

Student Handbook 2021 including Standards of Student Conduct 2022

drive

for



equity &
excellence
for all



Norfolk Public Schools

The cornerstone of a proudly diverse community



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.

Student Name

School Name

School Telephone Number

Principal's Name

School Counselor's Name

Attendance Office/Secretary's Name

Parents, Guardians, and Students,

Welcome to the 2021-2022 school year and the return of full-time, in-person instruction! From all our custodial and cafeteria staff to our bus drivers to our teachers and school leadership, we cheer the return of students to our schools with open arms and happy hearts.

As the COVID-19 pandemic continues, Norfolk Public Schools remains determined to provide safe and healthy learning environments and to protect our entire school community. Again, we pledge to regularly assess health conditions within our schools and to keep you informed every step of the way.

Our commitment to the success of our students never wavers, even as we adapt to changing conditions. As we enter this school year we rely on our written commitments in the “Drive for Five” to make targeted evaluations of each school and the school division’s progress toward these goals:

1. We will work to improve students’ academic performance while integrating social-emotional learning into daily instruction.
2. We will attract and retain highly qualified, effective teachers to teach our students.
3. We will commit to improving our aging infrastructure so that our students are educated in school buildings that are worthy of them.
4. We will be more purposeful and strategic in developing and sustaining effective partnerships with our families and other community stakeholders.
5. We will be more intentional in our efforts to foster a division-wide culture of caring.

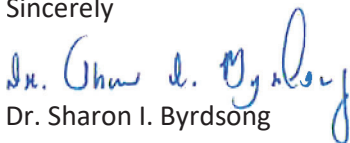
During the last school year, virtual learning underscored the deep and crucial connection between school and home for the academic and social-emotional well-being of every student.

The 2021-2022 NPS Student Handbook, including the Standards of Student Conduct, provides the roadmap to that success. This guide will help you understand how the school division is working to ensure the learning environment is positive, affirming, and free of disruption. Parents/guardians, we want you to be aware of the expectations in place for appropriate student behavior so you can reinforce these behaviors. When you encourage your children to follow the NPS guidelines and procedures, you contribute to safe schools and learning environments.

Please note the disciplinary procedures and consequences in this handbook have been approved by the City of Norfolk School Board. Refer to this document throughout the school year should questions arise regarding expectations related to behavioral issues. Additional information is provided on the NPS website at www.npsk12.com, which includes a link to all School Board policies and regulations. Please review the Standards of Student conduct together (parents/guardians and students), sign the detachable sheet, and return the completed form to each of your children’s assigned school.

Accept our warmest wishes for an exciting school year filled with achievement. We are sincerely grateful for your partnership.

Sincerely



Dr. Sharon I. Byrdsong
Superintendent

Governance Team 2021-2022



Ms. Adale Martin

Chair | 2022

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amartin@npsk12.com
757-628-3994 (office)



Mr. Carlos Clanton

Member | 2022

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Dr. Sharon I. Byrdsong

Superintendent

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Ms. Tanya K. Bhasin

Member | 2022

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757-628-3994 (office)



Mr. Rodney A. Jordan

Vice Chair | 2024

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757-628-3994 (office)



Ms. Lauren D. Campsen

Member | 2022

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Dr. Noëlle M. Gabriel

Member | 2024

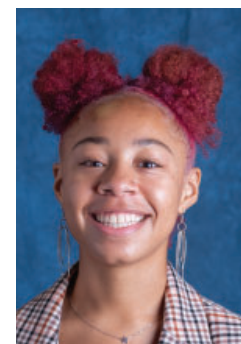
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Ms. Christine Smith

Member | 2022

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Miss Karma Johnson

Student Representative

800 E. City Hall Avenue
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Five Goals for Achieving Equity and Excellence for All..



First, we will work to improve students' academic performance and will work to integrate social-emotional learning into daily instruction.



Secondly, we will attract and retain highly qualified, effective teachers to teach our students.



Thirdly, we will commit to improving our aging infrastructure so that our students are educated in school buildings that are worthy of them.



Fourthly, we will be more purposeful and strategic in developing and sustaining effective partnerships with our families and other community stakeholders.



Fifthly, we will be more intentional in our efforts to foster a division-wide culture of caring.

SCHOOL BOARD GOALS & PRIORITIES

SCHOOL BOARD GOALS

- ✓ Improve Student Academic Achievement and Outcomes
- ✓ Ensure Safe, Caring, and Healthy Learning Environments
- ✓ Strengthen Family and Community Engagement

SCHOOL BOARD PRIORITIES:

1. Increase the percentage of schools earning full accreditation (100% fully accredited by 2024)
2. Increase the percentage of VDOE Continuous Improvement Schools and NPS High Academic Performing Schools
3. Decrease all subgroup achievement gaps (5% or less by 2024)
4. Increase the On-Time graduation (85% by 2024)
5. Provide Educational Equity, Options, and Opportunities
6. Attract and retain highly qualified & effective staff (fully staffed at start of school)
7. Expand Educational Planning and create a Five Year Capital Improvement Plan for facilities and technology
8. Promote a culture of safety, high attendance rates, decreased dropout rate, positive organizational culture, and student behavior
9. Attract and retain community partnerships and strengthen family engagements
10. Strive to Improve Relationships and Increase Governance Capacity (School Board only)



Norfolk School Board Accountability Plan Timeline

Planning Year: 2018-2019: Focus on Accountability and Initial Training

- School Board Accountability Plan: February 28, 2019 (School Board Members)
- Aligned District Accountability Plan: June 30, 2019 (Superintendent and Senior Staff)

Year 1: 2019-2020: Plan Implementation/Interim Progress Monitoring Targets

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Interim Progress Targets
- Aligned School Level Accountability Plans: September 30, 2019 (School Principal and School Leadership Team)
- District Accountability Planning and Implementation PD: summer 2019

Year 2: 2020-2021: Goals and Targets

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

Year 3: 2021-2022: Goals and Targets

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

Year 4: 2022-2023: Goals and Targets

- Professional Development: On-going: School Board, CAB staff, School Principal and School Leadership Team
- Implementation Monitoring: School Board, CAB staff, School administration
- Progress Monitoring Targets

Year 5: 2023-2024: Absolute Goals and Targets

- GOAL 1: Priority 2: All Schools Highly Performing
- GOAL 1: Priority 3: All Achievement Gaps Closed to 5% or Less
- GOAL 1: Priority 4: On-Time Graduation Rate at 85% or Higher



Norfolk Public Schools

The cornerstone of a proudly diverse community

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Contact Information



The Department of Student Support Services
(757) 628-3931

Mrs. Carol W. Hamlin, Senior Director

Mrs. Sophia Allmond, Senior Coordinator, District Transition Specialist

Mrs. Michele Johnson-Young, Enrollment / Records Administrator

Ms. Dehon Mack, Safe Schools and Mental Health Specialist

Mr. Timothy Mallory, Senior Coordinator, Public Safety, Liaison

Ms. Renee Parker, Senior Coordinator, School Safety, and Security

Mrs. Jackie Plude, Senior Coordinator, Discipline and Student Conduct

Mrs. Felencia Skeeter, Transition Support Specialist

Important Numbers

Crime Line – 1-888-Lock-U-Up

Dropout Prevention – 628-3931

National Suicide Prevention Lifeline – 1-800-273-Talk (8255)

Police Department (Non-Emergency) – 441-5610

Transportation – 892-3320

Anti-Bullying Hot line – (757) 628-1171



Central Administration Departmental Listings

800 E. City Hall Avenue, Norfolk, VA 23510

Academic Affairs 800 East City Hall Ave - 1100	Dr. James Pohl, Chief Academic Officer	628-3834
Art Education 7000 West Tanners Creek Road	Georgeanna Fellio, Senior Coordinator	852-4674
Athletics 800 East City Hall Ave - 1100	Stephen Suttmiller, Senior Coordinator	628-3477
Career and Technical Education (CTE) 1330 North Military Highway	Kenyatta Goshen, Senior Director	892-3964
Communications and Community Engagement 800 East City Hall Ave - 1008	Michelle Washington, Senior Director	628-3459
Counseling 800 East City Hall Ave - 1102	April Harmon, Senior Coordinator	628-3901
Curriculum and Instruction 800 East City Hall Ave - 1102	Bruce Brady, Executive Director	628-3818
Early Learning, Preschool and Title 1 800 East City Hall Ave - 709	Dr. Kelli Cedo, Senior Director	628-3951
Elementary Schools Cluster 1 800 East City Hall Ave - 1100	Dr. D. Jean Jones, Executive Director	628-3989
Elementary Schools Cluster 2 800 East City Hall Ave - 1100	Dr. Doreatha White, Executive Director	628-3989
English Education 800 East City Hall Ave - 1102	Jeremy Clark, Senior Coordinator	628-3899
English as a Second Language (ESL) 7000 West Tanners Creek Drive – Room 8	Meredith Hobson, Senior Coordinator	852-4630 Ext 3514
Foreign Language 7000 West Tanners Creek Drive – Room 8	Meredith Hobson, Senior Coordinator	852-4630 Ext 3514
Gifted Education & Academic Rigor 7000 West Tanners Creek Drive Room 318	Karla Stead, Senior Coordinator	852-4674
Health, Safety and Physical Education 800 East City Hall Ave - 1000	Darrick Person, Senior Coordinator	628-3866
History/Social Science Education 800 East City Hall Ave - 1102	Jennifer Lopez, Senior Coordinator	628-3898
Homeless and Foster Care 800 East City Hall Ave - 709	Ta-Tanisha Walton, Homeless/Foster Care Liaison	628-3944
Learning Support – Special Education 800 East City Hall Ave - 800	Dr. Glenda Walter, Senior Director	628-3950
Mathematics Education - Secondary 800 East City Hall Ave - 1102	Tisha Jones, Senior Coordinator of Secondary Mathematics	628-3886
Mathematics Education - Elementary 800 East City Hall Ave - 1102	Rhonda White, Senior Coordinator of Elementary Mathematics	628-3886
Media Services 800 East City Hall Ave - 1100	Valerie Ford, Senior Coordinator	628-3895
Music & Theater Education 7000 West Tanners Creek Drive	Zachary Rooksby, Senior Coordinator	852-4674
Safe Routes to School 800 East City Hall Ave - 1000	Theresa Pusateri, SRTS Program Specialist	628-3866

School Leadership Development 800 East City Hall Ave - 1100	Dr. Lynnell Gibson, Chief Schools Officer	628-3989
School Nutrition 974 Bellmore Ave. 23504	Lisa Winter, Senior Director	628-2760
Science Education 800 East City Hall Ave - 1102	Dr. Adrienne Britton, Senior Coordinator	628-3878
SECEP 6160 Kempsville Circle Suite 300B	David Sadler, Executive Director	892-6100
Secondary Schools and Programs 800 East City Hall Ave - 1100	Dr. Barbara Kimzey, Executive Director	628-3989
Student Support Services 800 East City Hall Ave - 904	Carol Hamlin, Senior Director	628-3931
Student Wellness 800 East City Hall Ave - 905	Dr. Dennis Moore, Senior Director	628-3928
Superintendent's Office 800 East City Hall Ave - 1200	Dr. Sharon Byrdsong, Superintendent	628-3830
Transportation 5555 Raby Road 23502	Robert Clinebell, Director	892-3320

2021 – 2022 SCHOOL and PRINCIPAL INFORMATION

SCHOOL	TELEPHONE	FAX	SCHOOL ADDRESS	PRINCIPAL
HIGH SCHOOLS (GRADES 9-12)				
Booker T. Washington (304)	628-3575	628-3566	1111 Park Ave., 23504	Dr. Margarietta Hayes
Granby (301)	451-4110	451-4118	7101 Granby St., 23505	Mr. Thomas Smigiel
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	Dr. Walter Brower
MIDDLE SCHOOLS (GRADES 6-8)				
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. Patrick M. Doyle
Northside (211)	531-3150	531-3144	8720 Granby St., 23503	Mrs. Letisha Lawrence
Norview (212)	852-4600	852-4590	6325 Sewells Point Rd., 23513	Mrs. Brandi Smedley
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	Dr. Dorie Banks
ELEMENTARY SCHOOLS (GRADES K-5)				
Academy for Discovery at Lakewood (3-8)	628-2477	628-2486	1701 Alsace Ave., 23509	Mrs. Abbie Watson
Bay View (121)	531-3030	531-3025	1434 Bay View Blvd., 23503	Dr. Laura Baez-Akbik
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. Dara Gill
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
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
James Monroe (150)	628-3500	628-3563	520 W. 29 th St., 23508	Dr. Julia James
Lake Taylor (K-8) (216)	892-3230	892-3240	1380 Kempsville Rd., 23502	Dr. Melanie Patterson
Larchmont (141)	451-4180	451-4188	1145 Bolling Ave., 23508	Dr. James Peterson
Larrymore (142)	531-3070	531-3071	7600 Halprin Dr., 23518	Mr. David W. Faircloth
Lindenwood (145)	628-2577	628-2576	2700 Ludlow St., 23504	Mrs. Cheryl R. Jordan
Little Creek (146)	531-3080	531-3083	7900 Tarpon Pl., 23518	Mrs. Cheryl Coghlan
Mary Calcott (123)	531-3039	531-3041	137 Westmont Ave., 23503	Mrs. Danielle McIntyre
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	Mrs. Kirstin Rountree-Price
Oceanair (153)	531-3095	531-3099	600 Dudley Ave., 23503	Mrs. Katrina Rountree-Price
P. B. Young, Sr. (PreK-2) (165)	628-2588	628-2582	543 E. Olney Rd., 23510	Ms. Candia Driver
Richard Bowling (122)	628-2515	628-2512	2700 E. Princess Anne Rd., 23504	Mr. Derrick Hardy
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	Dr. Cleveland Walton
Sherwood Forest (156)	852-4550	852-4532	3035 Sherwood Forest Ln., 23513	Mr. Dennis Holland
Southside STEM Academy at Campostella (K-8) (173)	494-3850	494-3860	1106 Campostella Rd., 23523	Mrs. Lenthia Willie-Clark
Suburban Park (159)	531-3118	531-3120	310 Thole St., 23505	Dr. Andrea Jennings
Tanners Creek (161)	852-4555	852-4553	1335 Longdale Dr., 23518	Mrs. Rhonda Harris
Tarrallton (118)	531-1800	531-1802	2080 Tarrallton Dr., 23518	Mr. Michael Swan
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 Model (115)	628-2721	628-3997	1511 Willow Wood Dr., 23509	Mrs. Julie H. Honeycutt
AUXILIARY EDUCATION FACILITIES				
Berkley/Campostella ECC (130)	494-3870	494-3390	1530 Cypress St., 23523	Mrs. Beverly Ellis, 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. Dennis Otter, Principal
Norfolk SECEP Center	892-3960	852-4573	2861 E. Princess Anne Road, 23504	Dr. Michael Lazarus, Principal
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	VACANT
Open Campus (394)	892-3223	892-3224	1330 N. Military Highway, 23502	Ms. Sallie Cooke, Site Coordinator
Willoughby Preschool (PreK3-4) (106)	531-3126	531-3125	9500 Fourth View St., 23503	Mr. Laundrell Gates, Principal



2021 - 2022 ASSISTANT PRINCIPAL INFORMATION

SCHOOL	ASSISTANT PRINCIPAL		
HIGH SCHOOLS (GRADES 9-12)			
Booker T. Washington High	Ms. Stephanie Hazell	Ms. Amy Trigueiro	Mr. Curtis Young
Granby High	Ms. Lisa Hillian Ms. Marie Mileur	Mrs. Kim Jackson-Dinnall Mrs. Deborah Self	Mrs. Tori Jacobs-Sumbry
Lake Taylor High	Ms. Stacie Armstead VACANT	Ms. April Bernarde	Ms. Tammi Hinton
Maury High	Ms. Kristen Allen Mr. Rodney L. Mangum	Ms. Christine Bouziane	Ms. Tamara Dunn
Norview High	Mrs. Nicole K. Gregory Ms. Alexis Rogers	Mr. Gregg Mottinger Ms. Donna Smith	Dr. Kyleah Parson
MIDDLE SCHOOLS (GRADES 6-8)			
Azalea Gardens	Mrs. Letitia Frank		
Blair	Ms. Lavonya Blowe	Ms. Monissa Cave	
Northside	Mr. Robert Bailey		
Norview	Mr. Jonathan Snead	Ms. Chekesha White	
Ruffner	Mrs. Kathleen Fullerton Wright		
ELEMENTARY SCHOOLS (GRADES K-5)			
Academy for Discovery at Lakewood (3-8)	Ms. Shenay Lewis		
Bay View	Mrs. Denise J. Green		
Camp Allen	Ms. Annmarie Gunter		
Chesterfield Academy	Dr. Julie Perkins		
Coleman Place	Dr. Lakisha Ireland		
Crossroads (PreK-8)	Ms. Stacey Morris		
Ghent (K-8)	Mrs. Jennifer McMullen-Muller		
Granby	Ms. Nicole Griffin		
Ingleside	Mr. Michael James		
Jacox	Ms. Marcia E. Brown		
James Monroe	Ms. Lauretta Williams		
Lake Taylor School (K-8)	Mr. Jeffrey Brown	Ms. Jennifer Murphey	
Larchmont	Ms. Dionne Crisco		
Larrymore	Ms. Audrey Williams		
Lindenwood	Ms. Valencia Moore		
Little Creek	Dr. Rhonda Ambrose		
Mary Calcott	Ms. Romanda Hannigan		
Norview	Mr. Michael Jackson		
Ocean View	Ms. Ursula Morris		
Oceanair	VACANT		
P. B. Young, Sr. (PreK-2)	Mr. Phillip Hawkins		
Richard Bowling	Mrs. Karen Purnell		
St. Helena	Mr. Timothy Forbes		
Sewells Point	Mr. Frank Seemar		
Sherwood Forest	Mrs. Yukita Boone		
Southside STEM Academy at Campostella (K-8)	Ms. Jamie Howard	Mr. Brian Tooley	
Suburban Park	Ms. Kathy Cannon		
Tanners Creek	Ms. Julia Wilshire		
Tarrallton	Mr. James Graham		
Tidewater Park (3-5)	Dr. Lakeisha Williams		
W.H. Taylor	Dr. Jennifer Banks		
Willard Model	Mrs. Vandelyn Hodges		



2021-2022 Middle School Deans

Azalea Garden Middle School

757-531-3000

Name	Grade Level	Office
Thomas Taylor	6 and 8	Ext. 3010
Tephanie Cotton	7 and 8	Ext. 3009

Blair Middle School

757-628-2400

Name	Grade Level	Office
Lakeisha Cotman-Thomas	6	Ext. 3024
James Hill	7	Ext. 3020
Justin Smith	8	Ext. 3038

Northside Middle School

757-531-3150

Name	Grade Level	Office
Shayna Hart	6 and 7	Ext. 3011
Angela Grimsley	7 and 8	Ext. 3010

Norview Middle School

757-852-4600

Name	Grade Level	Office
Laura Hulings	6	Ext. 3014
Anthony Askew	7	Ext. 3034
Nykole Franklin	8	Ext. 3026

Ruffner Middle School

757-628-2466

Name	Grade Level	Office
Carolyn Jones	6	Ext. 3033
Rodney Craig, Sr.	7	Ext. 3047
Nikeah Tynes	8	Ext. 3048

