such as riding in bus-loading areas, constitutes grounds for the loss of bicycle parking privileges at school.

### **Safety Expectations for Students Riding School Buses**

It is our hope that these safety guidelines will prove to be a useful resource for assuring your child a safe, comfortable, and pleasant school bus ride throughout the school year.

#### **School Bus Safety and Discipline**

Each principal is responsible for carrying out a school bus safety program. Norfolk Public Schools has jurisdiction over the conduct of students while they are being transported. Students must be made aware of the following school bus safety procedures.

#### **Being Responsible, Respectful, and Safe on the bus**

All students are to be instructed in and are to observe the following bus safety precautions:

##### **1. While walking to and waiting for the school bus,**

- Take the safest route to assigned bus stop.
- Arrive at the bus stop 5 minutes before the bus is scheduled to arrive.
- Wait in a safe place off the main street five minutes before and remain there five minutes after scheduled pickup time.
- Only speak and/or ride with persons you know personally. Always go straight home and tell your parents if a stranger tries to talk to you or pick you up.
- Remain in the assigned loading area maintaining an orderly behavior.
- Wear bright clothes if there is snow, rain, or fog.
- Stand back from the street or road and give the bus driver room to stop.

##### **2. When boarding the bus, and before crossing the street or road,**

- Check the traffic in both directions.
- Wait until the bus driver signals to cross.
- Walk in front of the waiting bus.
- Form a single line as the bus approaches.
- Wait on sidewalk until the bus comes to a full stop.
- Enter the bus single file, using handrail and let younger students enter first.
- Go directly to a seat, and remain seated.
- Keep your hands, feet, and other objects to yourself.
- Respect the bus driver and bus monitors.
- Cross the street in front of the bus.

### **3. While the bus is in motion,**

- Remain seated until the bus reaches its destination and comes to a complete stop.
- Keep all parts of the body and other objects to yourself and inside the bus.
- Use appropriate sitting posture as you would in the classroom.
- Keep the aisle clear of feet, arms, and other objects.
- Hold books, coats, and all other objects in lap.
- Talk only with an appropriate voice level according to the bus driver and bus monitors
- Be quiet at railroad crossings so the bus driver can hear railroad warning signals
- Identify yourself upon the request of the bus driver or other authorized personnel

### **4. When the bus is unloading**

- Remain seated until the driver opens the door
- Permit those standing to unload first
- Leave the bus in an orderly fashion and in a single file line
- Walk when exiting the bus
- Leave the bus and the unloading area promptly

### **5. If crossing the street**

- Wait until bus driver gives signal to cross
- Walk in front and at least 10 feet ahead of the waiting bus
- Stop when even with the traffic side of the bus and look carefully in both directions
- Cross quickly, but do not run
- Help smaller children to cross the road safely
- Go directly to the driveway and always be in view of driver if student's home is on the right side of the street

### **6. Other Conditions**

- Be respectful of school and other students' property as defined by the school board
- Be respectful of assigned seat as directed by the bus driver and bus monitors
- Be responsible by only bringing approved items by the school board on the bus
- Be responsible by following the guidelines for cell phones, radios, tape players, or CD players according to the school board which includes the use of headphones
- **Be Responsible, Be Respectful, and Be Safe**

## **Bus Discipline**

The Standards of Student Conduct applies to conduct while going to and from school; riding on the school bus, waiting at the bus stop, on school sponsored bus trips.

## **Walkers**

Students in elementary, middle, and high schools who live within the designated non-transportation zones are required to arrive promptly at school. Parents are encouraged to identify and assist in the choice of a safe route. On their way to and from school, student walkers are prohibited from violating the property of others, including homeowners, apartment dwellers, and businesses. Walkers include students going to and from home or to and from bus stops.

## **Removal of Students**

Schools are for the benefit of all people. Parents or legal guardians of any student who is a threat to the health and safety of the school community will be notified of the student's violations. If a case is extremely serious, the student will have to leave the school. Examples of reasons for removal are:

- spreading communicable diseases
- being charged with criminal activity



- failing to abide by state laws for admission to school (examples: residence and immunizations)

### **Repeated and Continued Violations**

When issuing or rendering disciplinary action for any particular violation, the student's entire disciplinary record shall be considered. A past history of repeated and continued violations may justify strict disciplinary action, even if the current violation is a minor one.

### **Student Attire (Dress Code)**

In order to ensure that the educational process is conducted in an environment where safety risks, disruptions, and distractions are minimized, all students will adhere to: (1) the standards set forth in the Norfolk Public Schools' Dress Code; and (2) any requirements imposed at individual schools that have properly adopted a uniform policy.

Some Norfolk Public Schools have uniform policies to which students must adhere. Generally, student dress should be appropriate for the age, grade level, stage of development, and physical facility. Students are not to wear or carry items of apparel to school that may interfere with the instructional process or present a health or a safety hazard to the student wearing or carrying them, or to others.

Students are expected to dress appropriately for a K-12 educational environment. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene, or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia or clothing that contains threats such as gang symbols is prohibited.

Clothing should fit, be neat and clean, and conform to standards of safety. Clothing that exposes cleavage, private parts, the midriff/navel (male or female), or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses or blouses with only ties in the back, clothing constructed of see-through materials and head coverings unless required for religious or medical purposes.

Additionally, disciplinary action will be taken against any student taking part in gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, tattoo, or manner of grooming that, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

Parents of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal.

Students not complying with this policy will be asked to cover the noncomplying clothing, change clothes or go home.

The Norfolk Public School dress regulation states that students shall not wear the following items:

- (1) Clothing, pins, jewelry, accessories or other items of adornment displaying obscene, profane, derogatory, violent, or gang-related messages, themes, designs, or pictures
- (2) Clothing, pins, jewelry, accessories, or other items of adornment conveying messages related to or promoting the use of alcohol, drugs, tobacco products, weapons, or messages that promote illegal activities
- (3) Clothing, pins, jewelry, accessories or other items of adornment depicting bawdy, salacious, or sexually-suggestive messages
- (4) Clothing that is transparent or exposes the midriff, navel, cleavage, private parts, undergarments, or that is otherwise sexually provocative
- (5) Pants, skirts and/or shorts that sag below the waistline or must be held in place with the hands



- (6) Underwear as outer garments, or clothing that exposes underwear, and items not appropriate for a classroom setting (including, but not limited to, stretch lycra, spandex or nylon tights, leotards, leggings worn as outer wear, biker pants, biker shorts, yoga pants, bathing suits, or pajamas)
- (7) Tank tops, halter tops, garments with spaghetti straps, tube tops, fishnet tops, strapless dresses, or other clothing that is not appropriate because of slits, rips, or holes in the garment
- (8) Accessories which could in some way pose a danger to the wearer or others; and/or could be used as weapons (including, but not limited to, two-or-three finger rings, chains hanging from clothes, picks, or hair chopsticks)
- (9) Clothing that is too tight and/or is inappropriate in length as measured by any of the following methods, as determined by the building principal/designee:
  - a. shorter than six (6) inches above the student's mid-knee, or
  - b. fingertip length as determined when both of the student's hands are at his or her side, or
  - c. length must pass Flamingo Test (Stand with both feet flat on the floor. Lift one foot and bend the leg backwards at a 90-degree angle; the other leg must remain straight. If the back of the skirt touches the calf of the bent leg, the skirt is long enough. If the skirt does not touch the calf, the skirt is too short.)
  - d. Leggings may be worn under skirts or dresses, as long as the aforementioned guidelines are followed.
- (10) Footwear that is inappropriate for school (including, but not limited to, shower shoes, beach shoes, thongs, bedroom slippers, and unfastened shoes, or shoes missing appropriate closures) Shoes must have a strap on the back, for safety reasons.
- (11) Head coverings or accessories that are not related to or required by a student's bona fide religious practices (including, but not limited to, stocking caps, do rags, wave caps, scarves, or bandanas) Hoodies are not to be worn on the head inside the school building.
- (12) Items that are intended for outdoor use (including, but not limited to hats, caps, and similar head coverings, scarves, jackets, and coats)

## Law Violations



### Alcohol

Students are not to use, possess, or distribute any alcoholic beverage, or come to school after drinking alcohol.

### Arson

Students are not to start a fire or attempt to start one for any reason. Actual or attempted arson is the unlawful or intentional damage, or attempt to damage, any school or personal property by fire or incendiary device.

### **Assault and Battery**

A student shall not assault or commit battery upon another person on school property, on school buses, or during school activities on or off school property. An assault is a threat of bodily injury.

Students are not to attempt or engage in any unlawful force or violence against another person. Additionally, students are not to engage in an activity in which a collection of people assemble for the purpose of committing an assault on a person or persons. Assault means the threat or attempt to strike or harm another, whether successful or not. Battery is any bodily harm to another, however slight, done in anger, or to be rude or vengeful.

### **Assault and Battery or Threats Against Staff**

Students are not to attempt or engage in any unlawful force or violence against school staff. Additionally, students are not to threaten (verbally, in writing, or via electronic transmission) strike, attack, or harm a school staff member.

In June of 2015, The Norfolk City School Board adopted the following policy:

#### **JFCDA. STUDENT ASSAULT AND/OR BATTERY ON STAFF**

The Norfolk City School Board recognizes the need for a school environment that is safe, secure, and enriching. This environment must allow staff to be free from any assault and/or battery by students. Therefore, any assault and/or battery by a student directed towards a staff member or service provider is strictly forbidden.

The purpose of this policy is to help ensure a safe and secure environment for all staff members by outlining the process that administrators must use if a student engages in assault and/or battery directed towards a staff member or service provider. In any case where there is an unprovoked assault and battery on a staff member by a student, meaning that the student actually physically attacks a staff member, as opposed to threatening a staff member, the usual punishment shall be expulsion.

However, the School Board authorizes the Superintendent or Superintendent's Designee to review each such case to determine whether its particular facts and circumstances, including, but not limited to, the severity of the attack, justify an exception to this rule. If an exception is warranted, the Superintendent or Superintendent's Designee may recommend a lesser discipline.

### **Bombs**

Students are not to engage in any illegal conduct involving combustible materials, to include actual or look-alike incendiary or explosive devices or chemical bombs. Students are not to make any threats to bomb people or property.

### **Burglary**

Students are not to unlawfully enter, or attempt to enter, an unoccupied school building, with the intent to commit a crime, especially theft.

### **Disorderly Conduct**

Students are not to act in a manner that disrupts the school environment. This includes:

- Student engages in misconduct with the intent to inconvenience, annoy, or alarm
- The misconduct disrupts the operation of any school or any activity conducted or sponsored by any school.



- The disruption caused by the misconduct must prevent or interfere with orderly conduct of the operation or activity.

OR

- Have a direct tendency to cause acts of violence by the persons at whom, specifically, the disruption is directed.

### **Drugs**

- 1) A student shall not possess, use, transmit, procure, or purchase, or attempt to possess, procure, or purchase, or be under the influence of, or use or consume, or attempt to use or consume, alcoholic beverage or intoxicant, marijuana, synthetic cannabinoids, narcotic drugs, hallucinogens, stimulants, amphetamine, barbiturate, depressants, look-alike/imitation, controlled substance, drug paraphernalia, and anything else covered by the Drug Control Act, as well as any abusable glue, paint and similar materials, anabolic steroids and both prescription and non-prescription drugs if they are not taken according to the prescription or directions on the package, and includes anything that a student represents to be a restricted substance or which a student believes is a restricted substance.
- 2) A student shall not possess, use, and/or distribute alcohol, tobacco and/or tobacco products, or other drugs on school property, on school buses, or during school activities, on or off school property. This includes, but may not be limited to, smokeless tobacco, electronic cigarettes, vape pens, anabolic steroids, and any prescription or non-prescription drug possessed in accordance with Policy JHCD.
- 3) Students shall also not wear clothing or jewelry depicting drugs, the use of drugs, or plants used to derive illegal drugs.
- 4) All prescribed medications and over-the-counter drugs should be administered by the school nurse, or in his/her absence, the principal's designee.