Auxiliary Facilities Directory

Facility Name:	Phone	Fax	Address
ACCESS College Foundation	962-6113	962-7314	2555 Ellsmere Avenue #110, 23513
Berkley/Campostella E.C.C.	494-3870	494-3290	1530 Cypress Street, 23523
Calvert Square Head Start HRCAP	321-4922		975 Bagnall Road, 23504
Camp E.W.Young	547-4245	549-1931	145 Deepwater Drive, Chesapeake 23322
Easton Preschool	892-3290	892-3285	6045 Curlew Drive, 23502
Granby High EveningSchool	451-4050	451-4049	7101 Granby Street, 23505
Hospital Education Programat CHKD	668-7061	668-7497	601 Children’s Lane, 23507
Lake Taylor Hospital School	461-5001	892-6124	1309 Kempsville Road, 23502
Madison Career Alternative	628-3417	628-3406	3700 Bowden Ferry Road, 23508
NET Academy	892-3310	892-3311	1260 Security Lane, 23502
Norfolk Technical Center (NTC) and NORSTAR Robotics Program	892-3300	892-3305	1330 N. Military Highway, 23502
SECEP/Norfolk Re-Ed (Admin Office)	892-6100	892-6111	6160 Kempsville Circle, #300B, 23502
St. Mary’s Home	622-2208	627-5314	6171 Kempsville Circle, 23502
TRAEP	892-3960	852-4573	2861 East Princess Anne Road, 23504



Contact Directory for Student Registration

Department of Student Support Services

Mrs. Carol W. Hamlin
Department of Student Support Services, Senior Director of Student Support Services
(757) 628-3931
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Mrs. Michele Johnson-Young, Administrator
Department of Student Support Services: Enrollment/Records/Homeschooling
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Ms. Sophia Allmond, Senior Coordinator
Department of Student Support Services: Truancy, Transition Support
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Department of Student Wellness

Dr. Dennis Moore, Senior Director of Student Wellness
Department of Student Support Services: Psychologists/Social Workers, Nursing
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Ms. Shelley Lewis, Supervisor
Department of Student Support Services: Nursing
(757) 628-3928
slewis3@nps.k12.va.us

Department of Early Learning and Title I (Preschool Program)

Dr. Kelli Cedo, Senior Director
(757) 628-3944
kcedo525@nps.k12.va.us

Department of Curriculum and Instruction

Mr. Bruce Brady, Executive Director



General/Registration Information

Norfolk Public Schools 2021-2022 Academic Year Calendar

Summer: NPS Closed Fridays

4: Independence Day

5: Independence Day

Observed – **NPS Closed**

JULY 2021						
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

3: Students Return

4: Grade Reports Distributed

13: Professional Development – In building Early Release Day

17: MLK Day – **NPS Closed**

28: Quarter 2 Grades Close

31: Teacher Records Day (No Students)

JANUARY 2022						
S	M	T	W	T	F	S
						1
2	3	⊙	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	*	29
30	31					

23 - 24: New Teacher Orientation

25: Professional Development – In building

26: Professional Development – Division

30-31: Teacher Pre-Service Week

AUGUST 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1: Beginning of 3rd Quarter

9: Grade Reports Distributed

17: Professional Development – In building Early Release Day

21: President's Day – **NPS Closed**

FEBRUARY 2022						
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					

1-3: Teacher Pre-Service Week

6-7 Labor Day – **NPS Closed**

8: Students Return

8: Beginning of 1st Quarter

23: Professional Development – In building Early Release Day

SEPTEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

4: Interim Progress Grades Close

16: Grade Reports Distributed

17: Professional Development – Division Early Release Day

MARCH 2022						
S	M	T	W	T	F	S
		1	2	3	*	5
6	7	8	9	10	11	12
13	14	15	⊙	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

5: Interim Progress Grades Close

14: Grade Reports Distributed

21: Professional Development – Division Early Release Day

OCTOBER 2021						
S	M	T	W	T	F	S
					1	2
3	4	*	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						

8: Quarter 3 Grades Close

11-15: Spring Break

18: Beginning of 4th Quarter Asynchronous Virtual Learning Day/Teacher Workday

27: Grade Reports Distributed

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	*	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	⊙	28	29	30

1: Quarter 1 Grades Close

2: Election Day - Asynchronous Virtual Learning Day/Teacher Workday

3: Beginning of 2nd Quarter

10: Grade Reports Distributed

11: Veterans Day – **NPS Closed**

24: Early Release Day

25-26: Thanksgiving Break – **NPS Closed**

NOVEMBER 2021						
S	M	T	W	T	F	S
	*	2	3	4	5	6
7	8	9	⊙	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

13: Interim Progress Grades Close

25: Grade Reports Distributed

30: Memorial Day – **NPS Closed**

MAY 2022						
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	⊙	26	27	28
29	30	31				

10: Interim Progress Grades Close

20-31: Winter Break

24: Christmas Observed – **NPS Closed**

31: New Year's Day Observed – **NPS Closed**

DECEMBER 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	*	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13-16: Exams, Early Release for All Students

16: Quarter 4 Grades Close

17: Teacher Workday

20: Juneteenth - **NPS Closed**

28: Grade Reports Distributed

JUNE 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	*	17	18
19	20	21	22	23	24	25
26	27	⊙	29	30		

NPS Closed

Students Not in School

Early Release Day

Winter/Spring Break

Asynchronous / TWD

*Interim Progress / Quarterly Grade Close ⊙ Grade Reports Distributed

NPS 2021-2022 Calendar Notes

Calendar updates: Calendar updates are made periodically throughout the school year, please check the 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: October 21 Early Release Day
Day 2: September 23 Early Release Day	Day 5: Banked Day
Day 3: Banked Day	Day 6: February 17 Early Release Day

Early Release Days would be moved to Full Days

High School Graduations are scheduled to take place on June 13 and 14 at ODU’s Chartway Arena.

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 2022 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 13-16 – 11:30 a.m.
Second-Stagger Schools	June 13-16 – 12:10 p.m.
Third-Stagger Schools	June 13-16 – 12:50 p.m.
Fourth-Stagger Schools	June 13-16 – 1:25 p.m.

High School Graduation Schedule
Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529

2022 Graduation Schedule	
High School	Date / Time
Booker T. Washington	Mon., June 13, 2022 @ 1:00 p.m.
Maury	Mon., June 13, 2022 @ 4:00 p.m.
Granby	Tues., June 14, 2022@ 1:00 p.m.
Lake Taylor	Tues., June 14, 2022 @ 4:00 p.m.
Norview	Tues., June 14, 2022 @ 7:00 p.m.

High School Graduation Rehearsals – Friday, June 10, 2022
Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529

Rehearsal Timeline: Remind students to report 30 minutes early

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

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



School Hours

FIRST STAGGER HIGH SCHOOLS		SECOND STAGGER ELEMENTARY and MIDDLE SCHOOLS		THIRD STAGGER ELEMENTARY SCHOOLS		FOURTH STAGGER ELEMENTARY SCHOOLS	
Office	7:00 a.m. - 3:00 p.m.	Office	7:30 a.m. - 3:30 p.m.	Office	8:00 a.m. - 4:00 p.m.	Office	9:00 a.m. - 5:00 p.m.
Student	7:25 a.m. - 2:05 p.m.	Student	8:30 a.m. - 3:00 p.m.	Student	9:15 a.m. - 3:40 p.m.	Student	9:55 a.m. - 4:20 p.m.,
Booker T. Washington High Granby High Lake Taylor High Maury High Norview High		Crossroads K-8 Lake Taylor School K- 8 Southside STEM Academy at Campostella K-8 Azalea Gardens Middle Blair Middle Northside Middle Norview Middle Ruffner Middle Academy of International Studies at Rosemont		Bay View Camp Allen Coleman Place Granby Elementary Ingleside Larchmont Lindenwood Little Creek Norview Elementary Oceanair St. Helena Sewells Point Suburban Park Tanners Creek Tarrallton W.H. Taylor Willard		Berkley/Campostella ECC Calcott Chesterfield Academy Jacox Larrimore Monroe Ocean View P.B. Young, Sr. Richard Bowling Sherwood Forest Tidewater Park Willoughby ECC	
		Academy for Discovery at Lakewood 3-8				Madison Alternative Center	
		Office	7:30 a.m. - 3:30 p.m.			Office	9:00 a.m. - 5:00 p.m.
		Student	8:15 a.m. - 2:45 p.m.			Student	9:55 a.m. - 4:20 p.m.
SECEP at Richard Bowling		Ghent K-8		Easton Preschool		Open Campus	
Office	6:45 a.m. - 2:45 p.m.	Office	7:30 a.m. - 3:30 p.m.	Office	8:00 a.m. - 4:00 p.m.	Office	10:00 a.m. - 6:00 p.m.
Student	7:15 a.m. - 1:45 p.m.	Student	8:30 a.m. - 3:00 p.m.	Student	8:30 a.m. - 2:30 p.m.	Student	10:15 a.m. - 5:45 p.m.

Norfolk Public Schools Even/Odd Block Schedule 2021-2022

September 2021						
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		

October 2021						
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						

November 2021						
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				

December 2021						
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	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Norfolk Public Schools Even/Odd Block Schedule 2021-2022

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2022 Graduation Schedule	
High School	Date/Time
Booker T. Washington	Monday, June 13, 2022 @ 1:00 p.m.
Maury	Monday, June 13, 2022 @4:00 p.m.
Granby	Tuesday, June 14, 2022 @1:00 p.m.
Lake Taylor	Tuesday, June 14, 2022 @4:00 p.m.
Norview	Tuesday, June 14, 2022 @7:00 p.m.

High School Graduation Rehearsals- Friday, June 10, 2022 Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529	
Rehearsal Timeline: Remind students to report 30 minutes early	
Booker T. Washington	8:45 a.m. - 10:15 a.m.
Maury	10:30 a.m. - 12:00 p.m.
Granby	12:15 p.m. - 1:45 p.m.
Lake Taylor	2:00 p.m. - 3:30 p.m.
Norview	3:45 p.m. - 5:15 p.m.

Note:

Asynchronous days will provide new learning for students because these days are a part of the 180 days of school. Support for how to plan for these days is forthcoming.

Norfolk Public Schools Closed
Early Release Day
Winter/Spring Break
Asynchronous Virtual Learning Teacher Work Day
G=Graduations
Professional Development Day/Early Release Day
Teacher Records Day (No Students)
Teacher Work Day (No Students)

2021-22 Pacing Guide Dates

Quarter 1		September 8 – November 1 (9 Weeks)	
Week 1	September 8 – 10		
Week 2	September 13 – 17		
Week 3	September 20 – 24		
Week 4	September 27 – October 1		
Week 5	October 4 – 8 *Grades Close		
Week 6	October 11 – 15		
Week 7	October 18 – 22		
Week 8	October 25 – 29		
Week 9	November 1 *Grades Close		

Quarter 3		February 1 – April 8 (10 Weeks)	
Week 20	February 1 – 4		
Week 21	February 7 – 11		
Week 22	February 14 – 18		
Week 23	February 22 – 25		
Week 24	February 28 – March 4		
Week 25	March 7 – 11 *Grades Close		
Week 26	March 14 – 18		
Week 27	March 21 – 25		
Week 28	March 28 – April 1		
Week 29	April 4 – 8 *Grades Close		

Quarter 2		November 2 – January 28 (11 Weeks)	
Week 9	November 2 – 5		
Week 10	November 8 – 12		
Week 11	November 15 – 19		
Week 12	November 22 – 24		
Week 13	November 29 – December 3		
Week 14	December 6 – 10 *Grades Close		
Week 15	December 13 – 17		
Week 16	January 3 – 7		
Week 17	January 10 – 14		
Week 18	January 18 – 21		
Week 19	January 24 – 28 *Grades Close		

Quarter 4		April 18 – June 17 (9 Weeks)	
Week 30	April 18 – 22		
Week 31	April 25 – 29		
Week 32	May 2 – 6		
Week 33	May 9 – 13 *Grades Close		
Week 34	May 16 – 20		
Week 35	May 23 – 27		
Week 36	May 31 – June 3		
Week 37	June 6 – 10		
Week 38	June 13 – 18 *Grades Close		

Registration Requirements

State Registration Requirements

- Children entering kindergarten must turn 5 on or before September 30 of the year in which they are enrolling.
- Parents or legal guardians must provide an original or certified birth certificate or an affidavit regarding birth for any child enrolling for the first time to any Virginia public school.
- Documentation of the street address or route number of the child’s residence must be provided. If no street address or route number exists for the child’s residence, a post office box number must be provided. If a child has no regular, fixed residence but resides within the school division in a temporary shelter, institution, or place not ordinarily used as a residence, the school division may determine that a street address, route number, or post office box number, cannot be provided and may accept an alternative form of address that it considers appropriate.
- **A copy of a comprehensive physical examination from a qualified licensed physician or licensed nurse practitioner, performed within the 12 months prior to the date the student enters kindergarten or elementary school.** When a physical is completed for first-time entry to kindergarten, the **Virginia Form MCH-213G** can be used or a similar physical form provided by the healthcare provider. If transferring from another NPS school, school division, or from out of state, a copy of such an examination must be in the previous school’s record and available upon request. The need for a physical examination does not apply to students entering secondary schools.
- Proof of immunizations for all students entering a Virginia public school must reflect the month, day, and year of immunizations. Kindergartners entering school for the first time, must have immunizations verified on either a **Virginia Form MCH-213G**, public health department form, or an immunization document from a qualified licensed physician or licensed nurse practitioner. For your convenience, **instructions** are available for completing the **MCH-213G** form.
- Immunization Records – documented proof of adequate immunization with the prescribed number of doses of each vaccine as required by Virginia law.
- When a student is registered, the parent must provide a sworn statement about 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. In addition, the parent must provide a sworn statement or affirmation indicating whether the student has been found guilty of or adjudicated delinquent for any offense listed in subsection G of § **16.1-260** or any substantially similar offense under the laws of any state, the District of Columbia, or the United States or its territories.

Norfolk Public Schools Registration Requirements

Birth Certificate – *(Original or certified copy)*

If an original or certified copy cannot be obtained, the person enrolling the child must submit an affidavit, a sworn, notarized statement, affirming the child’s age and explaining the inability to present a certified copy of the birth certificate. **Address Verification Documents** *(One of the following items below is required)*

Current power, water, sanitation, or gas statement with the parent’s or legal guardian’s name and current residence.

Or

Mortgage statement or current lease, which must list the name and contact information of the landlord, address of property, date of occupancy or current date, amount of rent paid, and parent or legal guardian’s name listed as a renter.

Immunization Records

Specific immunization record requirements are listed under the [Physicals and Immunizations](#) section.

NOTE: Immunization records must be submitted. However, any child whose immunizations are incomplete may be conditionally admitted, if the parent or legal guardian provides documentation at the time of enrollment that the child has received at least one dose of the required immunizations and has a written schedule for completing the remaining doses within 90 days. If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period shall be 180 calendar days. Also, there are waivers or a conditional enrollment period provided for families who are in the military or who are homeless. 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 immunizations required by the Commonwealth of Virginia.

Exemption

- No certificate of immunization shall be required for a student's school admission if (i) the student or his parent submits an affidavit to the admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices; or (ii) the school has written certification from a licensed physician, licensed nurse practitioner, or a local health department that one or more of the required immunizations may be detrimental to the student's health, indicating the specific nature and probable duration of the medical condition or circumstance that contraindicates immunization.

Physical – Health Form (*Must contain the elements prescribed by the State Health Commissioner, does not require it to be on the [School Entrance Health Form MCH 213G](#)*)

The parent or legal guardian must provide, prior to admission, either a report of a comprehensive physical examination from a qualified physician, or a licensed nurse practitioner, or licensed physician assistant acting under the supervision of a licensed physician. The examination must be of the scope prescribed by the State Health Commissioner and must have been performed within 12 months before the date the student first enters the public school. In the alternative, students may provide records showing that they furnished such a report upon admission to another school or school division and provide the information that was contained in that report.

A student who has been placed in a foster care placement (as defined in § [63.2-100](#) of the *Code*) by a local social services agency will be immediately enrolled in school, even if the placing social services agency is unable to produce the documents required for enrollment. Please refer to [Enrollment of Students in Foster Care](#) on the Virginia Department of Education's website for additional information regarding the enrollment of these students.

There are special provisions for homeless students as well as an exemption from the physical examination for students whose parents object for religious reasons.

Custody or Final Court Order (*If applicable*)

Proof of custody is not required of a natural parent if the student is living with him/her, unless there is an order in place.

Expulsion Statement (*If applicable*)

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.

Prekindergarten

Norfolk Public Schools (NPS) operates a free, full-day, high-quality instructional program for three and four-year-old students. The goal of NPS' preschool program is to help student gain the skills necessary to be successful in kindergarten. Through a research-based curriculum that aligns with the Virginia Early Learning and Development Standards, students will exit our programs with the academic and social-emotional skills needed to be successful.

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.

Acceptance into the Norfolk Public Schools' preschool program is based upon the following requirements:

- **Residency:** You must provide proof that you and your child are residents of the city of Norfolk. (*Mortgage statement, lease agreement, or current utility bill with your current address listed*)
- **Age:** Your child must be age 3 or 4 by September 30 of the school year for which you are applying to enroll.
- **Program-related eligibility criteria:** The Commonwealth of Virginia sets the criteria for preschool admission based upon pre-determined risk factors that may apply to you, your child, and/or your household. In order for your child to qualify for preschool, you must complete a Family Data Sheet indicating all potential risk factors, and you must be prepared to submit required verification documents.

NOTE: NPS' Department of Student Support Services and elementary schools *do not* process requests for 3-year-old and 4-year-old preschool students. Applications are processed by the NPS Department of [Early Learning and Title I](#). Please visit our [preschool program page](#) to download an application today! You can also email preschool@npsk12.com for more information or call 757-628-3944.

Kindergarten

Students entering kindergarten must turn 5 on or before September 30 of the year in which they are being enrolled.

Students turning 5 years old in October, November, or December may attend kindergarten depending on space availability. (Please see below for *Registration Requirements for Early Entrance*.)

The first step in the registration process is to figure out what school your child is zoned to attend by using the [Find My School](#) link.

Next, download and complete the registration packet (you may also make arrangements to pick up a packet from your child's zoned school), and begin gathering the following **required** documentation:

- Your proof of residence/address (*Mortgage statement, lease agreement, or current utility bill with your current address listed*)
- Your child's original or certified birth certificate
- Your child's physical examination report dated within 12 months of beginning kindergarten

- Most up-to-date immunization records (*Verified with the [Virginia School Entrance Health Form](#) or by a qualified health professional*)
- Expulsion Statement, if applicable
- Completed [registration packet](#)

You can return your completed registration packets and required documentation during school office hours.

Registration Requirements for Early Entrance

Students turning 5 years old in October, November, or December may attend kindergarten on a space-available basis and under the following conditions:

- **Able to demonstrate readiness**
- **Pay a tuition fee**
- **Follow entrance requirements**

Parents interested in consideration should submit a letter requesting early entrance to:
Mr. Bruce Brady, Executive Director of Curriculum & Instruction
800 E. City Hall Avenue, Suite 1102
Norfolk, VA 23510

The letter should include the **child's name, birthdate, and zoned school**.

Upon receipt of the letter:

- A response will be forwarded to the parent outlining the conditions upon which an approval might be given (including the tuition requirement amount, enrollment based upon space availability, and readiness testing).
 - Once approved, students may not be enrolled prior to the **ninth** day of school, to determine classroom space availability.
 - At that time, the school will notify the parent of date and time of any readiness testing that may be given.
- A tuition payment must be made upon acceptance—the fee cannot be waived. Please contact Mr. Brady at 757-628-3481 for further questions about early entrance into kindergarten.

Grades 1-12

The first step in the process is to figure out what school your child is zoned to attend by using the [Find My School](#) link.

Next, download and complete the registration packet (you may also make arrangements to pick up a packet from your child's zoned school), and begin gathering the following **required** documentation:

- Birth certificate
- Address verification documents
- School entrance physical and immunization certificate, if applicable
- Most up-to-date immunization records

- Custody or final court order, if applicable
- Expulsion statement, if applicable

A registration packet and **all** required documentation must be provided at the time of enrollment with your child's school during school office hours.