*In addition to any other consequences which may result, a student who is a member of a school athletic team will be ineligible for two school years to compete in interscholastic athletic competition if the school principal and the division superintendent determine that the student used anabolic steroids during the training period immediately preceding or during the sport season of the athletic team, unless such steroid was prescribed by a licensed physician for a medical condition.*

### **Distribution or Sale of illegal Drugs or Possession or Distribution with Intent to Sell**

Students shall not manufacture, give, sell, distribute, or possess with intent to give, sell, or distribute marijuana, synthetic cannabinoids, or other controlled substance as defined in the Drug Control Act, Chapter 15.1 of Title 54 of the Code of Virginia.

### **Extortion**

Students are not to use threats or intimidation to obtain money or something of value from another person.

### **Gangs**

Students are not to be involved with any ongoing organization or association of two or more persons, in which the primary objective of the organization or membership is the commission of criminal activity.

### **Inciting a Riot**

Students are not to create, attempt, or cause others to create public violence or disorder.

### **Miscellaneous**

Students are not to engage in any unlawful act such as, but not limited to, gambling, obscene phone calls, false alarms, satanic activity, or possessing or distributing pornographic material.

### **Reports of Charges, Convictions, or Adjudication of Delinquency**

Any student for whom the superintendent has received a report pursuant to VA Code 16.1-305.1 of an adjudication of delinquency or a conviction for an offense listed in subsection G of VA Code 16.1-260 may be suspended or expelled.

Additionally, student criminal violations, wherever they occur, have a serious potential for disrupting the school environment. In consideration of that and pursuant to Section 22.1-277.2:1 of the Code of Virginia, 1950, as amended, the Superintendent or his designee may require students to attend alternative educational programs pursuant to this subsection regardless of where the crime of which they were **charged** or **convicted** (or found not innocent) occurred.

### **Robbery**

Students will not take, or attempt to take, anything of value that is owned by another person or organization under confrontational circumstances, by force or threat of force or violence, or by putting the victim in fear.

### **Sexual Harassment Offenses**

Sexual harassment means unwelcome conduct of a sexual nature, which can include sexual assault, sexual violence, sexual misconduct, unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. It can include conduct such as touching of a sexual nature, making sexual comments, jokes, or gestures, writing graffiti or displaying or distributing sexually-explicit drawings, pictures, or written material, calling students sexually-charged names, spreading sexual rumors, rating students on sexual activity, or circulating, showing, or creating e-mails or websites of a sexual nature.

Students who believe they have been the object of such behavior, whether initiated by another student, an employee of the Norfolk Public Schools or some third party (while under the jurisdiction of the Norfolk Public Schools) should report such behavior immediately to a teacher, security officer, School Resource Officer (SRO), or any other adult member of the school administration.

### **Stalking**

Students are not to engage in conduct with the intent to cause emotional distress to another by deliberately giving unwanted or obsessive attention.

### **Theft**

Students are not to steal, or attempt to steal, anything belonging to another. Please note that stealing someone's property could result in the student being charged with a felony based on the cost of the item.

### **Threats**

Students are not to verbally, in writing, or via electronic transmission, threaten to strike, attack, or harm another person or facility. Parents will be notified of all threats reported to school personnel.

### **Tobacco / Smoking Products**

Students are not to use or have in their possession any tobacco product. All tobacco products and electronic cigarettes, Juul, and other types of vape devices will be confiscated.

### **Trespassing**

Students are not to be on any school property illegally. This includes while serving a school suspension.

### **Vandalism**

Students are not to willfully or maliciously destroy property. This includes graffiti.





## WEAPONS/ DANGEROUS INSTRUMENTS

A student shall not possess, handle, or transmit a knife, razor, ice pick, explosive, sword, cane, machete, firearm, look-alike gun/toy gun, mace (or similar substance), pellet or air rifle, pistol, Taser, or other object that reasonably can be considered a weapon, or wear clothing or jewelry with slogans, symbols, or pictures depicting weapons, gangs, or criminal activity. Violation of this rule may result in suspension or expulsion. The rule does not apply to normal school supplies such as pencils or compasses or other objects unless they are used as weapons.

## SUSPENSIONS AND EXPULSIONS

A student who violates school rules is subject to disciplinary action which may include a disciplinary notice, suspension notice, (short or long-term), or a suggested expulsion notice. Discipline could include any of the following: after-school work, repair, clean-up and/or painting an area of physical damage caused by the student, withdrawal or cancellation of school activity privileges, or court action.

**Except as provided in subsection C of Virginia Code §277 (Teacher removal of student from class) or Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses), no student in preschool through grade three may be 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 school board or the superintendent or the superintendent's designee finds that aggravating circumstances exist as defined by the Virginia Department of Education.**

A short-term suspension is any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. **A parent conference is required before the student can be reinstated to school.**

**A long-term suspension may be from 11 school days to 364 calendar days. However, a long term suspension may not extend beyond a 45 school day period unless: (i) the offense is one described in Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses) or involves serious bodily injury or (ii) a committee of the school board or the division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education.**

A long-term suspension is any disciplinary action whereby a student is not permitted to attend school for more than 10 school days, but less than 365 calendar days. **However, as stated above, the circumstances where the period of suspension may extend beyond 45 school days is limited. Students may be permitted or required to attend an alternative school during the suspension, and may be permitted or required to attend alternative school at the end of the suspension.** During the entire period of the suspension, the student is not allowed on any other Norfolk Public Schools' property, all grounds, and buildings unless authorized by the school officials to come onto the property for a specific purpose. These restrictions also apply to sporting events or other special activities.

**In those cases where a suspended student is required to attend alternative school upon the end of the period of suspension, the student must petition the Reinstatement Committee to return to his zoned school. The Committee will consider reinstating a student who maintains a good academic, attendance, and behavior profile at the alternative school. The student should participate in positive activities and community service. The Reinstatement Committee considers students for reinstatement four times per year.**

**Subject to the limitations set out above, an expulsion is 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 initial date of the expulsion. This student is not afforded any educational services. The student is forbidden to come upon the property of any Norfolk Public School during the entire period of expulsion unless specifically authorized by school officials to come upon the property for a specific purpose.

More serious offenses result in more severe punishment. Repeated disobedience, even of minor rules, may lead to more serious punishment. The principal or principal's designee determines what action to take, and his or her decision depends on the seriousness of the violation. Any person, administrator, teacher, member, or student who knows a student is disobeying the rules may suggest to the School Board, through the Superintendent of Schools/designee, that the student be disciplined or suspended.

Suspensions and expulsions may result in a complete denial of the ability to attend school within the division, or a denial of the ability to attend regular school, with permission to attend alternative school within the division for the period of the suspension or expulsion. Expulsion may result in the denial of the ability to return to school **in the division**; although a student may always **annually** petition for readmission. Suspension may result in the denial of the ability to attend regular school until the end of the period of suspension **or after the period of suspension**. The Superintendent may also require a student to attend alternative school without imposing a suspension or an expulsion for various reasons, including serious or repeated violations of School Board Policies.

**Subject to the limitations set out above,** a principal, assistant principal or his/her designee may suspend students for disobeying school rules. The complaint may come from any person who has a good reason. Suspensions of ten days or less should first be appealed to the building principal. Additionally, parents may contact the Department of Student Support Services should they have concerns regarding the appeal process.

Any person who has good reason may suggest a student's expulsion from school. This must be done in writing to the School Board through the Superintendent of Schools or his designee. An investigation will be conducted by school officials.

The student and parent/guardian may appeal the school's decision to the Senior Director of the Department of Student Support Services, who acts as the Superintendent's designee for these matters, and who has the authority to take any of the following actions: uphold the disposition; enhance the punishment; reverse the disposition; or recommend alternative courses of action. Any request for an appeal must be submitted in writing. The written statement (typed or printed) must detail the reasons for the objection to the suspension.

Appeals for Short-Term Suspensions (1 – 10 days), after school detentions, Saturday School assignments and In-School Alternatives are first held by the building principal (in schools where the sole administrator is the building principal, the appeal is held by the Senior Director of the Department of Student Support Services). The appeal must be submitted within three (3) business days. Should the principal uphold the school's disposition, the parent may write to request a formal appeal with the Senior Director of the Department of Student Support Services (DSSS) within five (5) days of his/her child receiving the long-term suspension. After the DSSS appeal there is no further school system line of appeal. Parents may take their appeal to the civil courts.

**Long-term suspensions (those of 11 days or more) may be appealed to a committee of the school board.** The appeal must be submitted within five (5) business days. **If the decision of the panel is not unanimous, the decision may be appealed to the full school board.**

Parents who wish to appeal a Suggested Expulsion must put their request in writing. The appeal process for a suggested expulsion is conducted before a three-member panel of the School Board. The school system will present the case to the Board members and parents will present their child's case. School Board members may ask questions. If the three-member panel of the School Board is unanimous in their decision and the full Board supports their findings, there is no further avenue for an appellate hearing. Should the three-member panel not render a unanimous decision, the parent may request a further hearing in front of the full School Board.



## Alternative School Placement of Court Involved Students

Pursuant to School Board Policy JCAAZ, as amended, regarding the placement of students in Alternative School, the Superintendent or his/her designee may consider an Involuntary Discipline Transfer for a student when the student is accused of serious and repeated violations of School Board Policies and when a student has been: (1) charged with a criminal violation related to the possession, use, or sale of weapons, alcohol or drugs, or related to the intentional injury of another person; (2) charged with or found guilty (or not innocent) of a crime which resulted, or could have resulted, in injury to others; or (3) charged with or found guilty (or not innocent) of a crime of a type requiring the court's disposition to be disclosed to the Superintendent under the laws of the Commonwealth of Virginia, as amended.

A letter will be sent to the parent/guardian, students, and the regular setting principal explaining the JCAAZ policy and why the student is being removed from the regular setting and placed in an alternative setting. A copy of the policy will also be included in all correspondence. The Site Coordinator or Principal of the appropriate Alternative School will also be notified to expect the student for enrollment.

### Additional Information

1. When disciplinary action is taken, students have the right to receive a written copy of the notice of such action.
2. Parents/Legal guardians, or the student if he/she is over 18 years old, may submit a written request for appeal to the Senior Director of the Department of Student Support Services.
3. Any disciplinary recommendation may be modified by Central Office Administrators, such as the Senior Director of the Department of Student Support Services, Superintendent's designee and/or the Superintendent or the School Board (acting either in committee or as a whole).
4. Students may appeal recommendations of short- or long-term suspension, expulsion, and placement in alternative school without a suspension or expulsion. The student's ability to appeal will vary depending on the type of disciplinary action recommended. This is set out in detail in the Policies and Regulations Manual of the School Board.
5. Discipline of identified students with disabilities will conform to policies and regulations developed by the Superintendent and approved by the School Board.
6. Copies of all disciplinary notices are forwarded to the Department of Student Support Services at the time of completion. All notices of disciplinary action will be filed in your permanent folder.
7. Students who have a current IEP or 504 Plan shall be afforded the support of this plan while assigned to In-School Suspension (ISS) if the assigning administrator, in consultation with the IEP or 504 case manager, determines that it is possible to implement the plan.

## OTHER IMPORTANT INFORMATION

### Concussions in Sports

In order to help protect the student athletes of Norfolk Public Schools the Virginia General Assembly, in accordance with **Senate Bill 652** (Concussion in Student-Athletes), has mandated that all student athletes, parents and coaches follow the Norfolk Public Schools' Policy **JJAC-Athlete Concussions during Extracurricular Activities**. Go to the NPS web site and departments/athletics. Review the concussion education information. Please print, read and sign the form

then return it to your school's Athletic Director prior to the first date of competition. This form **must** be reviewed and signed on a yearly basis.

### Food/Beverages in Plastic or Glass Bottles

A student will neither eat nor drink; or carry food or beverages to unauthorized areas of school (unauthorized areas may include, but are not limited to, hallways, common areas, entrance foyer, restrooms, and classrooms without permission. Plastic and glass bottles should only be used in authorized areas.

### School Clinic Services

The School Nurse provides health screenings, first aid, treatments, and medication administration. The registered nurse is available to consult with parents as needed to address any health issue or concern of students. Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records.

In order for the nurse to provide medication or treatments, the following guidelines must be met:

- All medications or treatments administered by the nurse during the school day must have a written physician's order with a parent /guardian's signature, permitting nurse administration, or in her absence, the principals designee. **The Request for Administration of Medications in Hampton Roads Schools Form is located in the Forms and Releases section of the handbook.**
- This medication form is available in your school and on the nps.k12.va.us website and is valid for one school calendar year.
- Medication must be in its prescribed bottle. Over-the-counter medication must be in a sealed, unopened bottle.
- A parent or guardian must deliver medication to the school nurse, as students will not be permitted to transport medication.
- For any changes in medication, the parent must provide written authorization signed by the prescriber.
- The parent/guardian (or adult parent designee) must pick up all medicine at the end of the school year. The school nurse must appropriately discard all left over medicine.

Self-Administration of Medications- Students may be permitted to carry and self-administer diabetic medications, asthma inhalers, and epinephrine medications when the following conditions are met:

- Provide the school with a written authorization from the licensed prescriber that includes the following information: student's name, name of medication, dosage, hours to be given, method by which to be given, name of prescriber, date, expected duration of administration of medication, and possible side effects. These medication forms are valid for one school calendar year.
- Written parental or guardian permission for self-administration of specified medication is written on the Diabetic, Lamp, or Asthma Form.
- Medication must be in properly pharmacy labeled container.
- Nurse will evaluate student's self-administration skills and will provide the student with a "self-administration" pass.



# Norfolk Public Schools

The cornerstone of a proudly diverse community

- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer these medications at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which is issued by the Virginia Department of Education.

*\*\*\*NOTE: Sharing borrowing, distributing, manufacturing, or selling any medication is prohibited.*

*The student may be subject to disciplinary action in accordance with the Standards of Student Conduct.*





## **Anti-Bullying and Safe Schools HOTLINE**

**“See Something, Say Something”**

**Call 757-628-1171 or**

**Email**

**safeschools@npsk12.com**

**Break the Silence, Make the Call!**

Know that any information you provide is strictly confidential. Please give the name of the school, name of the victim or victims, date or dates the bullying occurred, and details of the incident. If your concern is related to school safety, please provide the name of the school and detailed information about your concern. You do not have to leave your name. However, if you would like someone to call you back, please leave your name and telephone number.

***\*We take bullying and school safety very seriously; this number should be only used for real concerns.***

### **What is bullying?**

Bullying includes a wide variety of behaviors, but all involve a person or a group repeatedly trying to harm someone who is weaker or more vulnerable. Students, either individually or as part of a group, are not to bully others. Bullying includes: physical intimidation; taunting; name calling; insults; making comments regarding race, disability, gender, sexual orientation, religion, physical abilities or characteristics; falsifying statements about other persons; or using technology such as email, text messages, instant messaging, Facebook, or other websites to defame or harm others.

### **Ten Tips to follow if You are being Bullied...**

1. Tell your parents, teacher, principal, school counselor, or any adult you are being bullied.
2. Talk about it. Talking is a good outlet for the fears and frustrations you feel when you are being bullied.
3. Hold your anger. Do not retaliate against a bully or let the bully see how much he or she upsets you.
4. Do not get physical. If you hit, kick or push, not only are you showing anger, but you never know what the bully will do in response.
5. Be confident. Practice feeling good about yourself. Hold your head up, stand up straight, make eye contact and walk with confidence.
6. Take charge of your life by doing things that make you feel your best. The confidence you gain by feeling good about yourself, will help you ignore the mean kids.
7. Say NO! The first time the bullying or teasing starts you must stop it right there. Let the bully know you will not tolerate the behavior and you refuse to be his or her victim.
8. Never carry a weapon to make yourself feel safer. Carrying a weapon can result in serious consequences with the school or with the law. You risk the weapon being turned on you or it hurting an innocent person. You may do something in a moment of fear or anger you will regret for



the rest of your life.

9. Avoid situations where bullying can happen. Avoid areas that are isolated or unsupervised by adults. Stick with your friends or other people as much as possible when traveling to and from school or while in isolated areas at school.
10. Know who your true friends are. Bullies are less likely to bother you if you are with friends, especially when you stick up for each other. Friends can also help you get through difficult times, if you are being bullied with rumors and gossip. Find one or two friends to confide in. Your friends can also help you to follow these 10 Tips!

### **Tips to Follow if Someone Else is being Bullied**

1. Refuse to join in if you see someone being bullied. You may fear the bully targeting you if you do not join in, but stand firm. Think about how the victim is feeling and how you would feel if you were the victim.
2. Attempt to defuse a bullying situation by drawing the attention away from the targeted person. Use humor or change the subject to get the bully's attention. Do not laugh, side with or encourage the bully in anyway.
3. Let the bully know that what he or she is doing is not cool! Tell the bully to stop, but do not place yourself at risk.
4. If you cannot help stop a bullying situation, immediately go get a teacher, parent, or any adult to come help.
5. Speak up and/or offer support when you witness bullying. Be a willing witness; don't give in to the pressure of others calling you a "snitch." Recognize that the word "snitch" is designed to keep you silent. If you feel you cannot help the victim at the time of the incident, you can show support later with words of kindness and condolence.
6. Encourage the victim to talk to his or her parents, teacher, principal, school counselor, or a trusted adult. Offer to go with the victim to report it. Tell an adult what you witnessed. If you are concerned about your safety, you can report it anonymously at school, or by using the hotline.

### **Tips for Parents**

If your child is being bullied, or is a witness, you should:

1. Report all incidents of bullying to school officials.
2. Talk to your child about ways to ask for help when bullying occurs.
3. Teach your child not to be a bystander or follower. Tell your child not to encourage, cheer on, or watch a conflict that encourages a bully or makes the bully the center of attention.
4. Explain the difference between telling an adult when someone is in emotional or physical danger and tattling. School staff, parents, and law officials depend on students alerting them.
5. Most children will not tell they are being bullied because they fear reprisals. It is important that you recognize the symptoms. These include: reluctance to go to school, sleep disturbances, physical complaints like headaches and stomachaches, belongings that are missing, and coming home upset or injured.
6. Advocate for your child by working with school officials and teachers to combat bullying.
7. Talk with and listen to your child every day.
8. Be a good example of kindness and leadership. Children learn a lot by watching how you handle relationships and situations.
9. Help develop anti-bullying and anti-victimization habits early. Teach your child what not to do (hitting, pushing, teasing, or being mean to others). More importantly, teach your child what to do. Kindness, empathy, fair play, and respect are critical skills for good peer relationships.
10. If you suspect your child is a bully, tell your child bullying is wrong and make it clear that you will not tolerate bullying of any sort.
11. Set up rules and consequences for bullying behaviors, and be sure to consistently enforce them. Also, reward your child when he/she engages in appropriate behaviors.

## References:

[www.stopbullying.gov](http://www.stopbullying.gov)

[www.pacerkidsagainstbullying.org](http://www.pacerkidsagainstbullying.org)

[www.stopbullyingnowfoundation.org](http://www.stopbullyingnowfoundation.org)


[www.pacer.org](http://www.pacer.org)

In this student handbook, your rights and the accompanying regulations, responsibilities, and procedures are summarized as clearly and concisely as possible. If you desire additional information regarding the interpretation and/or clarification of any rule, regulation, or procedure, contact your principal, or visit our Norfolk Public Schools' website at <http://www.npsk12.com>. Through accessing our website, you will be able to view all Norfolk Public Schools' policies and regulations which govern student conduct. Always check for the current forms of any policies or regulations. In any case where this handbook is at variance with the School Board's official Policy and Regulation Manual, the wording of the Policy and Regulation Manual shall control. The Board reserves the right to amend or repeal any of its policies at any time without notice. The Superintendent reserves the right to amend or repeal any regulations at any time without notice to any individual or group, other than the members of the Board. Copies of the full version and the manual are available for inspection in the schools and on the Internet.

**For more information about Norfolk Public Schools consult our Internet Home Page:**

**<http://www.npsk12.com>**

**NO!2** **SEE IT SPEAK UP**  
**HARASSMENT**



**SEX**  
**DISABILITY**  
**RACE**

**COLOR**  
**NATION ORIGIN**  
**RELIGION**


**GENDER**  
**ANCESTRY**  
**AGE**

Harassment means: name calling, teasing, scaring or hurting others' feelings. If you are the victim or you see someone being harassed, tell \_\_\_\_\_ immediately.

Students responsible for harassment may face the following consequences: Parent Conference, After School Detention, In School Alternative, Saturday School, or Suspension.

**CONTACT US: SAFESCHOOLS@NPSK12.COM 757.628.1171**

**NO!2** **SEE IT SPEAK UP**  
**HARASSMENT**



**SEX**  
**DISABILITY**  
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**NATION ORIGIN**  
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**GENDER**  
**ANCESTRY**  
**AGE**

Harassment means: name calling, teasing, threatening, frightening or embarrassing others. If you are the victim or witness of harassment, tell \_\_\_\_\_ immediately.

Students responsible for harassment may face the following consequences: Parent Conference, After School Detention, In School Alternative, Saturday School, or Suspension.