Once these documents are submitted, staff will complete your child's registration within seven days and be ready to welcome your family to the NPS family!

Physicals and Immunizations

All immunizations must be current and submitted at the time of registration. Enrollment and attendance can be delayed if compliance with immunization requirements is not met.

However, any child whose immunizations are incomplete may be conditionally admitted, if the parent or legal guardian provides documentation at the time of enrollment that the child has received at least one dose of the required immunizations and has a written schedule for completing the remaining doses within 90 days. If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period shall be 180 calendar days. **Also, there are waivers or a conditional enrollment period provided for families who are in the military or who are homeless.**

No certificate of immunization is required under the following: a) the parent/legal guardian submits a completed and notarized Commonwealth of Virginia Certificate of Religious Exemption that the immunizations are contrary to religious tenants or practices (form available at zoned school), or b) medical exemption written statement is provided from a physician or licensed nurse practitioner that, in his/her professional judgment, all or part of the immunization requirements are contraindicated.



Required Immunizations

DTaP/DTP - A minimum of four doses, with at least one dose on or after the child's fourth birthday.

Polio - A minimum of four doses, with at least one dose on or after the child's fourth birthday.

Measles, Mumps, & Rubella (MMR) – Two Doses: the first dose must have been at age 12 months or older; the second dose must be administered prior to kindergarten entry but no sooner than one month after the first dose.

Hepatitis B - A series of three vaccines for all students born on or after January 1, 1994. The third dose must not have been given before 24 weeks of age.

Varicella (Chicken Pox) - A minimum of two doses before entering kindergarten and for new enrolling first through tenth grade students unless a history of chickenpox disease or lab tests are provided by a licensed qualified physician or licensed nurse practitioner. The first chickenpox dose must have been administered after 12 months of age.

Tdap (Booster) - For all rising 7th graders and new enrolling eight-12th graders (tetanus, diphtheria and pertussis).

HPV - For all rising 7th grade girls, at least one dose is required prior to entering 7th grade. Parents and guardians may elect for their child not to receive the HPV vaccine.

Supplemental Guidance for School Vaccines

Questions and the need for further clarification of immunization requirements may be directed to your zoned school's nurse.

Health Requirements for School Entry

Preschool – Up-to-date/age-appropriate immunizations and a complete physical within 1 year of entry

Kindergarten – DTaP #4, IPV #4, Hep B #3, MMR #2, Varicella #2

New Enrollees / Kindergarten - 5th grade – Complete physical within 1 year of entry into kindergarten and mandatory immunizations

6th grade – HPV (girls only)

7th grade – Tdap

When and Where to Get Physicals and Immunizations

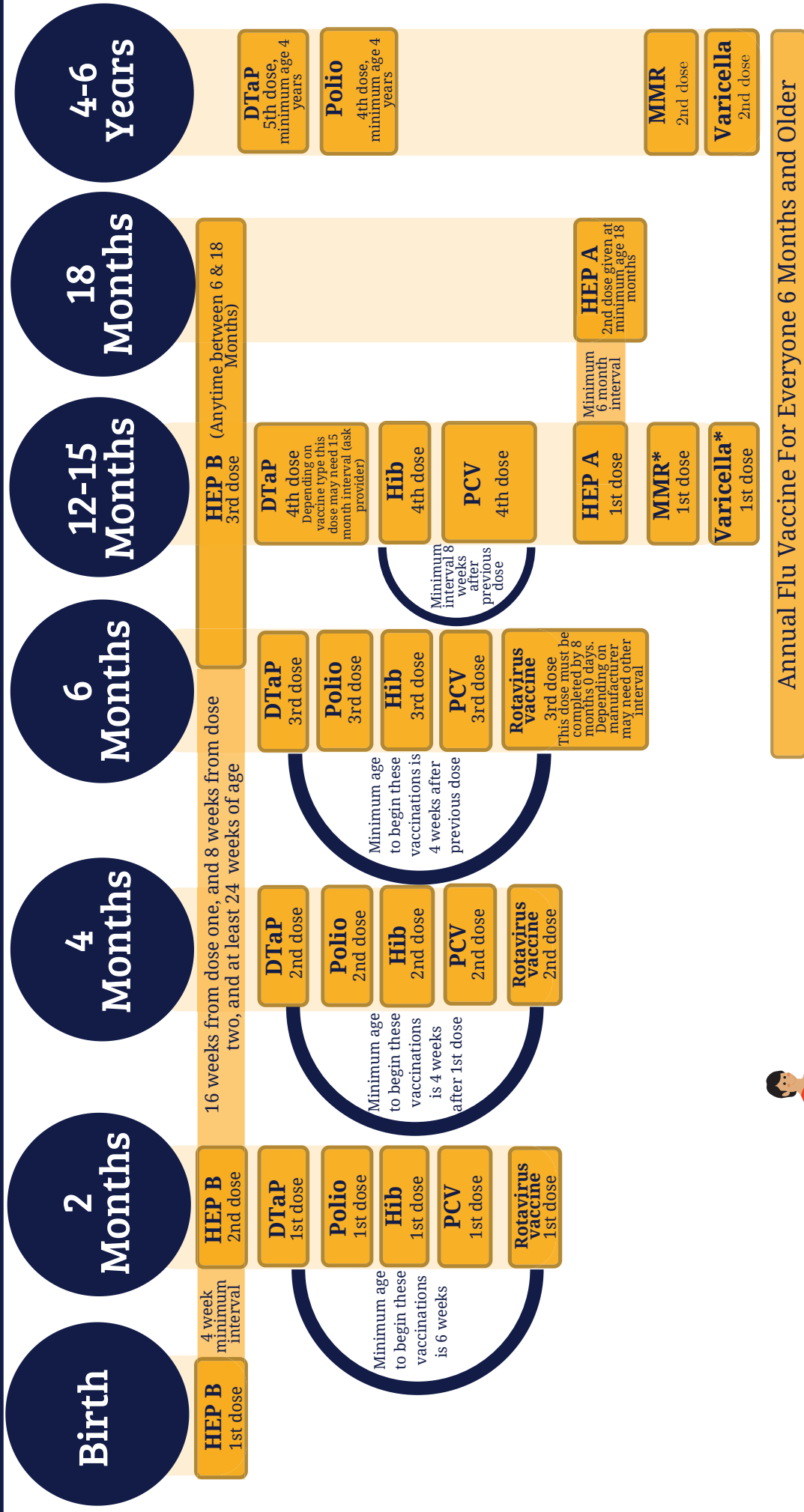
Don't wait before it's too late! Now is the time to make an appointment with your family doctor, local clinic, or health department.

<p>CMG Pediatric Associates Granby – (757) 640-0022 Kempsville – (757) 466-6582</p> <p>CMG Pediatric Specialist DePaul – (757) 489-3551 Kempsville – (757) 461-6342</p> <p>Tidewater Pediatric Consultants (757) 962-8605</p> <p>Norfolk Pediatrics-CMG (757) 855-6800</p> <p>Wards Corner Pediatrics (757) 451-5000</p> <p>North Shore Pediatrics (757) 440-0719</p> <p>Velocity Urgent Care – Physicals only Little Creek Road – (757) 772-6122 Wards Corner, Granby Street (757) 702-8101</p>	<p>NowCare/Bayview Urgent Care (757) 587-1700</p> <p>Hampton Roads Community Health Consortium (HRCHC) (757) 393-6363</p> <p>HRCHC Park Place Medical Center Granby Street (757) 533-9108</p> <p>CHKD General Pediatric Services (757) 668-9863</p> <p>CHKD General Academic Pediatrics (757) 668-7175</p> <p>Norfolk City Health Department (757) 683-2735 830 Southampton Avenue 207 East Little Creek Road – Immunizations only</p>
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Virginia Childhood Vaccination Schedule

Birth - 6 Years



Combination Vaccines
 Many vaccines are combined into one shot. This is proven to be safe and effective, helping lower the number of shots your child will get.



Herd Immunity

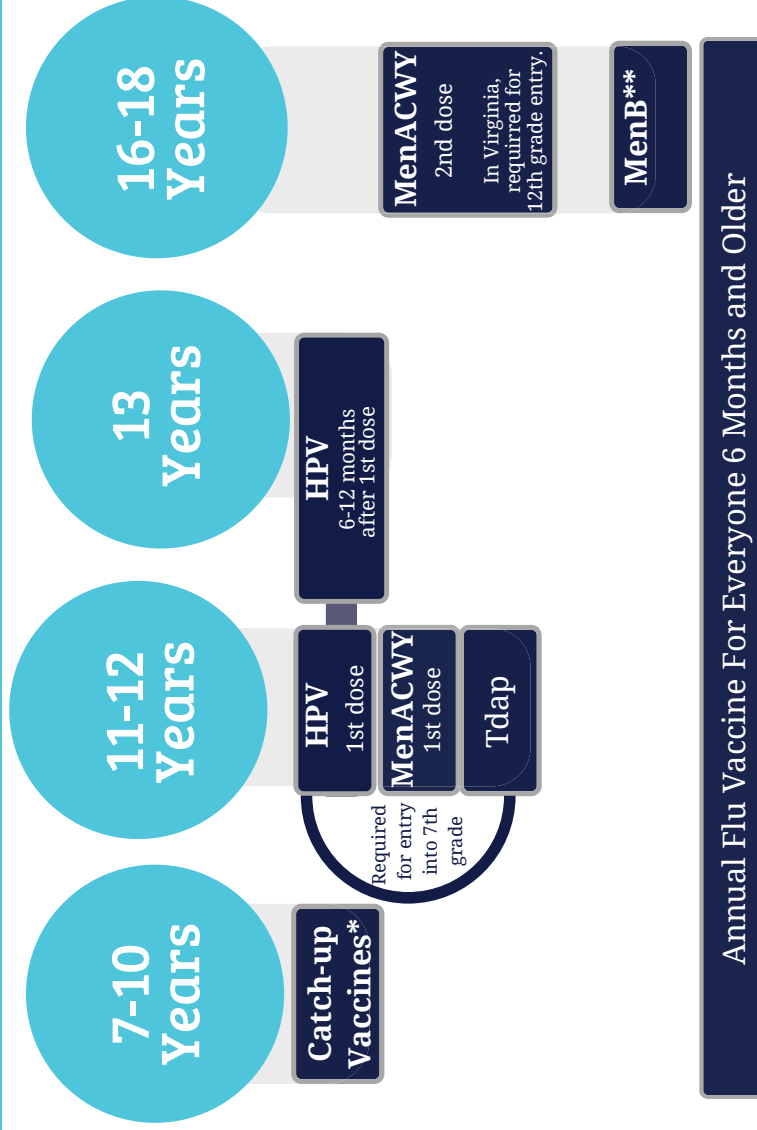
This protects your community from disease by immunizing as much of the community as possible. This helps protect babies, the elderly, and others who get sick easily!



See current Centers for Disease Control (CDC) recommended schedule for children and adolescents for additional information
www.cdc.gov/vaccines/schedules

Virginia Adolescent Vaccination Schedule

7 Years- 18 Years



Vaccine Catch-Up & Dose Spacing*

If your child is missing any vaccines, be sure to ask your provider about the catch-up schedule so your child is fully protected. Doses of MMR and Varicella should be spaced 28 days apart, should complete by Kindergarten.

HPV Vaccine

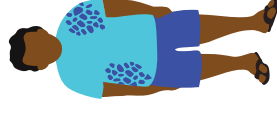
The HPV vaccine is the only vaccine that helps to prevent cancer! In Virginia, it is required before going to 7th grade. Please be sure your child finishes the HPV vaccine by age 13, for the most protection. If your child is 15 years or older at the time of the first shot of HPV, they will need 3 doses for full protection.

Serogroup B Meningococcal Vaccine (MenB)**

Older teens and young adults (ages 16-23) can receive the MenB vaccine. It is given based on shared clinical decision-making. Depending on the school, teens may need the vaccine before going to college.

Vaccine Abbreviations

- HepB- Hepatitis B vaccine
- DTaP- Diphtheria, tetanus, and pertussis vaccine
- Hib- Haemophilus influenza type b vaccine
- HepA- Hepatitis A vaccine
- MMR- Measles, mumps, and rubella vaccine
- PCV-Pneumococcal Conjugate Vaccine
- Tdap- Tetanus, diphtheria, and pertussis vaccine
- MenACWY- Meningococcal Conjugate Vaccine (ACYW)
- MenB-Meningococcal Conjugate Vaccine (B)



School Requirements

The Code of Virginia requires children entering daycare, public and private schools to give proof of vaccination before enrolling in school. The vaccines should be given based on the schedule recommended by the CDC, American Academy of Pediatrics, and American Academy of Family Physicians. Visit our website to learn more about the school requirements.

See current Centers for Disease Control (CDC) recommended schedule for children and adolescents for additional information
www.cdc.gov/vaccines/schedules



COMMONWEALTH of VIRGINIA
Department of Education

DATE: April 26, 2019
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **Tdap immunization requirements for entry into seventh grade.**

In April 2018, the Advisory Committee on Immunization Practices (ACIP) changed the minimum recommended age for the tetanus, diphtheria, and acellular pertussis (Tdap) adolescent booster vaccine from 10 to 11 years. As a result, a routine adolescent booster dose of Tdap should not be administered to students younger than 11 years of age.

To align with current ACIP recommendations, the 2019 General Assembly passed HB 2215 that changes the grade in which students receive Tdap vaccine from sixth to seventh grade. Students who received a Tdap immunization at age ten will not need another Tdap vaccine to enter seventh grade.

This legislation becomes effective July 1, 2019, and amends the [Code of Virginia § 32.1-46.A.4](#) so that it will require: ***“A minimum of three or more properly spaced doses of acellular pertussis vaccine. One dose shall be administered on or after the fourth birthday. A booster dose shall be administered prior to entry into the seventh grade.”***

To assist schools with this effort, the Virginia Department of Health has created a list of frequently asked questions to address any concerns parents or school staff may have. Please distribute this letter and attachment to parents of rising sixth-grade students.

Questions should be directed to Marshall Vogt, Epidemiologist, Virginia Department of Health, by telephone at (804) 864-8076, or email at Marshall.Vogt@vdh.virginia.gov, or Tracy White, School Health Specialist, Virginia Department of Education, by telephone at (804) 786-8671, or email at Tracy.White@doe.virginia.gov.

JFL/TLW/rge

Attachment

A. [FAQ Tdap School Vaccination Requirement \(word\)](#)

FAQ – Tdap School Vaccination Requirement

What are the changes regarding the Tdap school vaccination requirement?

In April 2018, the Advisory Committee on Immunization Practices (ACIP) changed the minimum recommended age for the tetanus, diphtheria, and acellular pertussis (Tdap) adolescent booster vaccine from 10 to 11 years.

Although the vaccine is approved by the FDA to be given at a younger age as part of a catch-up-schedule, a routine adolescent booster dose of Tdap should be administered at no younger than 11 years of age.

To align with current guidelines, the Virginia General Assembly passed legislation effective July 1, 2019, that changes the grade in which students are evaluated for receipt of the Tdap vaccine from sixth to seventh grade.

Can a student be conditionally enrolled if the student is under 11 years of age and has not received the Tdap vaccination?

Yes. If a student under 11 years of age has not received a dose of the Tdap vaccine, BUT has had one dose of a tetanus, diphtheria, and acellular pertussis containing vaccine (e.g. DTaP), they may be conditionally enrolled in school. If a student does not have one dose of such a vaccine, they must begin a catch-up schedule. Once a student turns 11, they should receive the booster dose of the Tdap vaccine and are adequately immunized for their age and compliant with the vaccine requirement.

Should students under 11 years of age wait to receive the first does of the Tdap vaccine?

Yes. If a student is following a routine vaccination schedule according to ACIP recommendations, a student must be 11 years of age to receive the booster of the Tdap vaccine. If the student is in need of a catch-up vaccine schedule, he may receive a Tdap vaccine as early as age 7 years.

An 11 year old, fully vaccinated, rising seventh grader seeks to enroll today. She received her Tdap vaccine at 10 years old. Will the Tdap dose be acceptable for entry into seventh grade?

According to the Code of Virginia, the student has met the requirement by having a Tdap dose prior to seventh grade. Thus, no additional action is necessary for school admission. Parents should consult with the student's healthcare provider regarding an additional Tdap now that the student is 11 years of age.

A 12 year old, fully vaccinated, rising seventh grader seeks to enroll today. He received his Tdap vaccine at 11 years old prior to sixth grade. Does he need to get another Tdap vaccine prior to seventh grade?

According to the Code of Virginia, the student has met the requirement by having a Tdap dose prior to seventh grade. Thus, no additional action is necessary for school admission.

An 11-year-old student inadvertently received a dose of Td instead of Tdap. He/She received a 5-dose series of DTaP in childhood. Does the student need to get the Tdap vaccine prior to admission to school? If so, how much time must go by before the Tdap can be administered?

Yes, the student needs to receive the Tdap vaccine. Td does not contain the required booster for acellular pertussis required prior to entry to seventh grade. The student should receive a Tdap vaccination dose as soon as possible.

Foreign Exchange Students

Norfolk Public Schools recognizes that as nations of the world become more interdependent, it becomes increasingly important for high school students to develop a sense of global citizenship. International exchange programs play a key role in this learning process, and our school system provides an essential service when we support student exchange program.

Classifications of Foreign Exchange Students

1. 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.
2. 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. Norfolk Public Schools only accepts students of J-1 classification.

Criteria

1. A translated and certified copy of the student's transcript with an explanation of curriculum
2. Documentation of host family address (must be Norfolk resident)
3. Verification of J-1 *Exchange Visa Status* or *DS 2019 – Certificate of Eligibility for exchange visitor status*
4. Insurance Verification
5. Copy of Physical Examination
6. Immunization records
7. Permission to participate in interscholastic athletics if participation is so desired
8. Indication of oral proficiency (Oral Proficiency Interview- American Council on Teaching Foreign Language – ACTFL)
9. The student must have a minimum of a 2.0 or “C” average academic achievement in their native countries
10. Other available pertinent documents presented by organization (picture, essay by student, etc.)
11. The student must be 18 years old or younger and have adequate English to function without special assistance (ineligible for ESL).

Approved exchange programs must have local (Hampton Roads area) representatives to coordinate, supervise, and monitor placement and progress of students. The exchange facilitator must submit student documentation/application to the Department of Student Support Services, Mrs. Michele Johnson-Young, Enrollment Administrator, after July 1 of the upcoming year. All applications will be processed no later than August 15th of the year of attendance.

Additional inquiries should contact the Department of Student Support Services at (757) 628-3931.

Tuition Rates

In compliance within Virginia Code §22.1-5 the approved tuition rates for 2021 – 2022 SY are \$7,717.74 for Regular Education, and \$16,844.39 for Special Education.

JEBA. Persons Twenty Years of Age and Over

Tuition Fees . It shall be the policy of the Norfolk Public Schools to charge tuition to students as prescribed in sections §22-218.3 and §22-219 of the Code of Virginia. Waivers of tuition may be granted at the discretion of the superintendent of schools in categories as follows:

- A. Persons Twenty Years of Age and Over. Students 20 years of age and over are required to pay tuition. Tuition payments will be paid each month in advance. If tuition has not been received by the 10th of each month, the student will be withdrawn from school. In the event of extenuating circumstances, an investigation will be made by the DSSS. Based on the investigation, the senior director, DSSS, will make an appropriate recommendation to the superintendent. The superintendent may waive the tuition requirements for any given period of time, continuation to be contingent upon attendance and performance. Special education students turning 22 years of age after September 30 may remain enrolled through the remainder of the school year.
- B. Nonresidents of State. Custody is not held by the relative or other person with whom the child/children are living; nor will parent consent to custody. Such persons are expected to pay tuition. However, should there be extenuating circumstances, the procedure as outlined in section A would apply.
- C. Nonresidents of City:
 1. Parent/child is a resident of a Virginia community other than Norfolk: Normally tuition payment is expected. If extenuating circumstances make this inappropriate, the procedure outlined in section A would apply.
 2. Parent-guardian moves from the City of Norfolk during the school year to a nearby community and expects the child or children to continue school in Norfolk with tuition waived: Tuition will be waived only under the following conditions:
 - If the parent or guardian moves from the city after Thanksgiving, tuition will be waived until the end of the first semester only. People moving during the first semester prior to Thanksgiving will not be granted a tuition waiver.
 - If the parent or guardian moves from the city after the spring break, tuition will be waived for the remainder of the regular school year only. People moving from the city during the second semester, but prior to spring break will not be granted a tuition waiver.
 - Where tuition is due for a portion of a semester, it will be charged on a pro-rated basis.