**CONTACT US: SAFESCHOOLS@NPSK12.COM 757.628.1171**

## ***Levels of Interventions/Consequences 2018-2019***

| <b>Level</b>   | <b>Options</b>   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
|--|--|------------------------------------|----------------------------------|--|---|------------------------------------|---|--|---|------------------------------------|-----------------------------------|-------------------|-----------------------------------|--|-----------------------|-----------|-----------------------------------|
| <b>1</b>   | <p><b><i>Classroom Level interventions/consequences</i></b><br/> <i>Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.</i></p> <table> <tr> <td>Warning</td><td>In-class time-out</td></tr> <tr> <td>Letter of Apology</td><td>Time-out in another classroom setting</td></tr> <tr> <td>Loss of privileges</td><td>Reinforcement</td></tr> <tr> <td>Use of Student Problem-Solving worksheet</td><td>Written reflection about incident</td></tr> <tr> <td>Seat change</td><td>Before or after school detention</td></tr> <tr> <td>Parent contact</td><td>Behavior contract</td></tr> <tr> <td>Teacher conference with student</td><td>School-issued uniform</td></tr> <tr> <td>Mentoring</td><td>Suspension of computer privileges</td></tr> </table> | Warning                            | In-class time-out                | Letter of Apology                            | Time-out in another classroom setting                     | Loss of privileges                 | Reinforcement   | Use of Student Problem-Solving worksheet     | Written reflection about incident                                     | Seat change                        | Before or after school detention  | Parent contact    | Behavior contract                 | Teacher conference with student                                    | School-issued uniform | Mentoring | Suspension of computer privileges |
| Warning  | In-class time-out  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Letter of Apology  | Time-out in another classroom setting  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Loss of privileges   | Reinforcement  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Use of Student Problem-Solving worksheet                           | Written reflection about incident  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Seat change  | Before or after school detention   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Parent contact   | Behavior contract  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Teacher conference with student                                    | School-issued uniform  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Mentoring  | Suspension of computer privileges  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>2</b>   | <p><b><i>Appropriate when Level 1 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Parent/Guardian involvement</b></td><td>Parent contract</td></tr> <tr> <td>Phone call/letter to parent or guardian</td><td>Parent or guardian accompany student to school or classes</td></tr> <tr> <td>Confiscation of an item</td><td>Conflict resolution</td></tr> <tr> <td>Supervised time-out outside of the classroom</td><td>Referral to Support Staff (counselor, therapeutic support, mentor...)</td></tr> <tr> <td>Conference with parent or guardian</td><td>Class or schedule change</td></tr> <tr> <td>Behavior contract</td><td>Suspension of computer privileges</td></tr> <tr> <td>Teacher and/or administrator conference with student and/or parent</td><td></td></tr> </table>  | <b>Parent/Guardian involvement</b> | Parent contract                  | Phone call/letter to parent or guardian      | Parent or guardian accompany student to school or classes | Confiscation of an item            | Conflict resolution   | Supervised time-out outside of the classroom | Referral to Support Staff (counselor, therapeutic support, mentor...) | Conference with parent or guardian | Class or schedule change          | Behavior contract | Suspension of computer privileges | Teacher and/or administrator conference with student and/or parent |                       |           |                                   |
| <b>Parent/Guardian involvement</b>                                 | Parent contract  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Phone call/letter to parent or guardian                            | Parent or guardian accompany student to school or classes  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Confiscation of an item  | Conflict resolution  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Supervised time-out outside of the classroom                       | Referral to Support Staff (counselor, therapeutic support, mentor...)  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Conference with parent or guardian                                 | Class or schedule change   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Behavior contract  | Suspension of computer privileges  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Teacher and/or administrator conference with student and/or parent |  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>3</b>   | <p><b><i>Appropriate when Level 2 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Parent/Guardian involvement</b></td><td>Behavior Essay</td></tr> <tr> <td>After School Detention with teacher</td><td></td></tr> <tr> <td>In School Alternative</td><td></td></tr> </table>  | <b>Parent/Guardian involvement</b> | Behavior Essay                   | After School Detention with teacher          |   | In School Alternative              |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/Guardian involvement</b>                                 | Behavior Essay   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| After School Detention with teacher                                |  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| In School Alternative  |  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>4</b>   | <p><b><i>Appropriate when Level 3 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Office referral required</b></td><td>Alternative school-based program</td></tr> <tr> <td><b>Parent/Guardian notification required</b></td><td>Suspension of computer privileges</td></tr> <tr> <td>Administrative Detention</td><td>Restitution for loss or damage</td></tr> <tr> <td>Campus clean-up</td><td>Suspension (1-3 days) Elementary</td></tr> <tr> <td>In-school suspension</td><td>Suspension (1-5 days) Middle/High</td></tr> </table>  | <b>Office referral required</b>    | Alternative school-based program | <b>Parent/Guardian notification required</b> | Suspension of computer privileges                         | Administrative Detention           | Restitution for loss or damage  | Campus clean-up                              | Suspension (1-3 days) Elementary                                      | In-school suspension               | Suspension (1-5 days) Middle/High |                   |                                   |  |                       |           |                                   |
| <b>Office referral required</b>                                    | Alternative school-based program   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/Guardian notification required</b>                       | Suspension of computer privileges  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Administrative Detention   | Restitution for loss or damage   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Campus clean-up  | Suspension (1-3 days) Elementary   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| In-school suspension   | Suspension (1-5 days) Middle/High  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>5</b>   | <p><b><i>Appropriate when Level 4 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Office referral required</b></td><td>Restricted activity</td></tr> <tr> <td><b>Parent/Guardian notification required</b></td><td>Alternative school-based program</td></tr> <tr> <td>Suspension (6-10 days) Middle/High</td><td>Suspension of computer privileges</td></tr> </table>   | <b>Office referral required</b>    | Restricted activity              | <b>Parent/Guardian notification required</b> | Alternative school-based program                          | Suspension (6-10 days) Middle/High | Suspension of computer privileges   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Office referral required</b>                                    | Restricted activity  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/Guardian notification required</b>                       | Alternative school-based program   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| Suspension (6-10 days) Middle/High                                 | Suspension of computer privileges  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>6</b>   | <p><b><i>Appropriate when Level 5 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Office referral required</b></td><td>Suspension with Tribunal Hearing</td></tr> <tr> <td><b>Parent/Guardian notification required</b></td><td>Referral to Alternative Learning Program</td></tr> <tr> <td></td><td>Long-Term Suspension (11-45 days)</td></tr> </table>  | <b>Office referral required</b>    | Suspension with Tribunal Hearing | <b>Parent/Guardian notification required</b> | Referral to Alternative Learning Program                  |                                    | Long-Term Suspension (11-45 days)   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Office referral required</b>                                    | Suspension with Tribunal Hearing   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/Guardian notification required</b>                       | Referral to Alternative Learning Program   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
|  | Long-Term Suspension (11-45 days)  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>7</b>   | <p><b><i>Appropriate when Level 6 intervention/consequence has been ineffective</i></b></p> <table> <tr> <td><b>Office referral required</b></td><td>Suspension with Tribunal Hearing</td></tr> <tr> <td><b>Parent/guardian notification required</b></td><td>Referral to Alternative Learning Program</td></tr> <tr> <td></td><td><b>Long-Term Suspension with "Aggravating Circumstances" (more than 45 days but less than 364 days)</b></td></tr> </table>  | <b>Office referral required</b>    | Suspension with Tribunal Hearing | <b>Parent/guardian notification required</b> | Referral to Alternative Learning Program                  |                                    | <b>Long-Term Suspension with "Aggravating Circumstances" (more than 45 days but less than 364 days)</b> |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Office referral required</b>                                    | Suspension with Tribunal Hearing   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/guardian notification required</b>                       | Referral to Alternative Learning Program   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
|  | <b>Long-Term Suspension with "Aggravating Circumstances" (more than 45 days but less than 364 days)</b>  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>8</b>   | <p><b><i>Only Appropriate in Extreme Circumstances</i></b></p> <table> <tr> <td><b>Office referral required</b></td><td>Suspension with Tribunal Hearing</td></tr> <tr> <td><b>Parent/Guardian notification required</b></td><td>Expulsion</td></tr> </table>  | <b>Office referral required</b>    | Suspension with Tribunal Hearing | <b>Parent/Guardian notification required</b> | Expulsion   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Office referral required</b>                                    | Suspension with Tribunal Hearing   |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |
| <b>Parent/Guardian notification required</b>                       | Expulsion  |                                    |                                  |  |   |                                    |   |  |   |                                    |                                   |                   |                                   |  |                       |           |                                   |



# Norfolk Public Schools

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## Rule Violation Consequences

| <u>Rule Violations</u>                | <u>Reference<br/>Page Number</u> | <u>Grade Level</u> | <u>Range of<br/>Levels</u> |
|---------------------------------------|----------------------------------|--------------------|----------------------------|
| Attendance                            |                                  | K-12               | 1-3                        |
| Bullying                              |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 4-7                        |
| Computer Access                       |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 1-7                        |
| Damaging Property                     |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 1-5                        |
| Defiance and Disrespect               |                                  | K-12               | 1-4                        |
| Disruption                            |                                  | K-12               | 1-4                        |
| Electronic Devices and Cell<br>Phones |                                  | K-12               | 1-4                        |
| Fighting                              |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 4-5                        |
| Fighting-Multiple Participants        |                                  | 4-12               | 4-7                        |
| Gambling                              |                                  | 4-12               | 1-5                        |
| Gangs                                 |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 1-5                        |
| Harassment                            |                                  | K-12               | 1-4                        |
| Hazing                                |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 1-5                        |
| Insubordination                       |                                  | K-12               | 1-4                        |
| Miscellaneous                         |                                  | K-12               | 1-4                        |
| Misrepresentation                     |                                  | K-12               | 1-4                        |
| Personal Property                     |                                  | K-12               | 1-4                        |
| Profanity                             |                                  | K-12               | 1-4                        |
| Repeated & Continued                  |                                  | K-3                | 1-4                        |
|                                       |                                  | 4-12               | 1-7                        |
| Student Attire                        |                                  | K-12               | 1-3                        |



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## Law Violation Consequences

| <u>Law Violations</u><br>(Subject to Arrest) | <u>Reference</u><br><u>Page Number</u> | <u>Grade Level</u> | <u>Range of</u><br><u>Levels</u> |
|--|--|--------------------|----------------------------------|
| Alcohol                                      |  | K-3                | 1-4                              |
|  |  | 4-12               | 4-7                              |
| Arson  |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Assault                                      |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Assault and Threats against Staff            |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Bombs  |  | K-12               | 6-8                              |
| Burglary                                     |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Disorderly Conduct                           |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Drugs  |  | K-12               | 4-8                              |
| Extortion                                    |  | K-3                | 4-7                              |
|  |  | 4-12               | 6-7                              |
| Gangs  |  | 4-12               | 6-8                              |
| Inciting a Riot                              |  | 4-12               | 6-8                              |
| Miscellaneous                                |  | 4-12               | 6-8                              |
| Robbery                                      |  | 4-12               | 6-8                              |
| Sexual Harassment Offenses                   |  | K-3                | 1-4                              |
|  |  | 4-12               | 1-7                              |
| Stalking                                     |  | 4-12               | 6-8                              |
| Theft  |  | K-3                | 1-4                              |
|  |  | 4-12               | 6-8                              |
| Threats                                      |  | K-12               | 4-7                              |
| Tobacco Products/Electronic Cigarettes/VAPS  |  | K-12               | 1-4                              |
| Trespassing                                  |  | 4-12               | 1-7                              |
| Vandalism                                    |  | K-3                | 1-4                              |
|  |  | 4-12               | 1-7                              |
| Weapons and Dangerous Instruments            |  | K-3                | 4-8                              |
|  |  | 4-12               | 6-8                              |
|  |  |                    |                                  |
|  |  |                    |                                  |



# Norfolk Public Schools

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## FORMS AND RELEASES

- Bullying, Harassment, or Intimidation Reporting Form
- Middle School League Athletic Participation/Parental Consent/Physical Examination
- Virginia High School League, Participation/Parental Consent/Physical Examination
- Acceptable Use Procedure for Computer Systems
- Request for Administration of Medication In Hampton Roads Schools Form
- Norfolk Public Schools Photo Release
- Norfolk Public Schools Standards of Student Conduct Acknowledgment





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# Bullying, Harassment, or Intimidation Reporting Form

(For definitions of Bullying, Harassment, or Intimidation, see reverse side)

**Bullying, harassment, or intimidation are serious and will not be tolerated.** This is a form to report alleged bullying, harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school,\* in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying, harassment, or intimidation, complete this form and return it to the principal at the student victim's school. Contact the school for additional information or assistance at any time.

Was the behavior intentional, repeated over time, intended to harm, involving a power differential, and creating a hostile educational environment?

☐ Yes

☐ No

| Date (mm/dd/yyyy)  | School     |                   |  |
|--|------------|-------------------|--|
|  |            |                   |  |
| <b>Person Reporting Incident</b> Check One: <input type="checkbox"/> Student <input type="checkbox"/> Student (Witness/Bystander) <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Close adult relative <input type="checkbox"/> School Staff |            |                   |  |
| Name:  | Telephone: | E-mail:           |  |
|  |            |                   |  |
| 1. Name of Student Victim  |            |                   | Age  |
|  |            |                   |  |
| 2. Name(s) of Alleged Offender(s) (if known)   | Age        | School (if known) | Is he/she a student?                                     |
|  |            |                   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|  |            |                   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|  |            |                   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
|  |            |                   | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Date(s) of Incident(s) (mm/dd/yyyy)   |            |                   |  |
|  |            |                   |  |

**4. Place an 'X' next to the statement(s) that best describes what happened (choose all that apply):**

- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means

- ☐ Electronic Communication (specify) \_\_\_\_\_
- ☐ Other (specify) \_\_\_\_\_

- ☐ Demeaning and making the victims of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating (bullying), extorting, or exploiting
- ☐ Spreading harmful rumors or gossip

**5. Where did the incident happen (choose all that apply)?**

- ☐ On school property ☐ At a school-sponsored activity or event off school property ☐ On a school bus
- ☐ The way to/from school ☐ Electronically

6. What did the alleged offender(s) say or do? (Attach a separate sheet if necessary)

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7. Why did the bullying, harassment, or intimidation occur? (Attach a separate sheet if necessary)

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8. Did a physical injury result from this incident?

☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention

9. If there was a physical injury, do you think there will be permanent effects? ☐ Yes ☐ No

10. Was the student victim absent from school as a result of the incident?

☐ No ☐ Yes If yes, how many days was the student victim absent from school as a result of the incident?

11. Did a psychological injury result from this incident?

☐ No ☐ Yes, but psychological services have not been sought ☐ Yes, and psychological services have been sought

12. Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

|           |      |
|-----------|------|
|           |      |
|           |      |
|           |      |
|           |      |
|           |      |
|           |      |
|           |      |
|           |      |
|           |      |
| Signature | Date |

### Definition of Bullying, Harassment, and Intimidation

Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that: **(I)** creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: 1. motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attribute, socioeconomic status, familial status, or physical or mental ability or disability; or 2. threatening or seriously intimidating; and **(II)** 1. occurs on school property, at a school activity or event, or on a school bus; or 2. substantially disrupts the orderly operation of a school. Electronic communication means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

## Norfolk Public Schools

# MIDDLE SCHOOL LEAGUE ATHLETIC PARTICIPATION/PARENTAL CONSENT/PHYSICAL EXAMINATION FORM

*(Separate examination and certification required for each school year – May 1 of the current year through June 30 of the succeeding year. File in the Office of the Principal)*

## Part I – ATHLETIC PARTICIPATION/PARENTAL CONSENT (To be filled in and signed by the parent and the athlete)

Name \_\_\_\_\_ School Year \_\_\_\_\_ Grade \_\_\_\_\_ Sex \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_

Parent's Home Address \_\_\_\_\_ City \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_ School Attended Last Year \_\_\_\_\_

\_\_\_\_ I am in the 6<sup>th</sup> grade \_\_\_\_ I am in the 7<sup>th</sup> grade \_\_\_\_ am in the 8<sup>th</sup> grade Name of Middle School: \_\_\_\_\_

I have read the condensed individual Eligibility Rules of the Norfolk Public Schools Middle League that appear below and believe that I am eligible to represent my middle school in athletics.

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

I have read the individual Eligibility Rules listed below and give my consent and approval to the participation in middle school of the student named above. I verify that the above named student's medical history has been accurately completed prior to the examination given by a physician. I also give my consent and approval for the above named student to receive a physical examination, as required in Part III Physician's Certificate, of this form by \_\_\_\_\_, M.D. or by a qualified, registered physician as recommended by the named student's school administration.

Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_

## INDIVIDUAL ELIGIBILITY RULES

### ATTENTION ATHLETES AND CHEERLEADERS:

#### TO BE ELIGIBLE TO REPRESENT YOUR SCHOOL IN ANY INTERSCHOLASTIC CONTEST, YOU:

- must be a regular bona fide student in good standing of the school you represent
- must have been promoted to sixth grade or must have passed five subjects in a school year preceding the present one
- must have passed at least five subjects the previous grading period and must be currently taking no less than five subjects
- must not have reached your fifteenth birthday on or before the first day of august of the current school year
- must have been in residence at your present middle school during the entire semester immediately preceding the one in which you desire to participate
  - f* unless you are transferring from a public or private school with a corresponding move on the part of your parents into the area served by your present school
  - f* unless you are transferring to the middle school serving the district in which your parents reside upon completion of the highest grade level offered by the intermediate school, middle school, or nonpublic school from which you are transferring
  - f* unless you are legally adopted, are a foreign exchange student, are under the guidance of an orphanage, the State Department of Welfare, or State Department of Corrections, or are required to change residence by court order
- must not, after entering the seventh grade for the first time or after first enrolling in a school year after passing five subjects, have participated in any League-sponsored activity more than two years
- must be an amateur as defined by the Norfolk Public Schools Middle School League: "An amateur is one who engages in athletics for the educational, physical, mental, and social benefits one derives therefrom, and to whom athletics are nothing more than an avocation."
- must not have received in recognition of your ability as a middle school athlete any award not presented or approved by your school or the League
- must not have participated in any all-star contest between teams whose players are selected from more than one middle school

Eligibility to participate in interscholastic athletics is a privilege you earn by meeting not only the above listed minimum standards but also all other standards set by your League and school. If you have any questions regarding your eligibility or are in doubt about the effect of an activity might have on your eligibility, check with your principal who is aware of the various interpretations and exceptions provided under League rules. Meeting the intent and spirit of League standards will prevent you, your team, and community from being penalized.

## Norfolk Public Schools

# MIDDLE SCHOOL LEAGUE

## ATHLETIC PARTICIPATION/PARENTAL CONSENT/PHYSICAL EXAMINATION FORM

*(Separate examination and certification required for each school year – May 1 of the current year through June 30 of the succeeding year. File in the Office of the Principal)*

### Part I – ATHLETIC PARTICIPATION/PARENTAL CONSENT

(To be filled in and signed by the parent and the athlete)

Name \_\_\_\_\_ School Year \_\_\_\_\_ Grade \_\_\_\_\_ Sex \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_

Parent's Home Address \_\_\_\_\_ City \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_ School Attended Last Year \_\_\_\_\_

\_\_\_\_ I am in the 6<sup>th</sup> grade \_\_\_\_ I am in the 7<sup>th</sup> grade \_\_\_\_ am in the 8<sup>th</sup> grade Name of Middle School: \_\_\_\_\_

I have read the condensed individual Eligibility Rules of the Norfolk Public Schools Middle League that appear below and believe that I am eligible to represent my middle school in athletics.

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

I have read the individual Eligibility Rules listed below and give my consent and approval to the participation in middle school of the student named above. I verify that the above named student's medical history has been accurately completed prior to the examination given by a physician. I also give my consent and approval for the above named student to receive a physical examination, as required in Part III Physician's Certificate, of this form by \_\_\_\_\_, M.D. or by a qualified, registered physician as recommended by the named student's school administration.

Date \_\_\_\_\_ Parent's Signature \_\_\_\_\_

### INDIVIDUAL ELIGIBILITY RULES

#### ATTENTION ATHLETES AND CHEERLEADERS:

#### **TO BE ELIGIBLE TO REPRESENT YOUR SCHOOL IN ANY INTERSCHOLASTIC CONTEST, YOU:**

- must be a regular bona fide student in good standing of the school you represent
- must have been promoted to sixth grade or must have passed five subjects in a school year preceding the present one
- must have passed at least five subjects the previous grading period and must be currently taking no less than five subjects
- must not have reached your fifteenth birthday on or before the first day of august of the current school year
- must have been in residence at your present middle school during the entire semester immediately preceding the one in which you desire to participate
  - f* unless you are transferring from a public or private school with a corresponding move on the part of your parents into the area served by your present school
  - f* unless you are transferring to the middle school serving the district in which your parents reside upon completion of the highest grade level offered by the intermediate school, middle school, or nonpublic school from which you are transferring
  - f* unless you are legally adopted, are a foreign exchange student, are under the guidance of an orphanage, the State Department of Welfare, or State Department of Corrections, or are required to change residence by court order
- must not, after entering the seventh grade for the first time or after first enrolling in a school year after passing five subjects, have participated in any League-sponsored activity more than two years
- must be an amateur as defined by the Norfolk Public Schools Middle School League: "An amateur is one who engages in athletics for the educational, physical, mental, and social benefits one derives therefrom, and to whom athletics are nothing more than an avocation."
- must not have received in recognition of your ability as a middle school athlete any award not presented or approved by your school or the League
- must not have participated in any all-star contest between teams whose players are selected from more than one middle school

Eligibility to participate in interscholastic athletics is a privilege you earn by meeting not only the above listed minimum standards but also all other standards set by your League and school. If you have any questions regarding your eligibility or are in doubt about the effect of an activity might have on your eligibility, check with your principal who is aware of the various interpretations and exceptions provided under League rules. Meeting the intent and spirit of League standards will prevent you, your team, and community from being penalized.

**PART II - - MEDICAL HISTORY**

This form must be completed by parent or guardian prior to the physical examination and should be taken with the physical examination form for review by the physician during the examination.

| YES                      | NO                       | 1.  | Have you ever had any of the following?   | Please explain any YES answers |
|--------------------------|--------------------------|-----|---|--------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |     | heart murmur _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | high blood pressure _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | other heart problems _____  | broken                         |
| <input type="checkbox"/> | <input type="checkbox"/> |     | bones _____   | weak                           |
| <input type="checkbox"/> | <input type="checkbox"/> |     | joints-ankles, knees _____  | concussion                     |
| <input type="checkbox"/> | <input type="checkbox"/> |     | operation _____   | seizures                       |
| <input type="checkbox"/> | <input type="checkbox"/> |     | or epilepsy _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.  | Have you ever fainted or passed out? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.  | Have you ever been knocked out? _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.  | Have you ever been hospitalized? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.  | Have you ever had to stop running after $\frac{1}{4}$ to $\frac{1}{2}$ miles for chest pain or shortness of breath? _____ |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.  | A. Have you ever had significant allergies to:  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | bee stings? – On medication – yes <input type="checkbox"/> no <input type="checkbox"/> _____                              |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | foods _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | medicine _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | others _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | B. Do you have prescription for use of:   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | Adrenaline _____  | Inhalers                       |
| <input type="checkbox"/> | <input type="checkbox"/> |     | Other allergy medicine _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> |     | C. Do you have asthma? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.  | Do you take any medicine regularly? _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.  | Have you had any illnesses lasting a week or more such as mononucleosis, etc.? _____                                      |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 9.  | Have you had any blood disorders, including sickle cell trait, anemia, etc.? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. | Has any family member had a heart attack, hear problems or sudden death before the age of 50? _____                       |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. | Do you wear contact lenses, eyeglasses or dental appliance? _____   |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. | Do you have any missing or non-functioning organs such as testes, eye, kidney, etc.? _____                                |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. | Menstrual History:<br>Have you begun menses yet? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. | Do you have any other significant health problems? _____  |                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. | Hepatitis B Immunization Series? _____  |                                |
|                          |                          | 16. | DATE OF LAST TETNUS IMMUNIZATION? _____   |                                |

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



**PART III - - PHYSICAL EXAMINATION**

(To be completed and signed by examining physician)

NAME: \_\_\_\_\_ SCHOOL \_\_\_\_\_

HEIGHT \_\_\_\_\_ WEIGHT \_\_\_\_\_ SEX \_\_\_\_\_ AGE \_\_\_\_\_

\*Tanner Stage or Maturation Index \_\_\_\_\_ BP \_\_\_\_\_

\*Percent Body Fat \_\_\_\_\_ \*Pulse (rest) \_\_\_\_\_  
(Exercise) \_\_\_\_\_  
(Recovery) \_\_\_\_\_\*Vision: Corrected (L) \_\_\_\_\_ (R) \_\_\_\_\_ Both \_\_\_\_\_  
Uncorrected (L) \_\_\_\_\_ (R) \_\_\_\_\_ Both \_\_\_\_\_

\*Audiogram: \_\_\_\_\_ Cervical spine/neck \_\_\_\_\_

Eyes \_\_\_\_\_ Back \_\_\_\_\_

Ears \_\_\_\_\_ Shoulders \_\_\_\_\_

Nose \_\_\_\_\_ Arm/elbow/wrist/hand \_\_\_\_\_

Throat \_\_\_\_\_ Knees/hips \_\_\_\_\_

Teeth \_\_\_\_\_

Skin \_\_\_\_\_

Lab:

Lymphatic \_\_\_\_\_ \*Urine \_\_\_\_\_

Lungs \_\_\_\_\_ \*Hemoglobin or HCT \_\_\_\_\_

Heart \_\_\_\_\_ and/or Fe Stores \_\_\_\_\_

Abdomen \_\_\_\_\_

Genitalia/hernia \_\_\_\_\_

Peripheral pulses \_\_\_\_\_ \*WHEN MEDICALLY INDICATED

I have reviewed the data above, reviewed his/her medical history form and make the following recommendations for his/her participation in athletics.