Please go to <https://npsk12va.scriborder.com/> for our online portal for Tuition Waiver Requests.

Military Families

Norfolk Public Schools' dedicated, caring staff and leadership want all military connected children to move beyond resilience when faced with transitions so they can thrive! The division educates significant populations of military-dependent students, serves families from all Joint Forces, and is the home school division to Naval Station Norfolk, the largest naval complex in the world.

Our district is proud to provide:

- A Full time Military Student Transition Consultant ® MSTC® (Operation Thrive)
- School Liaison Officer (SLO)
- Support services from our Military Family Life Counselors (MFLC)
- A full day of Pre-Kindergarten

Norfolk Public Schools thanks all our military men and women for their service to our country, and applaud the dedication of our military-connected students because they serve too!

Custody

- 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. Therefore, physical custody is not required for enrollment.
- Court orders that prevent a natural parent from having contact with their children will restrict their ability to enroll them and/or interact with them at school.
- All relatives (not natural parents) must have documentation of physical custody or supporting kinship care documents in order to enroll of students that have been placed in their care. A final court order must be provided to the Department of Student Support Services before enrollment.
- Norfolk Public Schools will accept a “Military Power of Attorney” only. Matching military orders are required for their implementation. Those with temporary custody through the Military Power of Attorney should take the documentation directly to the school for enrollment of the student.

Absent a court order to the contrary, noncustodial parents have certain rights to participate in their child’s activities and be on their child’s contact list. See Virginia Code section 5534-4.3 and School Board Policy KP (see below). It is the responsibility of the custodial parent to provide a copy of any relevant court order to the school.

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.

KP. Parent Involvement in Education

The custodial parent has the responsibility to:

- Keep the school office informed as to the address of residence and how he or she may be contacted at all times.
- 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 and/or contact rights of the parent.

- Provide a copy of any legal document which restricts the educational or contact rights of the noncustodial parent.

The noncustodial parent has the responsibility to keep the school office 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.

Out-of-District Transfers

Please go to *Scribbles* at <https://npsk12va.scribborder.com/> for the 2021-2022 Out-of-District Transfer Permit Portal.

2021-2022 Out-of-District Transfer Permit Request Procedures listed below:

- Before an ODT Permit Request can be considered, your child must be enrolled in his/her zoned school.
- If the reason for your request is childcare or victim of a crime, you must provide the *required documentation* listed on the form. *Incomplete requests are not accepted.*

Required Documentation (determined by reason for request):

- Child Care – **(Elementary and Middle School Students only)** A notarized statement from the child care provider that verifies the students attendance/enrollment along with verification of work hours on employer's stationary.
- Moving from one school attendance zone to another within the City of Norfolk during the school year (*new address verification documents*)
- Victim of a crime – requires documentation from court or police

The Department of Student Support Services (DSSS) does **NOT** accept ODT permit requests for the following schools/programs:

- Pre-School - Early Learning Title I
- Academy for Discovery at Lakewood (Application based-Processed at the school)
- Southside STEM Academy at Campostella
- Crossroads Lottery - (Processed at the school)
- Chesterfield Academy (Application - Processed at the school)
- Ghent - (Application - Processed at the school)
- Academy of International Studies at Rosemont
- Specialty Programs (example: IB program, Dodson Scholars, ESL (Application - processed at the school))

- Athletic Placements
- Special Education Placement (Special Education Department)
- Madison Alternative
- McKinney Vento - Ta-Tanisha Walton -Early Learning and Title I
- Norfolk Technical School
- Open Campus

If your ODT is approved, please be prepared to verify your address *at the school* with the appropriate address verification documents:

Proof of Residence – Only 1 item is required from the list below (DMV identification card or driver’s license is not an acceptable form of address verification) **Current Utility Bill** – Power, gas, water or sanitation bill must list the parent(s)/legal guardian(s) name and the address of residence.

or

Mortgage Statement or Current Lease – must list the name and contact information of the landlord, address of property, date of occupancy or current date, amount of rent paid, renter’s name (*parent(s)/legal guardian(s)*), and contact information on company letterhead. (*Please contact the school for further assistance, as needed.*)

It is a Class 4 misdemeanor for knowingly making a false statement concerning the residency of a child in a particular school division or school attendance zone if the purpose is to avoid tuition or to enroll a student in a school outside the attendance zone in which the student resides.

Home Schooling

Home Schooling is one alternative to school attendance. In Virginia “any parent, guardian, legal custodian, or other person having control or charge of a child” may provide home instruction as prescribed by §22.1-254.1 of the *Code of Virginia*.

A parent who elects home instruction must notify the school division superintendent no later than August 15 of the intent to do so for the coming school year, provide a list of the subjects to be studied for the coming year, and provide evidence of having met one of the criteria described in §22.1-254.1A. of the *Code of Virginia* for providing home instruction. (See Home Instruction Qualifications in the Guidelines for Home Instruction in Virginia handbook below on page 5.) Please note that complete package must be submitted annually.

Parents who move into the school division or begin home instruction after the school year has begun must notify the superintendent of their intent to provide home instruction as soon as practicable and comply with the provisions of the statute within 30 days of such notice. (§22.1-254.1.B. *Code of Virginia*) This means that after providing the school division with a notice of intent, the parents can begin home schooling and they will have 30 days to submit the other required information to the school division.

Test Availability

Advanced Placement exams and the PSAT/National Merit Scholarship Qualifying Test are available to students receiving home instruction. Homeschooling parents should contact the Department of Student Support Services for more information by calling 757-628-3931 or emailing Michele Johnson-Young at mmjohnso@nps.k12.va.us.



Norfolk Public Schools

The cornerstone of a proudly diverse community

Select To Get Started:



CLICK HERE If you are a FORMER student who attended Norfolk Public Schools in the last four years to request a transcript or school record. If within four years, there is no fee.



CLICK HERE If you are a FORMER student who graduated 5 or more years ago and would like to order your transcript or student record



CLICK HERE if you are a POST-SECONDARY EDUCATION INSTITUTION requesting a student record



CLICK HERE if you are a CORPORATION or GOVERNMENT AGENCY requesting a graduation verification or student record



CLICK HERE If you are an ATTORNEY or LEGAL ENTITY and would like to order a student record

General Information

Norfolk Public Schools is now offering a secure website for students and corporations to request student records online.

According to the Family Educational Rights and Privacy Act (FERPA) student records are only available to those who have authorization from the student or parent, guardian or responsible person if the student is less than 18 years of age. If the student is 18 years of age or older, school records will not be released to a parent, guardian, or responsible person without the student's written consent.

Please note the information below:

- Requests for information must be completed online and will be processed on normal business days during normal business hours (Monday-Friday 7:30 AM-4:30 PM).
- Phone, Email and fax requests will no longer be accepted.
- Processing time for record requests is a minimum of 14 business days.
- **We will send official and unofficial documents electronically via our secure downloadable method to the email address provided during the order process. Please check your email for delivery notifications. Where applicable, only official documents will be mailed.**
- For all records to be shipped outside of the USA, there will be an additional \$10.00 charge for International Shipping.
- You will receive emails from scribOnline@scribsoft.com to notify you of the status of your order. It is important you read those emails carefully as additional information may be required to process your request.
- **If you are a former student who attended Norfolk Public Schools in the last four years please click the appropriate link button on the left to request information.**

Please note that this website is optimized for IE 9.0 and higher, Safari, Chrome and Firefox.

All requests will be checked for accuracy. Any inaccurate information may result in your record not being processed. All communication with regard to your order, payment, our progress, and the records delivery will be sent via email.

[Back to Norfolk Public Schools Home Page](#)

Please click on the following links for additional information on homeschooling:

[COMPULSORY ATTENDANCE AND HOME INSTRUCTION RELATED STATUTES](#) – *Effective July 1, 2017*

[GUIDELINES FOR HOME INSTRUCTION IN VIRGINIA HANDBOOK](#) - *Revised July 1, 2018*

[2021-2022 NOTICE OF INTENT TO PROVIDE HOME INSTRUCTION FORM](#) - (Please go to <https://npsk12va.scribborder.com/> for the 2021-2022 School Year Home Instruction Portal *Scribbles*.)

[RELIGIOUS EXEMPTION NOTIFICATION FORM](#) (Please go to <https://npsk12va.scribborder.com/> for the 2021-2022 School Year Religious Exemption Portal *Scribbles*.)

§22.1-254.1A. - Code of Virginia

If interested in Home Instruction please click on, “Guidelines for Home Instruction in Virginia Handbook” and complete the “Notice of Intent to Provide Home Instruction Form” above. If you have specific questions or concerns, please contact Mrs. Michele Johnson-Young, Department of Student Support Services at (757) 628-3931.

School Board Policy - JECB. Admission of nonpublic students for part-time enrollment

Private and home school students shall not be permitted to enroll part-time or to participate in academic or extracurricular activities in the Norfolk Public Schools.



Protection of Student Information – Homeschooling/Religious Exemption

Section 22.1-254.1.G prohibits school divisions from disclosing to VDOE or any other person or entity outside of the local school division information from a parent or student regarding election to provide home instruction or regarding a claim of a religious exemption without the parent’s written consent. Note: the school division superintendent is required to provide the Superintendent of Public Instruction the aggregate number of students receiving home instruction as provided in section 22.1-254.1.B.

When parents opt to home school their student, they are deciding to take on the full responsibility of educating their student, including maintaining their academic records. Neither the Department of Education, nor public school divisions maintain any academic records such as transcripts or diploma status for students who have military recruiters, colleges, universities, technical schools, employers, or any other entity. **VAC20-150-20** provides that local school divisions are to manage scholastic records for students who have met the applicable laws.

Foster Care

Any student who is placed through the Virginia Department of Social Services must adhere to the provisions mandated in the Virginia Department of Education's Fostering Connections and the Every Student Succeeds Act: Joint Guidance for School Stability of Children and Youth in Foster Care. The designated social worker must contact the Student Database Specialist and the Foster Care Liaison prior to the change of placement and facilitate a Best Interest Determination meeting. The meeting information and supporting documents should be submitted to the school.

Homelessness (McKinney Vento)

Norfolk Public Schools serves families in transition or families who are homeless in a variety of ways to ensure immediate enrollment and to discuss needs such as transportation, academic assistance, and health/mental health services. We work closely with neighboring school divisions, social services, community agencies and internal NPS departments to meet the needs of all students, regardless of circumstance.

**Services and supports are provided to homeless children and youth pursuant to the McKinney Vento Homeless Assistance Act, which is federal legislation that ensures educational rights and protection for youth and children experiencing homelessness.*

Contact Information: Ta-Tanisha Walton, Homeless/Foster Care Liaison (757) 628-3944

Who is considered homeless?

According to federal legislation, any child who lacks a **fixed, regular and adequate nighttime residence** is considered homeless. Children qualify if they are:

- sharing housing with others due to loss of housing, economic hardship or another similar reason;
- living in hotels, motels, trailer parks, camping grounds due to lack of adequate alternative accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals/unaccompanied youth;
- living in a public/private place not designed for humans to live;
- living in cars, parks, abandoned buildings, bus or train stations; or
- are migratory children.

Additionally, students residing on their own or with someone who is not their parent or legal guardian due to being in a homeless situation are considered Unaccompanied Homeless Youth.

Services provided by Norfolk Public Schools

If a student is found eligible for services under the McKinney-Vento Homeless Assistance Act, NPS can provide the following services:

- Transportation: Transportation services to a student's school of origin are arranged for by the Office of Early Learning/Title I.
- Free Meals: Students are automatically enrolled to receive free meals (breakfast and lunch).
- Referrals to local resources

To determine the eligibility of a student and the entire household for McKinney-Vento services, parents/guardians should visit their local school and complete the appropriate paperwork.

What families experiencing homeless need to know

- Parents/guardians do not need a permanent address to enroll a child in school.
- Homeless children and youth have a right to enroll immediately in school, even if they do not have required documents, such as birth certificates, school records, records of immunization and other required health records, proof of residency, guardianship, or other documents.
- Students have the right to enroll in either the school of origin (school the child or youth attended before becoming homeless or was last enrolled) or the school in the attendance zone where the child is currently living, whichever circumstance proves to be in the child's best interest.
- A child has the right to transportation services to and from the school of origin if returning to their home school is found to be in their best interest.
- A child has the right to participate in extracurricular activities and all federal, state, or local programs for which he/she is eligible.
- Unaccompanied homeless youth have these same rights and can be assisted by the Homeless Education Liaison or their designee.
- Families in transition must apply for McKinney Vento services each school year and/or the duration of homelessness.

Legal Reference: [The McKinney-Vento Assistance Act \(42 U.S.C. 11431 et seq.\), Subtitle B of title VII.](#)

Student Records

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

- 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.
- 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.
- 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.

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.

Parents have 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, S.W.
 Washington, D.C. 20202-5920

<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:

- 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.

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 prorated 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 8VAC 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, 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.

Attendance



Attendance Overview

Norfolk Public Schools is committed to working with students and parents/guardians to provide a framework that supports consistent and regular attendance for all children. We strive 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. We value the education of our students, recognizing the relationship between regular attendance and student achievement. We work with our families to ensure that whenever possible, their children attend school.

Virginia Compulsory Attendance Law

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 (See §22.1-254 *Code of Virginia*). 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. Home instruction is addressed under this regulation; however, a *Notice of Intent to Provide Home Instruction* is required to be on file with the Department of Student Support Services for the current school year.

Chronic Absenteeism

Students are chronically absent when they miss 10% or more days from school. In our school division, students are scheduled to attend school for 180 days. If students are absent just one or two days each month, they may accumulate 18 missed days and be counted towards the school's chronic absenteeism rate. Chronic absenteeism rates are one of the Standards of Quality (SOQ) the Virginia Department of Education (VDOE) uses for accreditation. Chronic absenteeism includes all absences, regardless of reason.

Absence from School

An absence occurs when a student does not attend school *for any portion of the school day* on a day that school is in session. Students are expected to attend school on a regular basis, unless otherwise excused in accordance with School Board policy or regulation (See Policy JED *Student Absences/Excuses/Dismissals*); and teachers are expected to submit class and daily attendance in accordance with § 22.1-259 of the Code of Virginia. When students miss school, arrive late, or are scheduled to leave school early, teachers are encouraged to provide make-up opportunities (i.e., staying back after class, staying after school, accessing recorded lessons, etc.). For secondary students, this practice allows those who arrive late to class to recover instructional time missed as to not accrue a large number of class absences unnecessarily. That being said, **our expectation is that students will arrive to class on time and remain for the entire class period.** We discourage late arrivals and early dismissals, except for medical reasons, as they may affect students' academic performance. 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; parents/guardians may submit an Attendance Appeal form with supporting documentation. Building principal or designees address appeals.

Unexcused Absence

Parents/guardians must provide a written explanation for the absence of their student. All absences will be treated as unexcused until the school receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students must submit a written explanation the next school day following the absence, not to exceed three (3) school days after the absence. If no written explanation is provided, the absence will remain unexcused. Likewise, if a written explanation offers an excuse for absence that is not allowable under Policy JED-R *Regulation of Student Absences/Excuses/Dismissals*, the absence will remain unexcused.

Unexcused absences may include, but are not limited to:

- Excessive absences due to minor illnesses without medical documentation
- Family trips/vacations/non-school related extra-curricular trips (pre-planned or unscheduled)
- Childcare for younger siblings/relatives
- Excessive, repeated absences due to lack of transportation
- Any absences without parental consent

If a written explanation raises concern regarding authenticity or includes a repeated excuse without documentation supporting the continuing circumstance, the absence will be investigated at the discretion of the building principal or designee. Students under the age of 17, with an unexcused absence where their whereabouts are unknown and not supported by their parent(s), as per the VDOE definition, are considered truant.

Excused Absence

An excused absence from Norfolk Public Schools includes the following with documentation:

- Personal illness/injury (including mental health and substance abuse illnesses)
- Medical, dental, clinic, or hospital appointment
- Observance of student's religious holiday
- Court appearance and/or legal obligation
- Death/Funeral of close family member (parent/guardian, sibling, grandparent, parent/guardian's sibling)
- Exposure to contagious disease(s); Medical documentation required
- School-sponsored trips/activities
- Family emergencies per principal discretion
- Extreme inclement weather identified by school district official
- Unforeseen environmental safety concern identified by school district official
- Active-Duty Military Function
- Civic Engagement (1 day per school year)
- Suspensions/Expulsions

Parents/guardians must provide written documentation to the school about the excused absence the next day the student physically attends school. A maximum of five (5) days of cumulative excused absences verified by parental notification

are permitted during a semester. All cumulative excused absences for illness verified by parent note beyond five (5) days will require documentation from a physician. Students who have excused absences have the opportunity to make up any work missed. It is expected that students complete the work within the pre-determined period allotted by school staff.

Medical Appointments

Students who miss school due to a medical appointment may be excused for the absence if a note from the medical personnel is given to the office upon the student's return to school. This note must include the name of the person who provided medical care, the location of the medical facility, a contact number, and the appointment time. If an appointment becomes necessary at the last minute, the parent/guardian should contact the principal or designee to provide authorization for the student to leave school. A note from the medical personnel should be submitted when the student returns to school, recognizing the three (3) day grace period. Students with chronic health conditions that consistently hinder their daily attendance are encouraged to have a Chronic Health Care Plan on file at their school.

Out of School Suspensions

In all instances, teachers are expected to use effective classroom management strategies and evidence-based interventions to resolve classroom disciplinary matters with students before writing an office referral. In common areas (i.e., hallways, cafeterias, gyms, media centers, etc.), all staff are expected to guide, model, and redirect inappropriate behaviors emphasizing established school-wide expectations. If an incident rises to the degree that an office referral and a conference with an administrator is necessary, the administrator, then, has an opportunity to thoroughly investigate the incident, evaluate what harm was done, and decide what disposition renders a fair consequence that both aligns with school policy and maintains a positive school community. Out-of-School Suspension absences are excused absences.

Tardiness and Early Dismissals

Tardiness is defined as arriving after the official start time of a class or the school day. Tardiness can have a significant negative impact on student achievement. Students are expected to arrive to school on time, every day, and attend all classes. When a Norfolk Police Officer brings late students to school, they will be searched. Designated school staff (administrator or school counselor) will meet with these students and contact their parents/guardians. Early dismissals occur when parents/guardians pick up students prior to the school's scheduled dismissal time. Early dismissals, as well as tardiness, can add up to hours of lost instructional time. Repeated occurrences of tardiness and early dismissals (excess of 3 days per quarter) may result in disciplinary action such as afterschool detention or Saturday school to make up instructional time.

Written Notification for Absences

In compliance with Policy JED *Student Absences/Excuses/Dismissals*, the following guidelines will be implemented concerning monitoring attendance and providing written notification to parents/guardians about their student's absences.

General Attendance

- Absences are treated as unexcused until the school receives a written excuse, to be submitted within three (3) days of the absence. Chronic absenteeism includes all absences regardless of reason.
- When a student is absent from school, the parent/guardian will receive an automated voice call concerning the absence at the number identified as the primary contact number.

- After a student has two (2) absences, the teacher will make a reasonable effort to notify the parent/guardian of the student's absence.
- After a student has three (3) or more absences, the parent/guardian will receive written notification of the absences to include the dates of the absences. If the letter is returned, the school will send another one using certified mail. If these absences reach fifteen (15) consecutive days, regardless of reason, the student will be dropped from the roll and the parent will be notified in writing. Designated school personnel will make a reasonable effort to contact parent, including making a home visit.
- If a middle or high school student has ten (10) absences in a semester, the student may fail. Students assigned to a block schedule who are absent seven (7) or more days in a semester course, or fourteen (14) or more days 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) absences, the student may not be promoted to the next grade.
- Parents of students who miss five (5) or more days each quarter may be asked to complete an attendance plan, and students may be required to participate in an attendance recovery program.

Unexcused Absences/Truancy

- When a student is absent from school, the parent/guardian will receive an automated voice call concerning the absence at the number identified as the primary contact number.
- After a student has three (3) unexcused absences, the principal or designee shall make a reasonable effort to have direct contact with the parent/guardian, through telephone conversation, other electronic means or home visit to obtain an explanation of the student's absence.
- The principal or designee must explain the consequences of continued nonattendance and complete an Attendance Plan for students missing five (5) or more unexcused days.
- When students continue to have unexcused absences the principal or designee must schedule an Attendance Conference. A review date must be established by the attendance conference team. The review date must provide enough time to give students/parents/guardians to comply with recommendations and follow-through with any agency referrals; however, the review date must not exceed 10 (ten) school days from the date of the initial attendance conference. During the review conference,
- If it is evident the parent is demonstrating compliance with the school team's recommendations, and the student's attendance has improved, the school team will continue to monitor the student's attendance.
- If the school's team determines the student's attendance is not improving or the parent/guardian/student's actions are intentionally noncompliant, the parent and/or student will be referred to the Truancy Multi-Disciplinary Team (MDT)

Truancy Multi-Disciplinary Team (MDT)

The Truancy MDT, 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 whenever possible, 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.

If the Department of Student Support Services places the family on the Truancy MDT agenda, a meeting will be scheduled at the Central Administration Building or virtually via Zoom pending safety guidelines and recommendations. Parents/guardians will be notified, in writing, of the MDT meeting date, time, and location. Next steps will be based on the information presented for each case. If the Truancy MDT determines that the school division has not exhausted all options of support and/or service, then the team will identify follow-up actions for staff, parent and/or student and

give a timeframe for compliance. A review MDT date will be scheduled to discuss progress/compliance. The student's attendance will continue to be monitored. If the Truancy MDT determined the school division has exhausted all available support and service options to address student truancy or there is substantial documentation that the parent/guardian/student is non-compliant/non-responsive, a referral will be sent to the Norfolk Court Services Unit (NCSU) documenting "probable cause" to move forward with legal action.

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 Department and graduation coaches can be a useful source of information regarding access to alternative programs.

Non-Enrollment

For circumstances in which parents are intentionally noncompliant or fail to enroll their child(ren) in school, the parents/guardians are referred to court by the NCSU and charged with a Class 3 misdemeanor.

Preschoolers

In compliance with expectations set forth by VDOE, attendance for preschool students enrolled in Norfolk Public Schools is also monitored. Every expectation concerning general attendance and truancy applies to parents of preschoolers as well. School teams will work with preschool parents and families to address the habits of poor attendance and truancy as early as possible. Parents/guardians will be contacted to complete Attendance Plans with designated school staff when preschool children miss five (5) unexcused days from school and participate in Attendance Conferences when preschool children miss seven (7) or more unexcused days from school.

Homebound

Homebound is not an intervention for truancy. The provision of homebound services is based on a temporary medical condition, certified by a licensed physician, or a mental health condition certified by a licensed psychiatrist or psychologist, for a maximum of 45 days. Pregnant students are eligible for homebound services. Parents/guardians may obtain a homebound application from their child(ren)'s school. All components of the application must be completed and submitted for approval. All applications are reviewed and vetted thoroughly. If homebound services are needed beyond the 45-days, an extension application must be completed and submitted prior to the end of the initial timeframe. Submission of a complete homebound application does not guarantee approval.

Home Instruction

Home Instruction or "home schooling" is a legal option parents/guardians have to comply with the Compulsory Attendance Law. A *Notice of Intent to Provide Home Instruction* must be on file with the Department of Student Support Services for the current school year. Parents/guardians are strongly encouraged to follow all *Guidelines for Home Instruction in Virginia* revised July 1, 2018, by VDOE. If students accrue five (5) or more unexcused absences and a *Notice of Intent to Provide Home Instruction* has not been submitted for the current school year, principals or their designees must initiate truancy procedures.

Homelessness or Families in Transition

Students experiencing homelessness, or those in transition between residences, may be eligible for supports and services under the *McKinney-Vento Homeless Assistance Act*. These temporary supports and services are intended to help students maintain access to daily instruction, school nutrition, and transportation while their families work to improve their current circumstances. Parents/guardians of students under the *McKinney-Vento Homeless Assistance Act* are expected to comply with the Compulsory Attendance Law; students are expected to attend school every day, on time and attend all classes. If these students accrue five (5) or more unexcused absences, truancy procedures will be initiated. Excessive absences, failure to comply with transportation arrangements, and/or frequent tardiness or early/late pick-ups may result in a Best Interest Determination (BID) meeting. The purpose of the BID meeting is to determine if the current school placement is the best placement to ensure consistent daily attendance and access to instruction.

ATTENDANCE
MATTERS
ALL DAY, EVERY DAY

Academic Information



General Grading Guidelines

The district grading procedures will form a foundation for consistent grading practices. Grades will accurately communicate what students have learned, and each student will be an active participant in learning and assessment processes. Teachers will use a variety of formative and summative assessments to evaluate the level of student proficiency and to assign grades according to district policy.

All teachers 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.

All teachers will be held accountable for the teaching and assessing of the Virginia Standards of Learning (SOL) and maintaining a current gradebook in a manner consistent with the guidelines set forth in this document.

Grades will be based on student achievement in a prescribed time frame. The classroom teacher is responsible for evaluating the academic performance of students and for determining grades. Teachers are expected to use a variety of methods in evaluating students. Teacher-made tests should be appropriate for the subject matter as well as for the age and/or maturity level of the students and should support the SOLs.

Special education students receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

English Learners (ELs) who are progressing towards English proficiency will be considered for an “L” (no grade/ESL student) rather than a traditional letter grade.

Identified Gifted students receive instruction through their Gifted Resource Teachers (GRTs), who collaborate with classroom teachers regarding assessment practices for work completed outside the regular classroom. (

Teachers will clearly describe and communicate (in writing) to both parents and students the criteria used to calculate grades. If a student believes that an error has been made, the student and/or parent may request a grade review.

- Teachers will follow district guidelines for computing quarterly grades.
- Teachers will follow district curriculum pacing guides.
- Teachers will post grades in the electronic gradebook according to guidelines.



NPS Grading Scale: Grades 1-12

The following assessment scale will be used in evaluating and reporting student achievement in the academic skill areas:

Grade	100% Scale	GPA	Definition
A	93-100	4.0	Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
A-	90-92	3.7	
B+	87-89	3.3	Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
C	73-76	2.0	
C-	70-72	1.7	
D+	67-69	1.3	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (e.g., SOL and curriculum objectives for the grade/course level).
D	64-66	1.0	
E	63 and below	0.0	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (e.g., SOL and curriculum objectives for the grade/course level).

Means for Reporting Grades

Grades will be reported periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, project, and/or course. Parents will have the ability to monitor their student's performance in all content areas electronically through the online gradebook. Additionally, grades will be provided by teachers on a regular basis throughout the instructional process. Grades will be provided on report cards and on interim progress reports as outlined below:

- **Kindergarten:** Students receive 4 report cards per year.
- **Grades 1 – 5:** Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 6 – 8:** Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 9 – 12:** Students receive 4 interim evaluations and 4 letter-grade report cards.

- **Students with Disabilities:** Students receive 8 progress reports at interim and report card distribution to address progress of IEP Goals.

Use of Grades

Grades will not be used to punish or reward students but to reflect student learning. Academic grades will be used to:

- Communicate the teachers assessment of a students knowledge of and proficiency in a subject
- Provide a record of student achievement over time
- Serve as part of the criteria for student promotion to the next grade level
- Provide information for advisement and counseling regarding future course/program selection
- Provide criteria for honor roll selection
- Provide course credit
- Derive student GPA
- Provide information for entrance into specialty programs

Social Skills and Work Habits will be used in **kindergarten** to:

- Provide a record of student preparedness and task performance
- Align work-related skills to character education

Assessment Methods & Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students' grades are an accurate representation of content knowledge development. Grades should be impartial and represent a teacher's professional judgment of performance.

Curriculum guides and companion documents provide assessment and measurement suggestions for evaluating student progress. Evaluation information should be gathered by teachers on a regular basis from a variety of sources to determine a student's level of learning and mastery. The following strategies have proven successful in assessing student performance:

Teacher Observations:

Recording instruments which can assist teachers in systematic, focused data collection on student performance include but are not limited to:

Anecdotal notes	Rubrics/Scoring Guides	Checklists
Journal Entries	Reading/Writing Portfolios	Interviews/Conferences
Running Records	Content Portfolios	

Student Products:

A performance portfolio which includes samples of student work can show gradual or marked improvement or decline in progress. Samples include, but are not limited to:

Projects	Content Portfolio	Presentations	Writing Portfolios
Videos	Performance Tasks	Journal/Sketchbook	Work Samples

Teacher-Made Assessments:

Assessments can provide valuable feedback for making instructional decisions, monitoring student progress, and evaluat-

ing student mastery. Formative assessments, such as quizzes, alert teachers to student readiness for further instruction and/or the need for re-teaching. Summative assessments focus on the mastery of instructional objectives that have been taught.

Instructional programs or texts that provide ready-made tests should be screened carefully to ensure that they are aligned to the content and cognitive demand of the Virginia Standards of Learning and the Norfolk Public Schools Curriculum Guide. Some of these tests may require modification before they can be used to accurately and effectively measure what has been taught.

Unit Benchmark Assessments

The Department of Curriculum & Instruction will collaborate with teachers to provide district unit assessments in all SOL tested subjects and grade levels. District unit assessments will align to the Standards of Learning content and skills and will adhere to district pacing guides. District unit assessments will count as end-of-unit assessments in each subject and will be added to the district electronic grade book in the appropriate category.

Posting of Grades

Grades must be posted every week – not including homework - to ensure gradebooks reflect current student progress. Additional information is provided in the Content Grading Parameters. Gradebooks will be monitored.

A student who misses homework assignments due to absences, excused or unexcused, due to their access to resources, or any family circumstance that made homework challenging shall be given sufficient time to make up the work and/or be allowed to complete the assignment while at school.

Final Grades will be based on a numerical average and fractional grades calculated to the benefit of the student (.5 and above rounded to next higher point).

Grading Parameters

To ensure that grades awarded to students are equitable and consistent across the district, content grading parameters are used. The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities.

Please note that the examples provided for some categories are intended to be a **representative sample only and are not all-inclusive**. You may have other examples that fit each category. You are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category as a whole. If you need clarification or assistance, contact your principal.

The parameters and weights for assessing student achievement are reviewed and updated annually.

Pre- Kindergarten

Pre-kindergarten parents receive a **Development and Learning Report** in October, January, and June reflecting progress in the following areas:

- Initiative
- Social Relations
- Creative Representation
- Music and Movement
- Language and Literacy
- Mathematics and Science
- VDOE Assessment

Kindergarten

The following assessment codes will be used to evaluate and report student achievement in the academic skill areas:

M	Mastered	The student has successfully demonstrated the skill at least three separate times.
P	Making Progress	The student has been introduced to the skill and is still learning and/or practicing. The skill has not yet been evaluated for mastery or mastery has not yet been determined.
N	Needs Improvement	The student has been introduced to the skill and is experiencing difficulty which requires additional assistance.
/	Not Yet Introduced	This skill has not yet been introduced to the child at this time.

The following assessment codes will be used in evaluating and reporting student achievement in the social skills/work habits areas:

O	Outstanding	The student demonstrates a high understanding of the skill and applies it consistently.
V	Very Good	The student demonstrates above average understanding of the skill and applies it appropriately.
S	Satisfactory	The student demonstrates an understanding of the skill and applies it appropriately.
N	Needs Improvement	The student demonstrates some understanding of the skill but applies it inconsistently.
U	Unsatisfactory	The student is not able to apply the skill.

Kindergarten Portfolios

Reading: The DRA benchmark for kindergarten is an Independent DRA Level 4.

Writing: Teachers must place an analytically scored writing sample in portfolio folders each quarter.

The other two writing samples go home for parents to review and return. By the end of the year, the students must be at **Stage 3/Phonetic Developmental Stage Benchmark**.

Teachers will follow the NPS Guide to Reading and Writing Instruction and Assessment Document for all portfolio details and parameters.

Interim Progress Reports

Grades 1-2

The assessment codes listed below will be used for the **interim Progress Report** for **Grades 1-2**. **Note:** These codes are also to be used on the elementary level to assess Physical Education, Music, and Art.

O - Outstanding--The student demonstrates high performance.

V - Very Good--The student demonstrates above average performance.

S - Satisfactory--The student demonstrates average performance.

N - Needs Improvement--The student demonstrated below average performance.

U - Unsatisfactory--The student demonstrates unacceptable performance.

Grades 3-12

Grades 3-12 will use the previously stated **A, A-, B+, B, B-, C+, C, C-, D+, D, or E** assessment codes for the interim Progress Report.

Report Cards

Grades 1-12 will use the previously stated **A, A-, B+, B, B-, C+, C, C-, D+, D, or E** assessment codes for the Report Card.

Secondary Final Grade Calculations

Middle and high school credit-bearing classes are all full-year courses. The grading parameters listed below indicate the percent worth for different grading categories. The total worth for combined categories per quarter will equal 100%. Each of the four quarter will equal 22.5% of the total grade for the end of the completed course. The final exam, required for credit-bearing courses, will total 10% of the final grade.

Quarter 1:	22.5%
Quarter 2:	22.5%
Quarter 3:	22.5%
Quarter 4:	22.5%
<u>Course Final Exam</u>	<u>10.0%</u>
	100%

Procedures Governing Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook with “**Inc**” or “**Mi**” placed in the grade book for any incomplete or missing assignments. **Teachers are expected to provide multiple opportunities for students to make-up assignments to avoid assigning zeroes. Principals will ensure these opportunities are provided for all students.**

1. All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students, including during and after suspensions.
2. A student who misses homework assignments due to absences, excused or unexcused, due to their access to resources, or any family circumstance that made homework challenging shall be given sufficient time to make up the work and/or be allowed to complete the assignment while at school.
3. Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.
4. **Make-up work completed** within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
5. It is expected that students will make-up incomplete or missing assignments. An **incomplete (Inc) or missing (Mi)** may not be given as a final grade.

- School Days are concurrent and not by class meeting days

Procedures Governing the Designation of Honor Students

The following procedures should be used in identifying honor roll students and honor graduates in Norfolk Public Schools. These regulations should be applied to all students participating in an approved program of studies.

“A” Honor Roll

Students with grades of “A” or “A-” in all subjects in elementary and middle school and in all credit-bearing courses in high school should be placed on the “A” Honor Roll.

“ B” Honor Roll

Students with grades of A, A-, B+, B, B- in all subjects in elementary and middle school and in all credit-bearing courses in high school should be placed on the “B” Honor Roll.

“ B Average” Honor Roll

Students with a grade point average of 3.0 with no grade below a C- should be placed on the “B” Average Honor Roll.

Honor Graduate

Students must have a minimum grade point average of 3.0 or above to be designated an Honor Graduate.

Homework and Grading

IKB-R. HOMEWORK REGULATION (Revised July 17, 2019)

Homework will be assigned to provide teachers additional information by which to design relevant and prescriptive instruction. Teachers will use discretion when assigning homework and will not assign homework over holidays except to complete long-range assignments and projects. Teachers should take in consideration and be aware of the observance of religious holidays when assigning homework.

The following length of homework assignments are recommended based on research:

PreK-K	Activities shall be designed to engage the family in promoting the development of socially and emotionally relevant skills (i.e., activities that foster positive attitudes, habits, and character traits; permits appropriate parent involvement).
Grades 1- 2	No more than 20 minutes per night (to include all content combined)
Grades 3-5	No more than 50 minutes per night (to include all content combined)
Grades 6	No more than 60 minutes per night
Grade 7-8	No more than 20 minutes per subject per night
Grades 9-12	No more than 30 minutes per subject per night

Students, teachers, and parents have a responsibility concerning homework.

A. Students have the responsibility to:

1. Complete all homework as assigned.
2. Ask teachers questions to clarify any problems encountered.
3. Inform teachers of any difficulties experienced during the completion of homework assignments.
4. Take home all necessary materials to complete homework assignments.
5. Secure assignments when absent (grades 4-12).
6. Make-up work is due within 2 class periods of returning to school

B. Teachers have the responsibility to:

1. Ensure that homework reinforces classroom learning.
2. Assign homework that meets the academic needs of the student while allowing for physical, emotional, and social needs.
3. Require the use of only those resources known to be available.
4. Assign homework that promotes creative thinking and independent research.
5. Provide feedback (verbal or written) promptly to the student.
6. Maximize opportunities for students to complete assignments while at school that may include before school, during lunch and after school to allow equal access to resources that may be needed.

Homework is required at all levels and is assigned a minimum of four nights a week. However, in some content areas homework may not be appropriate. Because homework is an extension of class assignments at an independent level, students should be held accountable for completing homework assignments and given credit for fulfilling the required tasks. Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be “busy work”.

All homework will be counted. Because of the variety of assignments that may be included as homework, some homework assignments may receive grades, and some may receive checks for completion. The way in which homework is evaluated will be based on teacher discretion and should be clearly communicated to parents and students. To ensure that grading and accounting for homework assignments will be consistent across the district the following have been developed:

GRADES K-2

Homework will be assigned in accordance with School Board Policy and accounted for but will not be given a letter grade or be used in calculating content grades.

GRADES 3-5

Homework will be assigned, in accordance with School Board Policy, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion). Homework in a particular content area will be included in calculating that content area grade for a 9-week period and will represent between 5- 10% of the 9-week grade.

MIDDLE / HIGH SCHOOL

Homework will be assigned, in accordance with School Board Policy, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion). Homework in a particular content area of course will be included in calculating that specific grade for the 9-week period and will represent between 5-10% of the 9-week grade. Teachers will also use the “Recommendation Codes” area of the report card to note a concern or need for improvement.

Teachers with assigned Advanced Placement and/or International Baccalaureate courses are required to work with their program coordinator and/or supervising administrator to ensure their assigned work outside of the classroom is reasonable. This can be accomplished by reviewing and approving a detailed course syllabus. Students should have workloads that allow them to be well-rounded and engaged in positive non- academic pursuits in school and in the community.

Grading Exceptions

Students with Disabilities: Certain students with disabilities have **Individual Education Program (IEP)** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.

English Learners: Once English Learners (ELs) have been determined to be English proficient enough to earn an A, B, C, or D in the content areas, grades should be given using the same criteria required of all students.

However, as long as the level of English proficiency prohibits progress in the content areas, English Learners should be given an “L” (no grade/ESL student) rather than a traditional letter grade. In any case, a student’s lack of English proficiency should not be the sole reason a student earns a failing grade.

An ELs proficiency level on the ACCESS for ELLs © test can be used as a guideline for determining which type of grade to assign.