\_\_\_\_\_ Full Participation

\_\_\_\_\_ Limited Participation

\_\_\_\_\_ No Participation

\_\_\_\_\_ Needs Additional Evaluation

If not full participation, give reasons &amp; recommendations: \_\_\_\_\_

Any recommendations or concerns on such items as:

a. Weight loss or gain or restrictions of weight loss: \_\_\_\_\_

b. Slow and careful monitoring of conditioning because of being overweight or show an abnormal exercise testing: \_\_\_\_\_

c. Other \_\_\_\_\_

**Physician Signature** \_\_\_\_\_, **M.D.\*** **Date** \_\_\_\_\_**\*Doctor of Medicine, Doctor of Osteopathy, Licensed Nurse Practitioner or Physician Assistant (PA)****Physician Name (Print)** \_\_\_\_\_

Address \_\_\_\_\_ City/Zip \_\_\_\_\_

Code \_\_\_\_\_ Telephone \_\_\_\_\_

Number \_\_\_\_\_

**PART IV – ACKNOWLEDGEMENT OF RISK AND INSURANCE STATEMENT**

(To be completed and signed by parent/guardian)

I give permission for \_\_\_\_\_ (name of child/ward) to participate in any of the following sports that are not crossed out: basketball, cheerleading, baseball, softball, field hockey, football, soccer, tennis, track, volleyball, wrestling, other (identify sports). \_\_\_\_\_

I have reviewed the individual eligibility rules and I am aware that with the participation in sports comes the risk of injury to my child/ward. I understand that the degree of danger and the seriousness of the risk varies significantly from one sport to another with contact sports carrying the higher risk. I have had an opportunity to understand the risk inherent in sports through meetings, written handouts, or some other means. He/she has student accident insurance available through the school (yes ☐ no ☐); has athletic participation insurance coverage through the school (yes ☐ no ☐); is insured by our family policy with:

Name of Company: \_\_\_\_\_

Policy Number: \_\_\_\_\_ Name of Policy Holder \_\_\_\_\_

I am aware that participating in sports will involve travel with the team. I acknowledge and accept the risks inherent in the sport and with the travel involved and with this knowledge in mind, grant permission for my child/ward to participate in the sport and travel with the team.

By this signature, I hereby consent to allow the physician(s) and other health care provider(s) selected by myself or the school to perform a pre-participation examination on my child and to provide treatment for any injury or condition resulting from participating in athletics/activities for his/her school during the school year covered by this form. I further consent to allow said physician(s) or health care provider(s) to share appropriate information concerning my child that is relevant to participation in athletics and activities with coaches and other school personnel as deemed necessary.

Additionally, I give my consent and approval for the above named student's picture and name to be printed in any Middle School or Norfolk Public Schools athletic program, publication or video.

To access quality, low cost comprehensive health insurance through FAMIS for your child, please contact Cover Virginia by going to [www.coverva.org](http://www.coverva.org) or calling 855.242.8282.

**PART V – EMERGENCY PERMISSION FORM**

(To be completed and signed by parent/guardian)

**STUDENT'S NAME** \_\_\_\_\_ **GRADE** \_\_\_\_\_ **AGE** \_\_\_\_\_

**HIGH SCHOOL** \_\_\_\_\_ **CITY** \_\_\_\_\_

Please list any significant health problems that might be significant to a physician evaluating your child in case of an emergency.

\_\_\_\_\_  
\_\_\_\_\_

Please list any allergies to medications, etc. \_\_\_\_\_

Has student been prescribed an inhaler or Epi-Pen? \_\_\_\_\_ Is student presently taking medication? \_\_\_\_\_ If so, what type? \_\_\_\_\_ Does student wear contact lenses? \_\_\_\_\_ Please list date of last tetanus shot \_\_\_\_\_

**EMERGENCY AUTHORIZATION:** In the event I cannot be reached in an emergency, I hereby give permission to physicians selected by the coaches and staff of \_\_\_\_\_ Middle School to hospitalize, secure proper treatment for and to order injection and/or anesthesia and/or surgery for the person named above.

Daytime phone number (where to reach you in emergency) \_\_\_\_\_

Evening time phone number (where to reach you in emergency) \_\_\_\_\_

Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

**RELATIONSHIP TO STUDENT**

**\*Emergency Permission Form may be reproduced to travel with respective teams and is acceptable for emergency treatment if needed.**

I certify all the above information is correct \_\_\_\_\_

Parent/Guardian Signature



# Norfolk Public Schools

The cornerstone of a proudly diverse community

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Routing

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

Revised February 2017

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VIRGINIA HIGH SCHOOL LEAGUE, INC.  
1642 State Farm Blvd., Charlottesville, Va. 22911



# Athletic Participation/Parental Consent/Physical Examination Form

Separate signed form is required for each school year May 1 of the current year through June 30 of the succeeding year.

For School Year \_\_\_\_\_

## PART I - ATHLETIC PARTICIPATION

(To be filled in and signed by the student)

Male \_\_\_\_\_

Female \_\_\_\_\_

PRINT CLEARLY

Name \_\_\_\_\_ Student ID # \_\_\_\_\_  
(Last) (First) (Middle Initial)

Home Address \_\_\_\_\_

City/Zip Code \_\_\_\_\_

Home Address of Parents \_\_\_\_\_

City/Zip Code \_\_\_\_\_

Date of Birth \_\_\_\_\_ Place of Birth \_\_\_\_\_

This is my \_\_\_\_\_ semester in \_\_\_\_\_ High School, and my \_\_\_\_\_ semester since first entering the ninth grade. Last semester I attended \_\_\_\_\_ School and passed \_\_\_\_\_ credit subjects, and I am taking \_\_\_\_\_ credit subjects this semester. I have read the condensed individual eligibility rules of the Virginia High School League that appear below and believe I am eligible to represent my present high school in athletics.

### INDIVIDUAL ELIGIBILITY RULES

To be eligible to represent your school in any VHSL interscholastic athletic contest, you--

- must be a regular bona fide student in good standing of the school you represent.
- must be enrolled in the last four years of high school. (Eighth-grade students may be eligible for junior varsity.)
- must have enrolled not later than the fifteenth day of the current semester.
- for the first semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credits on a semester basis. (Check with your principal for equivalent requirements). **May not repeat courses for eligibility purposes for which credit has been previously awarded.**
- for the second semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding semester. (Check with your principal for equivalent requirements.)
- must sit out all VHSL competition for 365 consecutive calendar days following a school transfer unless the transfer corresponded with a family move. (Check with your principal for exceptions.)
- must not have reached your nineteenth birthday on or before the first day of August of the current school year.
- must not, after entering the ninth grade for the first time, have been enrolled in or been eligible for enrollment in high school more than eight consecutive semesters.
- must have submitted to your principal before any kind of participation, including tryouts or practice as a member of any school athletic or cheerleading team, an Athletic Participation/Parental Consent/Physical Examination Form, completely filled in and properly signed attesting that you have been examined during this school year and found to be physically fit for athletic competition and that your parents consent to your participation.
- must not be in violation of VHSL Amateur, Awards, All Star or College Team Rules. (Check with your principal for clarification in regard to cheerleading.)

Eligibility to participate in interscholastic athletics is a privilege you earn by meeting not only the above-listed minimum standards, but also all other standards set by your League, district and school. If you have any question regarding your eligibility or are in doubt about the effect an activity might have on your eligibility, **check with your principal for interpretations and exceptions provided under League rules.** Meeting the intent and spirit of League standards will prevent you, your team, school and community from being penalized. Additionally, I give my consent and approval for my picture and name to be printed in any high school or VHSL athletic program, publication or video.

**LOCAL SCHOOL DIVISIONS AND VHSL DISTRICTS MAY REQUIRE ADDITIONAL STANDARDS TO THOSE LISTED ABOVE.**

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

**Providing false information will result in ineligibility for one year.**



The pre-participation physical examination is not a substitute for a thorough annual examination by a student's primary care physician

**PART II - - MEDICAL HISTORY- Explain "Yes" answers below**

Page 2 of 4

**This form must be completed and signed, prior to the physical examination, for review by examining practitioner.****Explain "Yes" answers below with number of the question. Circle questions you don't know the answers to.**

| GENERAL MEDICAL HISTORY  |                          | Yes                      | No | MEDICAL QUESTIONS (cont)   |                            | Yes                      | No |
|--|--------------------------|--------------------------|----|--|----------------------------|--------------------------|----|
| 1. Has a doctor ever denied or restricted your participation in sports for any reason?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 29. Do you have groin pain or a painful bulge or hernia in the groin area?                                 | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 2. Do you currently have an ongoing medical condition? If so, Please identify: <input type="checkbox"/> Asthma <input type="checkbox"/> Anemia <input type="checkbox"/> Diabetes <input type="checkbox"/> Infections <input type="checkbox"/> Other:   | <input type="checkbox"/> | <input type="checkbox"/> |    | 30. Have you had mononucleosis (mono) within the last month?   | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 3. Have you ever spent the night in the hospital?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 31. Do you have any rashes, pressure sores, or other skin problems?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 4. Have you ever had surgery?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 32. Have you ever had a herpes or MRSA skin infection?   | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| <b>HEART HEALTH QUESTIONS ABOUT YOU</b>  |                          |                          |    | 33. Are you currently taking any medication on daily basis?  | <input type="checkbox"/> * | <input type="checkbox"/> |    |
| 5. Have you ever passed out or nearly passed out DURING or AFTER exercise?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 34. Have you ever had a head injury or concussion? If so, date of last injury:                             | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 6. Have you ever had discomfort, pain, or pressure in your chest during exercise?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 35. Have you ever had numbness, tingling, or weakness in your arms or legs after being hit or falling?     | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 7. Does your heart race or skip beats during exercise?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 36. Do you have headaches with exercise?   | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 8. Has a doctor ever told you that you have (check all that apply):<br><input type="checkbox"/> High Blood Pressure <input type="checkbox"/> A heart murmur<br><input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection<br><input type="checkbox"/> Kawasaki disease <input type="checkbox"/> Other: | <input type="checkbox"/> | <input type="checkbox"/> |    | 37. Have you ever been unable to move your arms or legs after being hit or falling?                        | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 9. Has a doctor ever ordered a test for your heart? (For ex: ECG/EKG, echocardiogram)  | <input type="checkbox"/> | <input type="checkbox"/> |    | 38. When exercising in heat, do you have severe muscle cramps or become ill?                               | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 10. Do you get lightheaded or feel more short of breath than expected during exercise?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 39. Has a doctor told you that you or someone in your family has sickle cell trait or sickle cell disease? | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 11. Have you ever had an unexplained seizure?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 40. Have you had any other blood disorders?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| <b>HEART HEALTH QUESTIONS ABOUT YOUR FAMILY</b>  |                          |                          |    | 41. Have you had any problems with your eyes or vision?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 12. Has any family member or relative died of heart problems or had an unexpected sudden death before age 50 (including drowning, unexplained car accident, or sudden infant death syndrome)?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 42. Do you wear glasses or contact lenses?   | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 13. Does anyone in your family have a heart problem?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 43. Do you wear protective eyewear, such as goggles or a face shield?                                      | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 14. Does anyone in your family have a pacemaker or implanted defibrillator?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 44. Do you worry about your weight?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 15. Does anyone in your family have Marfan syndrome, cardiomyopathy, or Long Q-T?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 45. Are you trying to or has any professional recommended that you try to gain or lose weight?             | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 16. Has anyone in your family had unexplained fainting, unexplained seizures, or near drowning?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 46. Do you limit or carefully control what you eat?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| <b>BONE AND JOINT QUESTIONS</b>  |                          |                          |    | 47. Do you have any concerns that you would like to discuss with a doctor?                                 | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 17. Have you ever had an injury, like a sprain, muscle or ligament tear, or tendonitis that caused you to miss a practice or game?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 48. What is the date of your last Tdap or Td(tetanus) immunization? (circle type) Date:                    |                            |                          |    |
| 18. Have you had any broken or fractured bones or dislocated joints?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 49. Do you have an allergy to medicine, food or stinging insects?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 19. Have you had a bone or joint injury that required x-rays, MRI, CT, surgery, injections, rehabilitation, physical therapy, a brace, a cast, or crutches?  | <input type="checkbox"/> | <input type="checkbox"/> |    | <b>FEMALES ONLY</b>  |                            |                          |    |
| 20. Have you ever had an x-ray of your neck for atlanto-axial instability? OR Have you ever been told that you have that disorder or any neck/spine problem?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 50. Have you ever had a menstrual period?  | <input type="checkbox"/>   | <input type="checkbox"/> |    |
| 21. Have you ever had a stress fracture of a bone?   | <input type="checkbox"/> | <input type="checkbox"/> |    | 51. Age when you had your first menstrual period? _____  |                            |                          |    |
| 22. Do you regularly use a brace or assistive device?  | <input type="checkbox"/> | <input type="checkbox"/> |    | 52. How many periods have you had in the last 12 months? _____   |                            |                          |    |
| 23. Do you currently have a bone, muscle, or joint injury that bothers you?  | <input type="checkbox"/> | <input type="checkbox"/> |    | <b>EXPLAIN "YES" ANSWERS BELOW:</b>  |                            |                          |    |
| 24. Do any of your joints become painful, swollen, feel warm, or look red?   | <input type="checkbox"/> | <input type="checkbox"/> |    | # _____ » _____  |                            |                          |    |
| 25. Do you have a history of juvenile arthritis or connective tissue disease?  | <input type="checkbox"/> | <input type="checkbox"/> |    | # _____ » _____  |                            |                          |    |
| <b>MEDICAL QUESTIONS</b>   |                          |                          |    | # _____ » _____  |                            |                          |    |
| 26. Do you cough, wheeze, or have difficulty breathing during or after exercise?   | <input type="checkbox"/> | <input type="checkbox"/> |    | # _____ » _____  |                            |                          |    |
| 27. Do you have asthma or use asthma medicine (inhaler, nebulizer)?  | <input type="checkbox"/> | <input type="checkbox"/> |    | *List medications and nutritional supplements you are currently taking here:                               |                            |                          |    |
| 28. Were you born without or are you missing a kidney, an eye, a testicle, spleen or any other organ?  | <input type="checkbox"/> | <input type="checkbox"/> |    |  |                            |                          |    |