English Proficiency Levels (1-5) based on the WiDA ACCESS for ELLs© Test	Guideline for assigning letter grades or “L”
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ELs at Levels 1 and 2	Can <i>generally</i> be expected to earn an “L” in their core content courses, but could feasibly earn regular letter grades (A, B, C, etc.) in Math courses or performance-based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
ELs at level 3	Should be able to earn <i>at least</i> a passing letter grade (D) if the following has occurred: a. The teacher has engaged the student and appropriate accommodations and scaffolds to instruction have been provided. b. The student has attended class and attempted work. c. The student can demonstrate understanding of content in non-linguistic ways.
ELs at levels 4 and 5	Can <i>generally</i> be expected to earn regular letter grades.

High School ELs and Grading: High school teachers need to be particularly judicious when assigning an “L” to a student. An “L” earns the student **NO** credit for the course.

Placement of Newly Enrolled English Learners

Kindergarten-Grade 5: English Learners at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age or the current grade level the student was enrolled.

Grade:	If by October 31 the student’s age is:
Kindergarten	5
Grade 1	6
Second 2	7
Grade 3	8
Grade 4	9
Grade 5	10

Middle School: English Learners at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age.

Grade	If by October 31 the student’s age is:
Grade 6	11
Grade 7	12
Grade 8	13

High School: When transcripts are not available, EL students will be placed initially in grade 9. This will give them sufficient time to learn English and accumulate the credits required for graduation. They may be promoted to a higher grade upon evidence of progress or receipt of transcripts. Otherwise, promotion will be determined using the same criteria used for all other students.

Frequently, immigrant and refugee students are unable to provide student records or transcripts. Their placement should be made using the guidelines noted above and information pertaining to previous schooling provided by the student or parent/guardian. Adjustments in placement can be made after the student has spent time in class. If you need clarification or assistance, contact your principal.

Identified Gifted Students

Gifted Resource Teachers (GRTs) collaborate with classroom teachers regarding assessment practices for work completed outside the regular classroom.

Identified students at the elementary school level are provided progress reports three – four times a year to highlight student performance in relation to higher level thinking skills. *The 4th quarter progress report is contingent upon availability, due to SOL testing time constraints.*

The following assessment codes are used in Gifted Services' Progress Reports to indicate gifted student achievement in areas of aptitude, intellectual curiosity, persistence, and attitude:

E = Exceeds Expectations **M** = Meets Expectations **N** = Needs Improvement

GPA and Weighted Credit

Credits and final grades will be awarded only once, at the end of the school year. Quarter grades are progress reports to let students and parents know how they are doing up to that point in each marking period and will be averaged at the end of the school year. GPA and class rank are based on a 4.0 scale. A cumulative GPA of 3.0 is necessary for a student to be an honor graduate. GPAs are recalculated once each year after grades are submitted in June. Grades earned in Advanced Placement (AP) courses receive a weighted factor of .066 per year, while all honors courses receive a weighted factor of .250 per year. Weighted credit is added to the overall (cumulative GPA). Weighted courses are identified by a 'W' to the left of the course code (i.e.: w LA2200) on the Norfolk Public Schools Transcript). To calculate GPA, add the GPA values for each of the final grades and divide it by the number of courses taken. This sample shows regular level classes.

SAMPLE SEMESTER

SUBJECT	GRADE	POINT VALUE
English 10	B+	3.3
World Studies 2	C	2.0
Health PE/10	A-	3.7
Geometry	D	1.0
Biology	B+	3.3
Spanish 2	B	3.0
Intro to Art	B-	2.7
Computer Apps	A-	3.7
8 courses		22.7 / 8 = 2.8375

In the case of Honors or AP classes, you would add the weighted credit AFTER calculating the GPA. So, if this sample student had taken AP Biology, instead of Biology, .066 would be added to 2.8375 making the GPA then 2.8675. If this sample student also took Honors English 10, you would add .0250 to the total, making the GPA with Honors and AP weight 2.88.

Specific Programs and Information

Career and Technical Education

Preparing Globally Competitive Students for College, Careers, and Life

Norfolk Public Schools' Career and Technical Education (CTE) program provides students with an array of rigorous and relevant education options and opportunities to support their college, career, and civic readiness journey. Engaging CTE pathways and/or activities are offered at each of the high schools, middle schools, elementary schools, K-8 settings, Nor-

folk Technical Center, and auxiliary sites. This includes, but is not limited to, sequenced courses, dual enrollment, hands-on labs, career and technical student organizations, state and national competitions, industry credentials/certifications, and work-based learning.

All of our CTE programs, which are aligned with the National Career Clusters® Model, integrate academic and technical content while providing real-world experiences within the in-person, hybrid, and/or virtual environment. Each vibrant program is based on local, state, and national research that allow us to prepare our students for high-skill, in-demand, and higher-wage postsecondary endeavors. Our business, industry, higher education, and community partners are actively engaged and support the success of our students, teachers, and programs.



Dual Enrollment

Tidewater Community College providing Norfolk Public School students the opportunity to take college courses at a reduced cost while still in high school. Students are able to earn seven college credits. Students are able to take English 111, English 112 as well as a College Success Skills class. Students interested in participating in this program should contact their high school counselors.

Gifted and Advanced Learners

Department Overview

The Office of Gifted Education & Academic Rigor Services (GEARS) works to develop the gifts and talents evident in students across the district. GEARS partners with NPS stakeholders to identify student potential and provides engaging learning experiences that nurture students' social, academic, and emotional growth.

NPS Statement of Philosophy for the Education of Gifted students

Norfolk Public Schools (NPS) believes all students deserve to be challenged, learn something new every day, and have the academic and affective supports needed to cultivate their true potential. Every student deserves the opportunity to be provided appropriate learning experiences that promote intellectual and personal growth.

NPS' gifted students reflect the diverse makeup of its city, each with a unique profile of strengths and abilities that require specialized services. They come from many different backgrounds, have unique characteristics, and may demonstrate their gifts in unconventional ways. Teachers of gifted students deliver differentiated curricula and instruction to equip them with higher level thinking skills and in-depth content knowledge and support advanced intellectual and personal development that empowers students to be successful contributors to society.

NPS also recognizes gifted education goes beyond academics. The distinct social and emotional characteristics of gifted students are addressed through appropriate learning experiences that reflect an authentic understanding of their affective needs, thus allowing them to attain their personal best.

Identification Information

Students are identified by professionally qualified persons using multiple criteria, including aptitude or achievement tests, teacher/parent surveys, and student portfolios. Students may be identified as having potential or demonstrated aptitudes in General Intellectual Aptitude (GIA), Specific Academic Aptitude (SAA) for math, English, Science and History/Social Sciences, or Visual and Performing Arts (VPA)*. *VPA students are identified in grades 9-12 based on acceptance into the Governors School for the Arts.*

All NPS first grade students are automatically included in a universal gifted screening process every February for possible identification. Referrals for gifted services of NPS K-12 students for are accepted all year by the school's Gifted Resource Teacher, and can be submitted by school staff, parents/guardians, another student, community members, or the student him/herself. Referral testing generally occurs each November.

For More Information

Parents and community members wishing to learn more details about the gifted educational services provided by NPS can refer to its *Local Plan for the Education of the Gifted*, located on the GEARS' department website. This VDOE-mandated document is reviewed and approved by the School Board every five years and posted as public information.

Parents may also contact the Office of Gifted Education & Academic Rigor Services with questions at 757-852-4674, #3.

Graduation Requirements

According to the Virginia Department of Education, graduation requirements for students entering ninth grade for the first time in 2018-19 and beyond are as follows:

- To graduate from high school with a **standard diploma**, a student must earn at least 22 standard units of credit by passing required courses and electives and earn at least five (5) verified credits by passing end-of-course SOL tests or other approved assessments. Also, a student must complete one virtual course, which may be non-credit bearing, and either earn a career and technical education credential or complete an Advanced Placement, honors or International Baccalaureate course.
- To graduate from high school with an **advanced diploma**, a student must earn at least 26 standard units of credit by passing required courses and electives and earn at least six (6) verified credits by passing end-of-course SOL tests or other approved assessments. Also, a student must complete one virtual course, which may be non-credit bearing, and either earn a career and technical education credential or complete an Advanced Placement, honors or International Baccalaureate course.
- To graduate with a high school with an **applied studies diploma**, students must be identified as having a disability, complete the requirements of their individualized education program - IEP) and meet certain requirements prescribed by the Board of Education pursuant to regulations, but do not meet the requirements for any named diploma.

Additional information about graduation requirements (training in emergency first aid, CPR and automated external defibrillators; demonstrating the five C's of critical thinking, creative thinking, collaboration, communication and citizenship) is available at the Virginia Department of Education website: doe.virginia.gov.

Virginia’s revised graduation requirements maintain high expectations for learning in English, math, science and history/social science while reducing the number of Standards of Learning (SOL) tests students must pass to earn a high school diploma. The new standards also implement the “Profile of a Virginia Graduate,” which describes the knowledge, skills, attributes and experiences identified by employers, higher education and the state Board of Education as critical for future success.

Profile of a Virginia Graduate

A student meeting the Profile of a Virginia Graduate has achieved the commonwealth’s high academic standards and graduates with workplace skills, a sense of community and civic responsibility and a career plan aligned with his or her interests and experiences.

The Five C’s

In preparing students to meet the Profile of a Virginia Graduate, schools are required to ensure that students develop the following competencies known as the “Five C’s”:

- Critical thinking
- Creative thinking
- Communication
- Collaboration
- Citizenship

Career Exploration and Planning

The career-planning component of the Profile of a Virginia Graduate provides an opportunity for students to learn more about the employment options and career paths they first explored in elementary and middle school.

While there is no specific career-related activity that a student must experience (such as an internship or job-shadowing assignment) to earn a diploma, school divisions must provide opportunities for students to learn about workplace expectations and career options in their own communities and elsewhere.

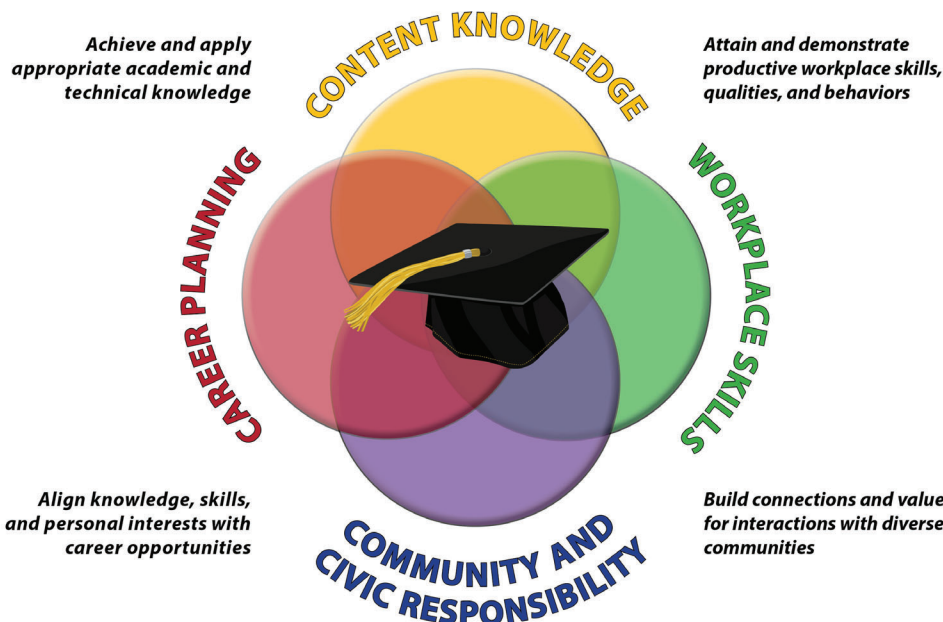
By reducing the number of SOL tests students must pass to earn a diploma, the new standards increase flexibility for schools to expand work-based and service-learning programs that promote college, career and civic readiness.

Standard and Verified Credits

The new graduation requirements are effective with students entering the ninth grade in the fall of 2018 (class of 2022). The number of standard credits for a Standard Diploma and Advanced Studies Diploma remain the same but the number of required verified credits — earned by passing a course in the content area and the associated end-of-course assessment — is reduced to five (one each in English reading, English writing, mathematics, science and history/social science) for both diplomas.

Profile of a Virginia Graduate

In Virginia, the Life Ready Individual Will
During His or Her K-12 Experience:



Standard Diploma (Class of 2022)		
Subject	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics	3	1
Science	3	1
History/Social Science	3	1
Health & Physical Education	2	
World Language, Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Electives	4	
TOTAL	22	5

Advanced Studies Diploma (Class of 2022)		
Subject	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics	4	1
Science	4	1
History/Social Science	4	1
World Language	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Electives	3	
TOTAL	26	5

In English writing, a student may verify course mastery through a locally developed performance-based assessment. Performance assessments require students to apply what they have learned and provide an opportunity for students to demonstrate that they have acquired critical thinking, creative thinking, communication, collaboration and citizenship skills.

NPS Specialty Programs

Middle School

<p style="text-align: center;"><u>Academy of International Studies</u> <u>at Rosemont</u></p> <p>The Academy of International Studies at Rosemont is based on a thematic approach with a focus on world languages, world cultures, and military science (Navy League Cadets Program). Students can choose one of the following program options as a focus area: World Languages, Military Science, or World Languages and Military Science. The school is designed to meet the academic challenges of a rigorous course of study where students build a global knowledge base and an understanding of world cultures.</p> <p style="text-align: center;">Dr. Dorie Banks, Principal Academy of International Studies at Rosemont (757) 852-4610, Fax: (757) 852-4615</p>	<p style="text-align: center;"><u>International Baccalaureate Middle Years Program at Academy for Discovery at Lakewood</u></p> <p>Academy for Discovery at Lakewood is a fully authorized International Baccalaureate Middle Years Programme (IB MYP) school and offers students the opportunity to develop their potential to explore their own learning preferences, to take appropriate risks, and to reflect upon and develop a strong sense of personal identity. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The rigorous approach prepares students for success in high school.</p> <p style="text-align: center;">Ms. Abbie Watson, Principal Academy for Discovery at Lakewood (757) 628-2477, Fax: (757) 628-2486</p>	<p style="text-align: center;"><u>Science, Technology, Engineering and Mathematics Academy Southside at Campostella</u></p> <p>This program offers a diverse learning environment that encourages student exploration and success, preparing students for future learning opportunities and eventual meaningful careers in Science, Technology, Engineering, and Mathematics (STEM).</p> <p>Students participate in Project Lead the Way (PLTW), a nationally recognized program that emphasizes engaging, hands-on, problem-based learning opportunities designed to inspire and empower students. SSAC offers students the unique opportunity to engage in individualized learning experiences tailored to their unique needs while developing their critical thinking and problem-solving skills in an academically rigorous and supportive environment.</p> <p style="text-align: center;">Mrs. Lenthia Willie-Clark Principal The Southside STEM Academy at Campostella (757) 494-3850</p>
<p style="text-align: center;"><u>Medicine and Healthcare</u> <u>at Blair Middle</u></p> <p>Blair 's specialty program is designed for middle school students with a passion for a future career in the medical and healthcare fields. The aspiring doctors and scientists engage in monthly seminars taught by leading professionals in their fields. More information is available on Blair's website.</p> <p style="text-align: center;">Dr. Patrick Doyle, Principal Blair Middle School (757) 628-2400, Fax: (757) 628-2422</p>	<p style="text-align: center;"><u>Young Scholars at Rosemont</u></p> <p>Young Scholars is a program for highly motivated learners identified as gifted in General Intellectual Aptitude (GIA) or in a Specific Academic Aptitude (SAA - Math, English, or both). This "school-within-a school" is housed at Rosemont Academy.</p> <p>Teachers trained in gifted pedagogy provide research-based instruction that is challenging, differentiated, and supportive to the development of critical thinking skills and positive habits of mind. The Young Scholars program affords gifted learners an opportunity to develop cognitive, emotional, and social skills to sustain lifelong learning.</p> <p style="text-align: center;">Mrs. Karla Stead Senior Coordinator, Gifted Education & Academic Rigor Services (757) 852-4674 #3, Fax: (757) 852-4677</p>	

High School

<p style="text-align: center;"><u>Academy of the Arts at Booker T. Washington High</u></p> <p>The Academy of the Arts Program is designed to provide students with in-depth exposure to the arts (dance, art, vocal, theatre arts, instrumental and multimedia) through a rigorous, challenging curriculum that will meet the academic, leadership and artistic needs of high school students. Program students are provided opportunities to develop their strategic thinking, problem-solving, and leadership skills through an intensive interdisciplinary program of study.</p> <p style="text-align: center;">Mrs. Angela Burns 628-3575 adburns@nps.k12.va.us</p>	<p style="text-align: center;"><u>International Baccalaureate Diploma Program at Granby High</u></p> <p>Granby High School’s International Baccalaureate Programme has been authorized since 1998. This program is a two-year “academically challenging and balanced program” intended for juniors and seniors who desire in-depth scholastic preparation for college or university. “It has been designed to address the intellectual, social, emotional, and physical well-being of students. The program has gained recognition and respect from the world’s leading universities” (IBO). Students apply for our preparation program as rising 9th graders. Granby accepts 60 9th graders each year.</p> <p style="text-align: center;">Ms. Rebecca Gardner 451-4110 ext.1213 rgardner@nps.k12.va.us</p>	<p style="text-align: center;"><u>The Leadership Center for the Sciences and Engineering at Norview High</u></p> <p>The Leadership Center for the Sciences and Engineering (LCSE) is a special learning community within Norview High School, geared for high-achieving students participating in a four-year rigorous curriculum consisting of honors and Advanced Placement courses, with considerable emphasis on math and science. The program culminates with participation in the innovative AP Capstone® Program, during which students complete a senior research project. This experience provides the independent research, collaborative teamwork, and communication skills valued by colleges and future employers. In addition, LCSE students receive two years of formal instruction and training in leadership development and contribute to their school and community through extracurricular involvement and volunteer work.</p> <p>The overall design of the LCSE program guides students toward possible college degrees and careers in science, technology, engineering, and/or math. However, the ultimate goal is to not only graduate students fully prepared to be successful in college, but also to equip them with the skills necessary to become effective leaders within our communities.</p> <p style="text-align: center;">Ms. Katherine Arroyo 852-4500 ext. 3230 kiarroyo@nps.k12.va.us</p>
<p style="text-align: center;"><u>Academy of Leadership and Military Science at Lake Taylor High School</u></p> <p>The Academy of Leadership and Military Science is a collaborative venture between Norfolk Public Schools and a number of community, private sector, government, higher education, and military agencies. The small learning community of the Academy includes cluster scheduling of all core, foreign language, naval science and leadership classes, as well as year-round internships with community partners.</p> <p style="text-align: center;">Master Chief Petty Officer Charles Clarke 892-3200 cclarke2@nps.k12.va.us</p>	<p style="text-align: center;"><u>The Medical and Health Specialties Program at Maury High</u></p> <p>The Medical and Health Specialties Program at Maury High School is a unique program offering opportunities to highly motivated high school students seriously considering a career in the dramatically expanding fields of medicine and healthcare. Classes are offered on the campuses of Maury High School and Eastern Virginia Medical School and other community sites as program needs dictate.</p> <p style="text-align: center;">Ms. Anne Christie 628-3344 ext. 3025 achristie@nps.k12.va.us</p>	

High School Credit-Bearing Courses Taken in Middle School

For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student’s transcript and the student not earn high school credit for the course. The superintendent specifies, by regulation, the deadline and procedure for making such a request. Notice of this provision is provided to parents. Contact the student’s school counselor for assistance.

Special Education, 504 and Child Find

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 directs all entities, including public and private schools, that receive federal funding to banish discrimination based on disability from all aspects of their operations. Norfolk Public Schools does not discriminate against individuals based on 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 Learning Support-Special Education Services at 800 East City Hall Avenue, Suite 800, Norfolk, VA 23510. Inquiries can additionally be sent to sped504compliance@nps.k12.va.us.

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

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 you may do the following:

- Contact the Norfolk Public School Department of Learning Support-Special Education Services at (757) 628-3950 or at sped504compliance@nps.k12.va.us.
- Contact the Virginia Department of Education (VDOE) Parent Ombudsman at 804-371-7420 or SpecialEducationOmbudsman@doe.virginia.gov.
- Contact your local Parent Resource Center at parentresourcecenter@nps.k12.va.us.
- Contact the Parent Educational Advocacy Training Center (PEATC) at 1-800-869-6782 or partners@peatc.org.

Child Find

The Code of Virginia (8 VAC 20-81-50) requires a process to identify, locate, and evaluate children who are from birth to the age of 21, residing in the jurisdiction of the City of Norfolk who may be children with disabilities under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Activities include public awareness campaigns, screenings, and referrals.

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 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).

Requests for Assistance

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 administrator responsible for special education or the school Section 504 Coordinator to initiate Child Find. The school team must schedule a meeting within 10 business days to review the request for assistance.

Test Record

The superintendent is responsible for establishing a procedure by which parents, guardians or others with legal control of a student can elect in writing to have the student’s test record excluded from the student transcript. The test record includes at least the highest score earned, if applicable, on college performance-related standardized tests such as SAT and ACT, excluding Standards of Learning (SOL) test scores.

Helpful Websites: Elementary, Middle and High School Reference Resources

<p>DATABASES ASCD Education Collection Bartleby Quotations Education World Gale Virtual Reference Library InfoTrac Religion & Philosophy Kids InfoBits MedlinePlus ENCYCLOPEDIAS Scholastic Go! World Book Online</p> <p>MULTIMEDIA eMediaVA NASA Digital Learning Network Teacher Tube</p> <p>LIBRARY CATALOGS Norfolk Public Schools Norfolk Public Library Chesapeake Public Library Library of Congress Portsmouth Public Library Virginia Beach Public Library</p>	<p>EBOOKS ASCD Professional Collection Destiny Discover Gale Virtual Reference Library</p> <p>FIND IT VIRGINIA RESOURCES Find It Virginia Ages 0-4 Find It Virginia K-5 Find It Virginia Middle School Find It Virginia High School</p> <p>COLLEGE/CAREER College Directory by States Virginia View</p> <p>NEWSPAPERS The Virginian-Pilot Virginia-Pilot Collection America’s Historical Newspapers Daily Press USA Today The New York Times The Wall Street Journal The Washington Post The Washington Times</p>	<p>CURRICULUM & SOL RESOURCES Center for Media Literacy National Library of Virtual Manipulatives PBS Curriculum Resources PBS Kids Raising Readers PBS Learning Media Renaissance Place - Star Reading and Math Schoolnet Starfall Teacher Direct VA TV Classroom WHRO Kids 24/7</p> <p>INTERACTIVES Elementary English Elementary Fine Arts Elementary Math Elementary Science Elementary Social Studies Middle/High School Math Middle/High School Social Studies</p>
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Roles and Responsibilities



Roles and Responsibilities

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? 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. It means you are rational, mature, and dependable 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 among 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.

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.

Expectations in a Norfolk Public Schools Virtual Classrooms

Norfolk Public Schools expects students and parents to help maintain a learning environment that is responsible, respectful, and safe. Upon entering and participating in a Norfolk Public Schools' Virtual classroom, please be mindful that all rules, regulations, and expectations of the Standards of Student Conduct for Norfolk Public Schools apply to the virtual setting.

Students and parents are expected to follow the guidelines of the Acceptable Use Procedure (AUP) for Computer Systems and the Norfolk Public Schools Photo Release Form. These documents are in the Student Handbook, including the Standards of Student Conduct 2021-2022. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2021-2022, will also be provided to every student. This document is on the Norfolk Public Schools website under the **Department/ Student Support Services** and under the **For Students** tab.

Students and parents should reference the Dress Code Policy/Student Attire section of the handbook for clear expectations of student attire in a Virtual classroom. NPS expects that students wear clothing that is appropriate for school. Clothing that is revealing or depicts violent language or images, promotes drugs, alcohol, or hate, uses profanity, pornographic images, creates a hostile or intimidating learning environment is not acceptable attire for class.

Norfolk Public Schools recognizes that parents/legal guardians play a vital role in their children's education. The Commonwealth of Virginia has mandated 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 must assist the school in enforcing the Standards of Student Conduct. Parents and students should review

the documents mentioned above in order to help ensure all students can benefit from the teaching and learning that is presently taking place in our virtual classrooms.

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. Generally, it states:

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).

A. Mandatory Meetings - 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.

B. Court Hearings - Upon the failure of a parent, with the provisions of this section, the principal shall report in writing such failure to the Senior 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:

1. 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
2. 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 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. During this meeting, 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.

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.

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) via face-to-face or teleconferences.
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/she may be contacted at all times. Make the school aware **immediately** of any changes to their address of residence contact telephone number that occurs during the school year.
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 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. Furthermore, 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.

Family's 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.

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.
 - Maintain a safe, supportive environment that is developmentally and culturally responsive.
 - 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.

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 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.

Central Office Responsibilities

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.

- o Contact and involve parents/guardians regarding disciplinary issues.





Safety and Wellness

STUDENT SAFETY REGARDING 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 (1.5) 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 understand that riding a school bus is a privilege, not a right. Students who do not behave on the bus may have the privilege of riding the bus revoked for a specific time. The driver of the bus has the authority and the responsibility to maintain order and provide a safe environment. Driver expectations of students include, but are not limited to, students remaining in their assigned seats unless directed by the driver to do otherwise, keeping hands and feet to themselves, speaking in an appropriate voice tone, refraining from using profanity or indecent language and refraining 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 and incendiaries devices are banned from all school buses.
- 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, vape or smoke on board the bus.
- No cleats or other type of spikes are allowed to be worn on the bus by 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, iPods and MP3 players 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.

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. 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.

Being Responsible, Respectful, and Safe on the Bus

All students must adhere to 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 to 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.

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 your 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.
- 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 the 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 the driver if student's home is on the right side of the street.

6. Other Conditions

- Respect the bus driver and bus monitors.
Be respectful of school and other student's 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!

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.

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:

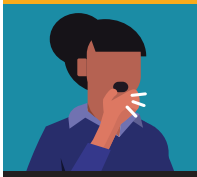
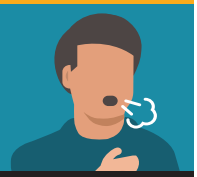



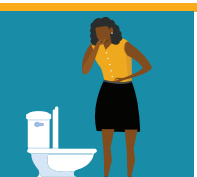

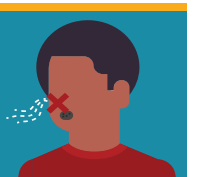
- Spreading communicable diseases
- Being charged with criminal activity
- Failing to abide by state laws for admission to school (examples: residence and immunizations)

Addressing Covid -19 Infections

- Encourage the parents of students, who have symptoms of COVID-19, or who have a sick family member at home with COVID-19, to notify their child's teacher/principal and have the child stay home.
- Students who appear to have symptoms when they arrive at school buildings or become sick during the day should immediately be separated from others, provided a face mask if they are not using one,

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:

 Cough, shortness of breath or difficulty breathing	 Fever or chills		
 Muscle or body aches	 Vomiting or diarrhea		 New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your healthcare provider for any other symptoms that are severe or concerning to you.



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- and sent home with instructions and guidance on how to follow-up with a healthcare provider.
- Sick students should follow CDC-recommended steps. Students should not return to school until they meet the criteria to discontinue home isolation, in consultation with their healthcare provider.
- The school will perform enhanced cleaning and disinfection after anyone suspected or confirmed to have COVID-19 has been in the workplace.

Protocols for Investigating Suspected Student Infections

When a STUDENT is suspected of being sick with a Covid-19 infection, the following guidelines should be implemented:

- Individual students that are suspected of having Covid-19 or have been significantly exposed to another that is positive for Covid-19 infection, will be separated from classmates and isolated in a designated area.
- The nurse should be made aware that a student with a potential Covid-19 infection is being escorted to the nurse's office so that the nurse can properly prepare for the student's arrival.
- The student should be isolated (but still monitored) away from others during the assessment process.
- The nurse will prepare him/herself with appropriate PPE equipment and find a safe place to evaluate the student (away from other students and staff).
- If the investigating team suspects a possible COVID-19 infection, the student's parent will be called and directed to pick up the child. The parent will be told that they should seek medical attention for the child.
- Any individual presenting with emergency signs/symptoms of COVID-19 (i.e. acute respiratory distress) will be given emergency treatment and care. 911 will be called if it is necessary.
- Emergency contacts may need to be used if the parent cannot be contacted.
- The student and their parents/guardians should follow the advice of their physician.
- The student that tests positive or is strongly suspected of being infected with COVID-19 will be quarantined away from school.
- Information gathered will be used to perform appropriate contact tracing if it is deemed to be necessary.

The following protocol for quarantining and returning from quarantine is adopted from the current CDC and VDH recommendations:

Who needs to quarantine?

- An individual who has tested positive.
- Unvaccinated individuals that have been significantly exposed to a positive individual.
- Vaccinated individuals who are living with a person that is positive will be required to quarantine as well.
- Individuals that are living with an individual that is positive, and not able to fully isolate themselves, are required to quarantine.

How may individuals return to school?

Vaccinated Individuals

Those that have been exposed but are fully vaccinated may return to school or work if they have not tested positive and have no symptoms of Covid-19 infection.

While vaccinated individuals typically have no symptoms or slight symptoms associated with COVID-19 infection, they are still fully capable of spreading the COVID-19 virus to others.

The Delta variant which is behind the increase in COVID-19 infections during the months of April-May is said to be much more contagious and spreads as easily as chickenpox.

Vaccinated people with so-called breakthrough infections of the Delta variant carry just as much virus in the nose and throat as unvaccinated people and may spread it just as readily.

The Delta variant is causing exponential growth of COVID-19 infections in the United States.

Symptomatic individuals (vaccinated or unvaccinated)

Tested individuals – Return 10 days after a positive test with no fever/symptoms during the final 24 hours of quarantine

Not tested individuals – Return 14 days after exposure with no fever/symptoms during the final 24 hours of quarantine

Asymptomatic Individuals (that have not been vaccinated)

Under the revised CDC guidelines, if asymptomatic individuals get tested five days after significant exposure and are found to be negative, they may return to school on the seventh day after exposure.

If asymptomatic individuals get tested and are found to be positive, they may return to work/school on the tenth day after exposure.

Individuals using the updated (abbreviated) return to work/school protocols should still monitor their health for potential symptoms for the full 14 days and notify the appropriate parties (school/ contact tracer/health care provider) if symptoms do arise.

Who does not have to quarantine?

People who have tested positive for COVID-19 within the past 3 months and have fully recovered do not have to quarantine or get tested again as long as they do not develop new symptoms.

People who develop symptoms again within 3 months of their first incident of COVID-19 infection may need to be tested again if there is no other cause identified for their symptoms.

People who have been in close contact with someone who has COVID-19 are not required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

What counts as fully vaccinated?

Two weeks after all the required shots in a vaccine series have been completed:

Moderna – 2 shot vaccination series with 28 days in between first and second dose

Pfizer – 2 shot vaccination series with 21 days in between first and second dose

Johnson and Johnson - 1 shot vaccine

Additional 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 website and departments/athletics. Review the concussion education information. Please print, read and sign the form and return it to your school's Athletic Director prior to the first date of conditioning or participation in practice. This form must be reviewed and signed on a yearly basis.

Who Can Help?

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/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, school social worker, or an adult mentor. It is important to talk to a trusted adult. School counselors, school psychologists, and school social workers 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.
4. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.
5. A student may also call or text Vector Alert at 757-255-7461.

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. Students may speak to a teacher with whom they feel comfortable.
3. School counselors, school psychologists, and school social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources.
4. The principal and the assistant principal will be able to discuss the problem with the student and attempt to work on a solution.

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 to the department chairperson or lead teacher next.
3. Further help can be obtained through the school counselor or graduation coach.
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, graduation coach 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, see the athletic director at the school.
3. If the student does not know who is assigned as advisor, the student should see an 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.

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
- Graduation Coaches
- 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

Specialized Instructional Support Personnel

Specialized instructional support personnel (SISP) include those members of the staff who have direct responsibilities for providing for the physical, mental, and social-emotional health of students. They include school nurses, school counselors, school psychologists, school social workers, behavior specialists and others who work in the school to provide for the health and development of students. Each of these professionals has a direct role in promoting and supporting a positive school climate that focuses on prevention, intervention, and support to assist students in meeting the behavioral expectations of the student code of conduct. They all assist in creating safe, supportive, effective school environments.

School Counselors

School counseling programs support the Virginia Standards of Learning by providing support to students in their academic, career, and personal and social development. School counselors collaborate with parents, teachers, administrators, community leaders and others to promote learning and to help students establish and achieve their education, career, and personal goals. School counselors provide leadership to ensure that students benefit from effective strategies and services aligned with The Standards for School Counseling Programs in Virginia Public Schools. The standards are organized by grade level under the following goals:

- Academic Development – Students will acquire the academic preparation essential to choose from a variety of educational, training, and employment options upon completion of secondary school.

- Career Development – Students will investigate the world of work in order to make informed career decisions.
- Social-Emotional – Students will acquire an understanding of, and respect for, self and others, and the skills to be responsible citizens.

School counselors assist students with developing an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities, and aptitudes. Such counseling may be provided either:

- (i) in small groups or classroom guidance sessions (e.g., all fifth graders) in which generic issues of social development are addressed; or
- (ii) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant (e.g., divorce, abuse or aggressive behavior).

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.

Graduation Coaches

Graduation Coaches work in every high school to identify, assist, encourage, and connect students at risk of not graduating with the options and resources they need to be successful. Coaches provide early intervention services to at-risk students by:

- Identifying students who lack the credits and tests needed for promotion and graduation due to absenteeism, poor grades or behavioral issues.
- Identifying students who need additional support during the school year and providing resources to assist them, ultimately leading to promotion and on-time graduation.
- Developing positive, working relationships with faculty, staff, parents and community partners involved in the success of all students.
- Analyzing data to help in planning alternative courses for at-risk students.
- Maintaining and supervising tutorial programs designed to assist with on-time graduation.
- Consistently monitoring quarterly grade reports, attendance and behavioral issues of at-risk students.

School Social Workers

School social workers have specialized expertise in understanding family and community systems and linking students and their families to community resources that are essential for promoting student success. School social workers work collaboratively with school personnel and parents to reduce or eliminate the social, emotional, economic, and environmental barriers that may interfere with a student's ability to maximally benefit from his or her education. School social workers' training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the social-emotional needs of students. School social workers are important members of the student assistance and crisis intervention teams within their school buildings. School social work services are designed to provide a comprehensive approach to meeting the needs of students through early identification, prevention, intervention, counseling, and support to assure academic success, educational equity, and social justice for every student.

School Psychologists

School psychologists have specialized training that enables them to understand and work with students in relation to their academic progress, behavior, social-emotional development, and relationships. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. The school psychologist is an important member of the school team that addresses a student's academic progress and adjustment in school. In addition, school psychologists are trained to work with students from diverse backgrounds and consult with teachers and parents to coordinate services and supports for students' academic, social, behavioral, and emotional needs. They are critical members of the student support teams and crisis intervention teams. Their training in conducting risk and threat assessments and in evaluation, data collection, and interpretation can facilitate identifying and implementing the supports that students may need to ensure their success.

School Nurses

The school nurse provides emergency care assessments and interventions, management of acute and chronic health conditions, referral, and support to access primary care, preventive services, communicable disease control measures, counseling for health promotion, and identification and management of health-related barriers to student learning. The National Association of School Nurses (NASN) framework provides guidance for student centered nursing care that occurs within the context of the students' family and school community and provides guidance for the practicing school nurse to reach the goal of supporting student health and academic success by contributing to a healthy and safe school environment (NASN, 2016).

Non-Certified Staff

All members of the school community should be engaged in and responsible for establishing a positive school climate. At the building level, school principals are responsible for engaging all members of the staff in establishing and supporting positive behavioral expectations, interventions, and supports. Every school employee is responsible for ensuring a safe, supportive, effective learning environment. Involving them, training them, and ensuring their commitment to student success is essential.

Schools and school divisions should not be expected to stand alone when addressing the needs of struggling students; therefore, it is vital that schools and school divisions develop collaborative partnerships within the community to meet the needs of students. Development of partnerships with mental health agencies, juvenile justice, and social service agencies as well as businesses and nonprofit organizations are critical to establishing a network of services and supports that ensure success for all students and create safe, supportive learning environments.

School Resource/Law Enforcement Officers (SROs)

SROs provide law-enforcement and security services in Virginia public elementary and secondary schools. The specific duties and responsibilities, as well as basic operational procedures, are typically defined in a Memorandum of Understanding (MOU) or other written agreement between the school division and the local law enforcement agency. The Virginia SRO program model identifies the primary role as law enforcement, which includes crime prevention and school safety activities, promoting positive and supportive school climates and creating and maintaining safe and secure school environments. Additional recognized roles include law related educator, community liaison (especially related to the juvenile justice system), and role model.

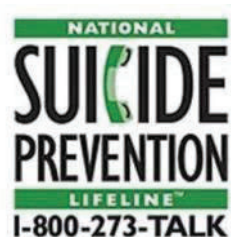
School Security Officers (SSOs)

SSOs have a primary responsibility to maintain order and discipline. The school division employs SSOs and their specific duties and responsibilities are prescribed by the employer. Examples of typical SSO responsibilities include patrolling school buildings and grounds to ensure compliance with school rules and regulations, greeting visitors to ensure compliance with established visitor procedures, reporting any out-of-the-ordinary incidents or conditions, reporting school conduct violations and crimes in accordance with school policies and state laws, taking authorized action to protect persons and property, and participating in school safety and crisis response planning and action. SSOs must meet requirements for SSO Certification issued through the Virginia Department of Criminal Justice Services.



Youth suicide impacts the safety of the school community. Protecting all students and staff’s health, safety, and well-being is of utmost importance to Norfolk Public Schools. Suicide awareness and prevention and mental health wellness are important goals of the division. Information on suicide prevention, intervention and postvention, is available in this handbook by clicking the link below and on the division website. Please visit the site below for more information.

Include link to Google site here



Suicide Warning Signs, Risk Factors, and Protective Factors

Warning Signs	Risk Factors	Protective Factors
<p>TALKING (ABOUT)</p> <ul style="list-style-type: none"> •Killing themselves (direct or indirect statements) •Being a burden to others •Having no reason to live <p>BEHAVIOR</p> <ul style="list-style-type: none"> •Attempting to harm self •Exposure to bullying •Impulsive/Reckless behavior •Giving away prized possessions •Withdrawing from activities •Alcohol/Drug Abuse <p>FEELING</p> <ul style="list-style-type: none"> •Depression •Loss of interest •Anxiety •Feeling things will never get better •Irritability/Aggression 	<ul style="list-style-type: none"> •Family history of suicide •Substance abuse •Mental health conditions •Serious or chronic health condition and or pain •Child/sexual abuse •Access to lethal means including firearms and drugs •Exposure to bullying •Family/Relationship problems •Aggression and fighting 	<ul style="list-style-type: none"> •Parent connectedness •Connection to other non-parental adults •School safety and connectedness •Closeness to caring friends •Awareness of and access to local health services •Academic achievement •Overall resilience

Recognizing and Reporting Child Abuse and Neglect in Virginia

Section 63.2-1509A of the *Code of Virginia* requires teachers or other persons employed in a public or private school, kindergarten, or nursery school, when acting in their professional roles, to immediately report suspicions of child abuse or neglect that may have occurred both *within* and *outside* of the school setting. **Reports can be made by calling your local social services department or the Child Abuse and Neglect Hotline at 1-800-552-7096.**



BILLY THE BULLY BUSTER

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, gender expression 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, or computer.