▶ ▶ Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Athlete's Signature: \_\_\_\_\_

**PART III – PHYSICAL EXAMINATION**(Physical examination form is required each school year dated after May 1 of the preceding school year and is good through June 30<sup>th</sup> of the current school year)\*\*

NAME \_\_\_\_\_ Date of Birth \_\_\_\_\_ School \_\_\_\_\_

|        |               |                               |  |
|--------|---------------|-------------------------------|--|
| Height | Weight        | <input type="checkbox"/> Male | <input type="checkbox"/> Female                          |
| BP /   | Resting Pulse | Vision R 20/                  | L 20/  |
|        |               | Corrected                     | <input type="checkbox"/> Yes <input type="checkbox"/> No |

| MEDICAL                    | NORMAL | ABNORMAL FINDINGS |
|----------------------------|--------|-------------------|
| Appearance                 |        |                   |
| Eyes/ears/nose/throat      |        |                   |
| Lymph nodes                |        |                   |
| Heart                      |        |                   |
| Pulses                     |        |                   |
| Lungs                      |        |                   |
| Abdomen                    |        |                   |
| Genitourinary (males only) |        |                   |
| Skin                       |        |                   |
| Neurologic                 |        |                   |
| MUSCULOSKELETAL            | NORMAL | ABNORMAL FINDINGS |
| Neck                       |        |                   |
| Back                       |        |                   |
| Shoulder/arm               |        |                   |
| Elbow/forearm              |        |                   |
| Wrist/hand/fingers         |        |                   |
| Hip/thigh                  |        |                   |
| Knee                       |        |                   |
| Leg/ankle                  |        |                   |
| Foot/toes                  |        |                   |
| Functional                 |        |                   |

**Medical Practitioner to School Staff (please indicate any instructions or recommendations here)**Emergency medications required on-site ☐ Inhaler ☐ Epinephrine ☐ Glucagon ☐ Other:

Comments:

I have reviewed the data above, reviewed his/her medical history form and make the following recommendations for his/her participation in athletics.

- ☐ **CLEARED WITHOUT RESTRICTIONS**
- ☐ **CLEARED WITH FOLLOWING NOTATION:** \_\_\_\_\_
- ☐ Cleared **AFTER** documented further evaluation or treatment for: \_\_\_\_\_
- ☐ Cleared for **Limited participation** (check and explain "reason" for all that apply): "*Limited Until Date*" when appropriate
- ☐ Not cleared for (specific sports) \_\_\_\_\_ Until Date: \_\_\_\_\_
- Reason(s): \_\_\_\_\_
- ☐ **NOT CLEARED FOR PARTICIPATION Reason** \_\_\_\_\_

*By this signature, I attest that I have examined the above student and completed this pre-participation physical including a review of Part II – Medical History.*Physician Signature: \_\_\_\_\_ (\*MD, DO, LNP, PA) . Date\*\* \_\_\_\_\_  
Circle one

Examiner's Name and degree (print): \_\_\_\_\_ Phone Number \_\_\_\_\_

Address: \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

\* Only signatures of Doctor of Medicine, Doctor of Osteopathic Medicine, Nurse Practitioner or Physician's Assistant licensed to practice in the United States will be accepted.

Rule 28B-3-1 (3) Physical Examination Rule/Transfer Student (10-90) – When an out-of-state student who has received a current physical examination elsewhere transfers to Virginia and attaches proof of that physical examination to the League's Form #2, the student is in compliance with physical examination requirements.



**PART IV -- ACKNOWLEDGEMENT OF RISK AND INSURANCE STATEMENT***(To be completed and signed by parent/guardian)*

I give permission for \_\_\_\_\_ (name of child/ward) to participate in any of the following sports that are not crossed out: baseball, basketball, cheerleading, cross country, field hockey, football, golf, gymnastics, lacrosse, soccer, softball, swimming/diving, tennis, track, volleyball, wrestling, other (identify sports). \_\_\_\_\_

I have reviewed the individual eligibility rules and I am aware that with the participation in sports comes the risk of injury to my child/ward. I understand that the degree of danger and the seriousness of the risk varies significantly from one sport to another with contact sports carrying the higher risk. I have had an opportunity to understand the risk inherent in sports through meetings, written handouts, or some other means. He/she has student medical/accident insurance available through the school (yes\_\_ no\_\_); has athletic participation insurance coverage through the school (yes\_\_ no\_\_); is insured by our family policy with:

Name of Medical Insurance Company: \_\_\_\_\_

Policy Number: \_\_\_\_\_ Name of Policy Holder: \_\_\_\_\_

I am aware that participating in sports will involve travel with the team. I acknowledge and accept the risks inherent in the sport and with the travel involved and with this knowledge in mind, grant permission for my child/ward to participate in the sport and travel with the team.

By this signature, I hereby consent to allow the physician(s) and other health care provider(s) selected by myself or the school to perform a pre-participation examination on my child and to provide treatment for any injury or condition resulting from participating in athletics/activities for his/her school during the school year covered by this form. I further consent to allow said physician(s) or health care provider(s) to share appropriate information concerning my child that is relevant to participation in athletics and activities with coaches and other school personnel as deemed necessary.

Additionally I give my consent and approval for the above named student's picture and name to be printed in any high school or VHSL athletic program, publication or video.

To access quality, low-cost comprehensive health insurance through FAMIS for your child, please contact Cover Virginia by going to [www.coverva.org](http://www.coverva.org) or calling 855.242.8282

**PART V - EMERGENCY PERMISSION FORM***(To be completed and signed by parent/guardian)*

STUDENT'S NAME \_\_\_\_\_ GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DOB \_\_\_\_\_

HIGH SCHOOL \_\_\_\_\_ CITY \_\_\_\_\_

Please list any significant health problems that might be significant to a physician evaluating your child in case of an emergency

Please list any allergies to medications, etc. \_\_\_\_\_

Is the student currently prescribed an inhaler or Epi-Pen? \_\_\_\_\_ List the emergency medication: \_\_\_\_\_

Is student presently taking any other medication? \_\_\_\_\_ If so, what type? \_\_\_\_\_

Does student wear contact lenses? \_\_\_\_\_ Date of last Tdap or Td (tetanus) shot \_\_\_\_\_

**EMERGENCY AUTHORIZATION:** In the event I cannot be reached in an emergency, I hereby give permission to physicians selected by the coaches and staff of \_\_\_\_\_ High School to hospitalize, secure proper treatment for and to order injection and/or anesthesia and/or surgery for the person named above.

Daytime phone number (where to reach you in emergency) \_\_\_\_\_

Evening time phone number (where to reach you in emergency) \_\_\_\_\_

Cell phone \_\_\_\_\_

☼▶▶ Signature of parent or guardian \_\_\_\_\_ Date \_\_\_\_\_

Relationship to student \_\_\_\_\_

\*Emergency Permission Form may be reproduced to travel with respective teams and is acceptable for emergency treatment if needed.

I certify all the above information is correct \_\_\_\_\_



Parent/Guardian Signature

The pre-participation physical examination is not a substitute for a thorough annual examination by a student's primary care physician.

## Acceptable Use Procedure (AUP) for Computer Systems

Norfolk Public Schools (NPS) provides a full range of computer information systems, including Internet resources, for students and staff. NPS strongly believes in the educational value of such computer information systems and recognizes their potential in support of our curriculum and student learning goals.

The Norfolk Public Schools School Board adopts this Acceptable Use Policy, which outlines appropriate uses, ethics and protocol for the School Board's computer network.

School Board employees and students shall not use the division's computer equipment and communications services for sending, receiving, viewing, downloading, uploading inappropriate and/or illegal material via the Internet and World Wide Web.

- A. The Superintendent or his/her designee shall select and operate technology that protects against, filters or blocks access through school division computers to visual depictions that are –
  - a. child pornography, as set out in Virginia Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - b. obscenity, as defined in Virginia Code § 18.2-372 or 18 U.S.C. § 1460;
  - c. material that Norfolk Public Schools deems to be harmful to juveniles, as defined in Virginia Code § 18.2-390, material that is harmful to minors, as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- B. The technology protection measure shall be utilized and enforced during any use of the division's computers by users.
- C. The school administration shall monitor online activities of users.
- D. The Superintendent or his/her designee shall select and operate technology and take administrative measures to protect the safety and security of users when using electronic mail, chat rooms, and other forms of direct electronic communications.
- E. Users shall not obtain unauthorized access, including "hacking" and other unlawful activities, while online.
- F. The School Board, its employees, agents and students shall not disclose, use, or disseminate personal identification information regarding users.
- G. The Superintendent or his/her designee shall ensure that Norfolk Public Schools include a component on Internet safety for students that is integrated in the division's instructional program. This program includes appropriate use of social networking websites and cyberbullying awareness and response. (see Social Media Policy, GAZA)

NPS allows users access to electronic information systems while safeguarding them from potential hazard by filtering objectionable sites. Students and staff are allowed access to Internet resources with the understanding that some material may be inaccurate or objectionable. The use of inappropriate resources is not permitted. NPS does not endorse and is not responsible for content associated with links outside of the NPS network. Individuals using NPS electronic information systems are subject to monitoring by district personnel.

All use of the division's computer system must be (1) in support of education and/or research or (2) for legitimate school business. This resource, as with any other public resource, demands that those entrusted with the privilege of its use be accountable. Along with rights comes responsibilities, all users of electronic information systems are responsible for obeying rules and policies at all times. Users are held personally accountable for any and all activities logged to their computer identification "userid" and password. Any off campus activities that cause risk of disruption on campus are subject to school disciplinary action. NPS reserves that right to block downloading from specific file extensions and/or specific sites. NPS provides equitable access and encourages the use of electronic information systems, whenever and wherever possible and appropriate, to support the educational program.

- All users are responsible for ensuring that any disclosures of information complies with applicable state and federal statutes and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA).
- All users authorized to access privileged information must understand and accept all responsibilities of working with confidential data. Responsibilities of protecting the privacy and confidentiality of the data include:
  - Properly storing and securing sensitive data on NPS approved secure mediums
  - Not misrepresenting or falsely manipulating/altering data
  - Not divulging any information to any person or organization without proper authorization.
- No identifiable photographs of students, faculty, or administration taken with NPS technology will be allowed to be published on the Internet or used in print without appropriate written consent. Photographs are the property of Norfolk Public Schools and will be used for instructional purposes only. Any photographs taken of students without parental permission will be strictly prohibited.

**The failure of any student or staff member to follow the terms of this policy may result in the loss of Norfolk Public Schools' computer network privileges, disciplinary action and/or appropriate legal action.**

Adopted July 1, 2015 Legal Reference: Code of Virginia § 22.1-70.2. Acceptable Internet use policies for public and private schools

**Use of the electronic information systems provided by Norfolk Public Schools constitutes agreement to the standards and policies set forth by this document. All users are required to read this policy and sign the agreement statement prior to use. This AUP is in compliance with state and national telecommunications rules and regulations.**



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## Acceptable Use Procedure (AUP) for Computer Systems

### Parent/Guardian (for all students under 18)

I have read the Norfolk Public Schools Acceptable Use Policy. I understand that access will be used for approved educational purposes. I also recognize that Norfolk Public Schools will make every reasonable attempt to ensure my child will not gain access to controversial or inappropriate materials.

I give permission for my child to access electronic information systems for the duration of my child's enrollment in NPS. I understand that I can deny permission for my child to use electronic information systems by submitting a letter of justification to my child's principal. I certify that the information contained on this form is correct.

Parent/Guardian Name (*please print*) \_\_\_\_\_

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

Date \_\_\_\_\_

### Student/Staff

I have read the Norfolk Public Schools Acceptable Use Policy. I understand that access will be used for approved educational purposes. I understand and will obey the Norfolk Public Schools Acceptable Use Policy. I agree to comply with good conduct policies as set forth in this document. Any violation of this policy will result in the suspension of access privileges and may also be grounds for further disciplinary/legal action.

Are you employed by NPS (*please circle one*) Yes | No

Student/Staff Name (*please print*) \_\_\_\_\_

Student/Staff Signature \_\_\_\_\_

(Staff Only) Job Title \_\_\_\_\_

(Please Specify, i.e. Biology Teacher, 1st grade Teacher, etc.)

Department/School \_\_\_\_\_

Date \_\_\_\_\_

### For Office Use Only (for new or changed employee information)

The employee has read and signed the NPS Policy (AUP) governing the security of NPS electronic systems and data. Please indicate the following information systems to which the employee needs access.

#### ☐ New Account

Faculty/Staff new to the school/department and needs access to the network.

Need access: (please check all that apply)

|                                   |                                 |                                   |
|-----------------------------------|---------------------------------|-----------------------------------|
| Network: <input type="checkbox"/> | Email: <input type="checkbox"/> | Synergy: <input type="checkbox"/> |
|-----------------------------------|---------------------------------|-----------------------------------|

**\* For Munis Account Requests, use separate permissions forms**

**Approval Authority** *Must be completed and signed by Principal, Central Administration Director or Department Head:*

*(Includes Norfolk Police Department & Juvenile Court Dept. Heads)*

\_\_\_\_\_  
Name & Title (please print)

\_\_\_\_\_  
(Signature - Your request will not be processed without an authorized signature)

***Please return student forms to:***

**School Office Manager**

**Department**

**File in Cumulative Folder**

***Please return staff forms to:***

**Account Manager**

**Fax: 628-3840**

Form-AUP808 (Revised 6/30/15)

# Request for Administration of Medication In Hampton Roads Schools

This form is accepted by all public schools in  
Chesapeake, Norfolk, Portsmouth, Suffolk, and Virginia Beach

**NOTICE TO PARENTS: The parent/legal guardian must bring medication to school  
in a container that is appropriately labeled by the pharmacy or physician.**

**Today's Date** \_\_\_\_\_

|   |                        |  |
|---|------------------------|--|
| Name of Student (Last, First, MI)   | School Student Attends | Student's Date of Birth<br>(Mo/Day/Yr) |
| Student's Diagnosis   | Medication             |  |
| Dosage  | Time of Administration |  |
| Route of Administration and Instructions  |                        |  |
|   |                        |  |
| Start Date  | End Date               |  |
| Diagnostic ICD-9 Code <i>(For Norfolk Public Schools Only)</i>                      |                        |  |
| Physician/Nurse Practitioner/Physician's Assistant/Dentist's Name<br>(please print) |                        | Phone Number                           |
| Physician/Nurse Practitioner/Dentist's Signature                                    |                        |  |

**PARENT/LEGAL GUARDIAN: I hereby give permission for the school to administer the medication as prescribed above. I also give permission for the school to contact the above health care provider regarding the administration of this medication.**

Signature – Parent/Legal Guardian

Date

Home Phone Number - Parent/Legal Guardian

Work Phone Number - Parent/Legal Guardian

## **GUIDELINES FOR PRESCRIBING MEDICATIONS TO BE ADMINISTERED TO STUDENTS DURING THE SCHOOL DAY**

We welcome your support in providing services to our students. When prescribing medications for school age children, kindly consider the following requests and policies:

- 1. Whenever possible, avoid prescribing medication for administration during school hours, especially medications to be administered for a short period of time.**
- 2. Schools are required to have appropriately labeled pharmacy/physician containers. These will be kept under lock and key in the school clinics.**
- 3. Carrying of inhalers on the person is discouraged, unless ordered by the physician, because such items are easily stolen, lost, or forgotten at home, leaving the student in a dilemma and possibly in a medical crisis.**
- 4. Any change of prescription requires a new written order from the prescribing physician.**
- 5. Schools are readily accessible by FAX for quick communication.**
- 6. Students are not allowed to transport medication on their person to and from school.**

Thank you for helping us provide the best possible services for students taking medications.

**HAMPTON ROADS PUBLIC SCHOOLS STUDENT HEALTH SERVICES SUPERVISORS**





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## PHOTO RELEASE FORM

Norfolk Public Schools (NPS) welcomes community engagement in the educational process. To that end, the school district frequently shares information about our educational programs with parents, staff and the community. This information is shared in many ways, including but not limited to NPS Websites, video productions, and publications. We love including photographs and videos of our talented students engaging in great teaching and learning experiences.

**Please complete this form and return it to your child's school as soon as possible.**

We are the parents and/or guardians of \_\_\_\_\_, a minor and a student of Norfolk Public Schools (NPS). We recognize that as part of the educational process, officials of NPS may at times wish to interview, photograph or videotape a student, or authorize a community entity to do so, using a student's likeness in various media for the purposes of communicating NPS' educational programs in order to gain community engagement and support.

We therefore, by our signatures below, grant permission to officials of NPS to interview, photograph, audio or videotape or otherwise record our student, or authorize a community entity to do so, and subsequently use our student's name, picture or likeness in any form, in any media and for any non-commercial purposes. We agree that such purposes include but are not limited to the inclusion of our student's name and image in NPS publications, promotional materials, advertisements, programs, presentations, and internet or intranet sites. We hereby waive on our own behalf and on behalf of our student any and all claims, suits, causes, actions or causes of action, whether under common law, constitutional or statutory provision, that might accrue to any one of us against NPS, its officers, employees, agents or volunteers in connection with the actions and usage detailed above.

**Note:** It is our desire to adhere to the wishes of all parents and guardians. Should you prefer not to allow your student's likeness to be used for any reason, **DO NOT** return this form. Please ensure that you advise your child of your wishes and encourage them to remind teachers and staff that they shouldn't be included when photos and/or video are being taken.

**Name of Student:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_

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

**School:** \_\_\_\_\_





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## Standards of Student Conduct Acknowledgment

This document is designed to help you understand the expectations for doing your part to maintain our safe school environment.

Students and parents/legal guardians are encouraged to discuss the rules, regulations, and expectations found in the Standards of Student Conduct. After your review and discussion, please sign and return the document to your student's school. **Signature and the return of the Standards of Student Conduct Acknowledgement is mandatory.**

### As a student in Norfolk Public Schools, I will:

- Accept the responsibility for my own conduct.
- Respect the rights of others and expect my rights to be respected. Follow the directions of all authorized school personnel.
- Make attendance to school/classes a high personal priority.
- Expect the school to take appropriate disciplinary action with me when I clearly violate school rules and regulations.
- Accept my responsibility for doing my part to keep the school safe and clean.

Norfolk Public Schools recognizes that parents/legal guardians must play a vital role in the education of their children. The Commonwealth of Virginia has mandated this parental involvement in the Code of Virginia section 22.1-279.3 entitled Parental Responsibility and Involvement Requirements. This law states that 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 attendance in order that education may be conducted in an atmosphere free of disruption and threat of persons or property, and supportive of individual rights. Failure to comply may result in criminal and civil penalty.

I have READ and REVIEWED the Standards of Student Conduct Handbook with my child and recognize MY RESPONSIBILITY to assist Norfolk Public Schools in enforcing the system's code of student conduct. **I recognize that threatening or assaulting behavior by my child may result in his/her permanent removal from the regular school setting. Such removal may cause him/her to re-think his/her educational goals, as extracurricular education activities, technical education, advanced studies and participation in sporting events may no longer be afforded to my child.**

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

I have read the Standards of Student Conduct and will follow Norfolk Public Schools' rules and regulations. **I recognize that threatening or assaulting behavior may result in my permanent removal from the regular school setting. Such removal may cause me to re-think my educational goals, as extracurricular education activities, technical education, advanced studies and participation in sporting events may no longer be afforded to me.**

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

NOTE: By signing this statement of receipt, parents and guardians are not deemed to waive, but to expressly reserve, their rights protected by the constitutions of the United States or the Commonwealth, and parents can retain the right to express disagreement with any school's or school division's policies or decisions.

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## NOTES

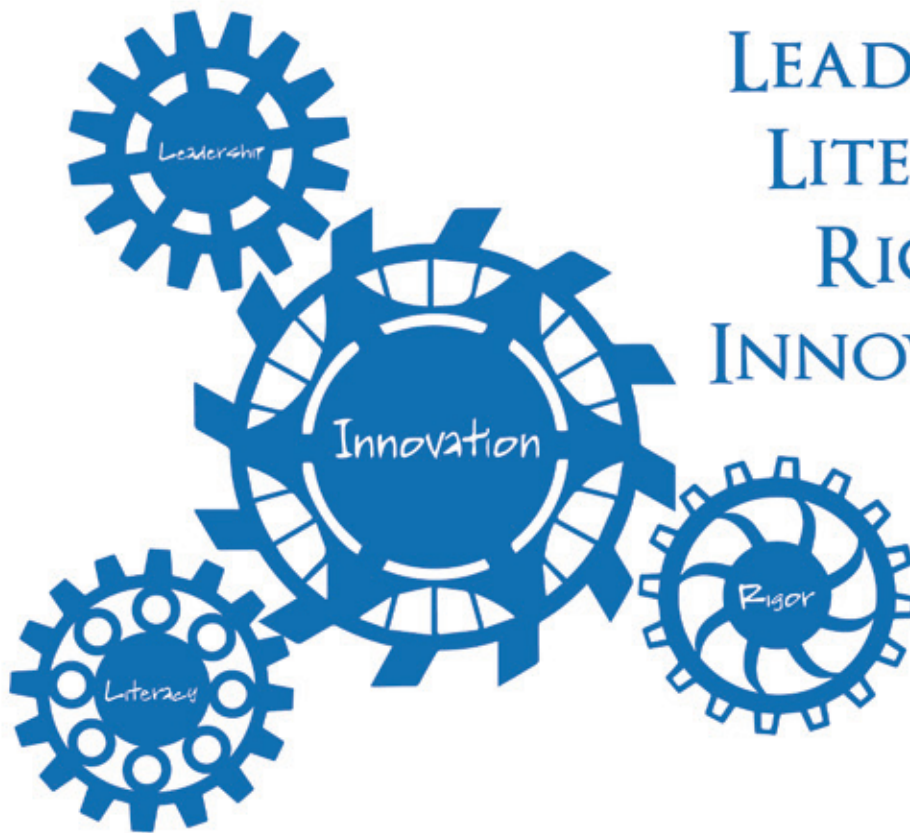


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LEADERSHIP  
LITERACY  
RIGOR  
INNOVATION

## Department of Student Support Services

800 E. City Hall Avenue, Suite 904

Norfolk, VA 23510

757.628.3931 | [www.npsk12.com](http://www.npsk12.com)