Bullying and cyberbullying, harassment and intimidation, hazing, and biased 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 Vector Alert. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

Tips for Cyberbullying and Learning Online

Good citizenship online leads to effective digital learning. Students need the support of parents and teachers to be good digital citizens. While learning online, or even when socializing, it is important for students to use the internet in ways that are safe, appropriate, and responsible.

Student Responsibilities:

BE SAFE

- Never give out personal information online without the permission of a parent/guardian.
- Protect passwords and do not share them with others.
- Do not save passwords on school devices.
- Only use accounts that belong to you.

BE APPROPRIATE

- Follow school and class technology rules.
- Be kind when online
- Respect yourself. Be a role model. Be an ally to a target of bullying.
- Speak out against bullying behavior.
- Do not join in the name calling, laughter, or teasing of others. Refuse to spread gossip or rumors online while in class for example - in break out groups, in texts, or on social media.

BE RESPONSIBLE

- Do not post, download, forward or share offensive text messages or email, photographs, music, or videos belonging to or of anyone else.
- See, read, or hear something threatening or unkind?
- Tell your parent or a trusted adult.
- Call or text **757-255-7461**
- Email **2110@alert1.us**

FOR PARENTS:

- Familiarize yourself with school and classroom rules for learning while online.
- Teach children to come to you when they see or hear of online bullying.
- Teach older students how to block or report online bullies.
- Monitor children's time on screen.
- Notify your child's school or teacher of bullying behavior online or report it via:
 1. App: Search for "**Vector Alert**" in the App Store to download for free
 2. Phone: 757.255.7461
 3. Text your tip to 757.255.7461
 4. Email: 2110@alert1.us
 5. Web: <http://2110.alert1.us>

www.ADL.org

www.StopBullying.gov

www.stompoutbullying.org

www.learnsafe.com

<https://www.common sense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention>



School Wellness

Aligned with the NPS School Board Policy JHCFZ (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.

Wraparound Services

The NPS Department of Student Wellness (DSW) 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 through wraparound services. 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. 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 Student Wellness (DSW) supports the unique needs of the school division's military-connected students and families. Approx-

mately 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 a myriad of resources are available for use to better ensure the academic success and social-emotional well-being of our military-connected students.



Student Code of Conduct



Code of Student Conduct Overview

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 confer 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.



STUDENT RIGHTS

Administrative Inspection

You have the right to be safe and secure at school and all school sponsored activities. You also have the right to pursue your education in a disciplined environment. Therefore, you and all your property will be subject to administrative random 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. If a student refuses to submit to an administrative random inspection, he or she shall be treated the same as if the student may have a weapon in his/her possession. Nothing in these procedures is intended to limit the authority of a school administrator to search an individual when there is a reasonable suspicion that a particular individual is in possession of a weapon, contraband, or illegal or unauthorized items. If a student runs from an inspection, refuses inspection, or otherwise attempts to evade an inspection, he or she should be verbally advised to return; however, extraordinary efforts to force him/her to return should

not be made, nor should force be used. If, after being verbally requested, the student does not voluntarily cooperate with an inspection, the student will be referred to an administrator for additional processing. The parent will be contacted and directed to pick up the student and he or she must be monitored until the parent arrives and exits the building with the student. 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.

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, gender expression, 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 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.

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.

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, local Parent Resource Center, or the Parent Educational Advocacy Training Center at 1-800-869-6782 or e-mail: partners@peatc.org.

Guidance for Parents of Students with Disabilities

Regarding Virginia Regulations Related to Student Discipline

Prevention and Early Intervention

Students with an Individualized Education Plan (IEP) have been identified as a student with a disability under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). Students supported under a Section 504 Accommodation Plan have been identified as a student with a disability under Section 504 of the Rehabilitation Act of 1973. School officials understand that some students who have an IEP or Section 504 Plan can sometimes face special challenges understanding and observing rules of acceptable behavior. If you see your child is struggling with behavior in school, or you are getting reports of problems from the teacher and school, ask for a parent-teacher conference and talk about what resources might be available to address your concerns. Also, consider:

- Meeting with the school counselor, psychologist, or social worker.
- Meeting with the school team that monitors student behavior and success.
- Contacting the Norfolk Public School Parent Resource Center (PRC) for books, videos, and presentations that might be helpful. Information regarding the PRC can be found at <https://www.npsk12.com/Page/14660>
- Contacting the Department of Student Support Services at (757) 628-3931 or the Department of Student Wellness at (757) 628-3928 for additional information and assistance relating to student discipline, wrap-around services, Positive Behavior Interventions and Supports (PBIS), and student wellness.

Functional Behavior Assessment and Behavior Intervention Plan

When the behavior is interfering with your child's learning or that of others, or your child has been suspended repeatedly, you or the teacher may ask to schedule an IEP meeting or a Section 504 Plan meeting. The IEP or Section 504 team will discuss the behavior and, working with you, may decide:

- To add goals and services in an existing IEP or accommodations and supports in the Section 504 Plan to address the behavior, or
- To conduct a special evaluation called a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP).
 - FBA: Observations are used to determine when the behavior happens, what else is going on in the room or with other children or adults when it happens, and what seems to increase the chance that it will happen again.
 - BIP: Using information from the FBA, the team develops a plan to reduce the problem behavior and replace it with a positive behavior.

Discipline of Students with an IEP or Section 504 Accommodation Plan

Students with disabilities may be disciplined in the same way as students without disabilities in most situations. However, some special considerations do apply as follows:

- Any accommodations that might be needed for the student to write a statement will be provided when the student is afforded due process to share and write down what happened.
- Before deciding to suspend a student or make a referral for long-term suspension to the Tribunal Panel, the school administrator should:
 - consult with the student's IEP case manager, another member of the IEP team, or in the case of the Section 504 Plan the appropriate teacher/school staff knowledgeable of the student,
 - review the student's IEP or Section 504 Plan, including any BIP, and
 - take into consideration any special circumstances.

NOTE: A student with a disability may be suspended for up to 10 cumulative days in a school year under the same rules that apply to all students.

Manifestation Determination Review

If a student who receives special education services under an IEP is suspended for 10 or more days in a school year,

NPS must continue to provide services that enable the student to continue to work in the general education curriculum and progress toward meeting their IEP goals. This may be done through home-based services or another arrangement agreed to by the IEP team. In addition, a manifestation determination review (MDR) must be held as soon as possible, but no later than the 10th day of the suspension. The MDR requirement is also applicable to students supported under Section 504. The required provision of services during the suspension does not apply to Section 504 students.

The IEP or Section 504 MDR team includes the parent and other relevant members of the IEP or Section 504 team, as determined by the parent and the school. The team meets to review the behavior, information about the student's disability, current IEP or Section 504 Plan, any recent assessments, observations, and other information shared by the parents or the school. The team must determine the answers to the following two questions:

- Was the conduct caused by, or had a ***direct and substantial*** relationship to the student's disability?
- Was the conduct a ***direct*** result of the failure to implement the student's IEP (or Section 504 Accommodation Plan)?

If the MDR team answers "yes" to ***either*** of the two questions above, the finding is a "manifestation." If the answer to both questions is "no" then the finding is "not a manifestation." If the MDR team determines that the behavior was a manifestation and did not involve serious harm to a victim or create a threat of serious harm to a future victim, the school administrator will withdraw the referral to the Tribunal Panel and there will be no hearing. The student's IEP or Section 504 team must conduct a FBA as soon as possible if one has not already been conducted, or update the existing FBA. Based on the information in the FBA, the IEP or Section 504 team may develop or update a BIP. In the case of a student with an IEP, the IEP team can remove the child to an *interim alternative education setting* for up to 45 days in cases of weapons, drugs, or serious bodily injury.

In the event that a student with an IEP or Section 504 Plan is referred to the Tribunal Panel, the findings of the MDR are sent to the Tribunal Panel as a part of the hearing. Only students whose MDR findings determined that the behavior was not a manifestation of the disability should continue with a referral to the Tribunal Panel if the behavior warrants.

Special Education and Section 504 Due Process

Parents who disagree with a change in special education placement or the MDR team's conclusions may request a local administrative review within NPS. Parents should inform their child's school staff that they disagree with the placement or the MDR team's conclusions. School staff will notify the Department of Learning Support-Special Education Services to initiate a local administrative review. The parent may also contact Learning Support-Special Education Services directly at (757) 628-3950 to make this request. The parents may also request an expedited due process hearing through the Virginia Department of Education (VDOE) according to the VDOE Special Education Procedural Safeguards Requirements.

Protections for Students Not Currently Eligible for Special Education or Section 504 Supports

At times, a student may not be receiving special education services or Section 504 supports at the time of the incident. They may be eligible for protections given to students with disabilities ***if*** the school knew the student might be a student with a disability under IDEA or Section 504 before the incident occurred. The school is considered to have known the student might be eligible if:

- The parents expressed concern in writing to the teacher or a school administrator that the student might need special education services or Section 504 supports and accommodations.
- The parents requested the student be evaluated for eligibility for special education under IDEA or supports and accommodations under Section 504.
- The parents provided information and records to the school of an existing disability that might make the child eligible under IDEA or Section 504.
- The student's teacher or other school personnel expressed directly to the special education department chair, school administrator, or appropriate school team specific concerns about a pattern of behavior demonstrated by the student.

There are two important exceptions to the above. A student will not receive protections afforded to students with disabilities if:

- The parent refused consent to have the student evaluated or refused services, or
- The student was evaluated and determined not to have a disability.

PREVENTIVE AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

Preventive and positive approaches to discipline create safe, supportive, and positive schools here adults respond to misbehavior with interventions and consequences aimed at understanding and addressing the causes of misbehavior, resolving conflicts, meeting students' needs and keeping students in school and learning. Norfolk Public Schools is adopting the evidence-based, school-wide preventative and positive discipline approach reflected in the constructs described below.

The Virginia Tiered Systems of Supports (VTSS), grounded in the research of national models for Multi-Tiered System of Supports (MTSS), is a data-driven, decision-making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students. It is a model for systems reform with the goal of improving student outcomes. The VTSS supports school divisions in their paradigm shift to understand the role of context, environment, and instruction as it applies to the development and improvement of academic, behavior, and social-emotional wellness skills. Division and school-based teams, in collaboration with VTSS Systems Coaches, establish a range of evidence-based instructional interventions that are implemented systematically based on student academic, behavioral, and mental health needs. The interventions are an array of high quality, evidence-based practices that are layered and implemented according to increasing levels of intensity or tiers. The core features of VTSS include:

- Aligned Organizational Culture
- Data Informed Decision Making
- Evidence Based Practices
- Family, School, Community Partnerships
- Monitoring Student Progress
- Evaluation of Process

Student Engagement and Behavior Expectations

Our society places great value upon the rights and responsibilities of each individual. The School Board of the City of Norfolk believes that one of its most important goals is to provide a safe environment that is conducive to learning. Students, staff, and parents have a joint responsibility to provide this desired learning environment. Such an environment may be achieved through appropriate education, teamwork, policies, and disciplinary action. We honor the uniqueness of each individual and embrace our multicultural backgrounds, values, and points of view, all of the attributes contribute to making Norfolk Public Schools the cornerstone of a proudly diverse community.

School Climate

School climate is defined by the “shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of the interactions between and among students, teachers and administrators.” A positive school climate is essential to maintaining an “atmosphere free of disruption and threat to persons or property and supportive of individual rights”

as required in the Standards of Quality (§ 22.1-253.13.7.D.3 and Section 22.1-279.6) of the Code of Virginia, which makes reference to incorporating discipline options and alternatives “to preserve a safe, non-disruptive environment for effective teaching and learning” (§ 22.1-279.6. of The Code of Virginia).¹ Student behavior has a direct impact on the school learning environment. School climate involves all of the members of the school community and is a reflection of the relationships, practices, and organization of the school community in establishing conditions for learning to support the physical and emotional safety, connection, support, and engagement of students. A safe, supportive, effective school environment:

- Fosters social and physical safety;
- Provides support that enables students and staff to realize high behavioral expectations;
- Ensures effective academic instruction that provides opportunities for authentic instructional engagement with high rates of positive, task specific feedback to master rigorous academic standards; and
- Encourages and maintains respectful, trusting, and caring relationships throughout the school community. “Research shows that creating a positive school climate can help districts, schools, and teachers meet key goals, including boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication among students, families and faculty and reducing violence and bullying.

Social-Emotional Learning (SEL)

It is the vision of Norfolk Public Schools to maximize the potential of all students and staff to become responsible, caring and reflective members of our diverse society by advancing equity, uplifting student voice and infusing SEL into every part of the school experience. Social-emotional learning has been attributed to positive attitudes about school and to significant improvement in academic achievement. Learning social-emotional skills is vital to student development and is directly related to Virginia’s Profile of a Graduate, which expects students to demonstrate the “Five C’s:” critical thinking, creative thinking, communication, collaboration, and citizenship. A Virginia high school graduate should be able to achieve and apply appropriate academic and technical knowledge, attain and demonstrate productive workplace skills, qualities, and behaviors, build connections and value for interactions with diverse communities, and align knowledge, skill, and personal interests with career opportunities.

Student behavior has a direct bearing on the school climate and learning environment. Administrators, teachers, parents, and counselors’ awareness of students’ social-emotional development and the importance of helping students achieve academically and develop SEL is pivotal. Casel (2019) outlines the core competencies of SEL which includes self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Student Behavior Categories

The following behavior categories were designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness of students’ social-emotional development, emphasize the importance of helping everyone understand the effect of behavior and point the way for developing a plan for improving.

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

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

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

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

Delivering disciplinary sanctions to unwanted behaviors will sometimes be needed but reducing inappropriate behavior through supports is preferred. Therefore, leveled systems of disciplinary responses will be utilized as part of a comprehensive policy around behavior that includes instructional, preventive, and proactive strategies. The delivery of disciplinary sanctions should only serve four key functions:

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

Equitable Processes for Managing Student Behavior

As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses will be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time.

Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed.



Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations, but please be aware that teachers have the authority to remove a student from a class for disruptive behavior in accordance with § 22.1-276.2. of the *Code of Virginia*. Local school boards should establish the process as outlined in the *Code*.

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:	Examples of Instructional Teacher Responses for Classroom Managed Behaviors:
<ul style="list-style-type: none"> • Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations culturally relevant and applicable across all classroom settings at all times. • Build positive relationships with students and families. • Model and practice expectations in the appropriate settings. • Reteach/review expectations throughout the school year (i.e., quarterly, after breaks). • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Use more positive than corrective statements (4:1 ratio). • Create a classroom acknowledgement system to increase responsible student behavior. • Implement effective, evidence based instructional practices match to student learning needs. • Actively engage students in the teaching and learning process. • Teach prevention lessons that address students’ social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education) • Flexible classroom arrangements/seating 	<ul style="list-style-type: none"> • Restructure/revise classroom practices based upon student needs. • Adjust pacing of instruction to increase on-task behavior. • Actively observe and plan for ignoring low-level misbehavior. • Change student seating. • Provide immediate positive feedback when students engage in expected behavior. • Respond calmly, restating the desired behavior. • Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets). • Communicate and collaborate with parents/guardians and the student’s counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. • Reteach desired behavior. • Problem-solve the behavior during a teacher-student conference using active listening. • Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. • Facilitate restorative practices with the student and person(s) affected by the student’s behavior. • Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, and reteach behavior).

Equity through Leveled Responses to Student Behavior

The school board has a vested interest in the consistent and the equitable implementation of policy across school sites and varying demographics. To ensure greater consistency, the school board has developed the NPS Leveled Responses with descriptors of student behaviors and prescribed certain minimum and maximum disciplinary actions.

Categories of Behavior Descriptors and Responses

The following charts bring together the Categories of Student Behavior Descriptors and the Levels of Administrative Responses to facilitate the equitable, responsive application of standards of student conduct. There are two sets of charts, one for elementary and one for secondary schools.

Category A: Behaviors that Impede Academic Progress (BAP) of the student or of other students

Code	BAP	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BAP1	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				X	X	X		
BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X				X	X	X		
BAP3	Scholastic dishonesty (cheating, plagiarism)	X					X	X			
BAP4	Unexcused tardiness to class	X					X	X			
BAP5	Unexcused tardiness to school	X					X	X			

Category B: Behaviors related to School Operations (BSO) that interfere with the daily operation of school procedures

Code	BSO	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BSO1	Altering an official document or record	X	X				X	X	X		
BSO2	Giving false information, misrepresentation	X	X				X	X	X		
BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X	X	X			X	X	X	X	X
BSO4	Failure to be in one's assigned place	X	X				X	X			
BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X				X	X	X		
BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X			X	X	X		
BSO7	Dress Code Violation	X	X				X	X			
BSO8	Gambling (games of chance for money or profit)	X	X				X	X	X		
BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X				X	X	X		
BSO10	Possession of stolen items	X	X				X	X	X		
BSO11	Unauthorized use of school electronic or other equipment	X	X	X			X	X	X		
BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X	X			X	X	X		
BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X				X	X	X		
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X			X	X	X	X	

Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (No physical harm is done.)

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

Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.

Code	BSC	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	X	X	X			X	X	X	X	
BSC2	Alcohol: Distributing alcohol to other students		X	X	X			X	X	X	
BSC3	Drugs: Possessing drug paraphernalia	X	X	X			X	X	X	X	
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			X	X	X	X	
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X				X	X		
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia’s Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.	X	X	X	X			X	X	X	
BSC7	Cyberbullying that continues after intervention (See Model Policy to Addressing Bullying in Virginia’s Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X		X	X	X	X
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment	X	X	X			X	X	X	X	X
BSC9	Bus: Distracting the bus driver	X	X				X	X	X		
BSC10	Bus: Endangering the safety of others on the bus	X	X				X	X	X		
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X				X	X	X	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X	X		X	X	X	X	
BSC13	Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X			X	X	X		
BSC14	Fighting that results in no injury as determined by the school administration	X	X	X			X	X	X	X	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X			X	X	X		
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			X	X	X	X	
BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X			X	X	X	X	
BSC18	Exposing body parts, lewd or indecent public behavior	X	X	X			X	X	X	X	
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X			X	X	X		
BSC21	Stalking as described in the Code of Virginia section §18.2-60.3	X	X	X				X	X	X	X

Category E: Behaviors that Endanger Self or Others (BESO) These behaviors endanger the health, safety, or welfare of either the student or others in the school community.

Code	BESO	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BESO1	Assault: Intending to cause physical injury to another person		X	X	X		X	X	X	X	
BESO2	Assault and Battery: Causing physical injury to another person		X	X	X	X			X	X	X
BESO3	Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration	X	X	X	X		X	X	X	X	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X				X	X	X
BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X				X	X	X
BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications		X	X	X				X	X	X
BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications		X	X	X				X	X	X
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X			X	X	X	X
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	X	X	X	X		X	X	X	X	X
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.	X	X	X	X			X	X	X	X
BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members	X	X	X	X				X	X	X
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)	X	X	X	X				X	X	X
BESO15	Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel			X	X	X					X
BESO16	Using an object not generally considered to be a weapon to threaten or attempt to injure students or others			X	X	X					X
BESO17	Bomb threat –Making a bomb threat	X	X	X	X	X	X	X	X	X	X

Levels of Interventions/Consequences 2021-2022

The following summarizes the levels of disciplinary action which shall be enforced by school personnel with students who are in violation of school rules, Code of Student Conduct, School Board Bylaws, Policies, Division Regulations, the Discipline Guidelines, and/or local, state, or federal laws.

Level					
1	<p>Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.</p> <p>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.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f4a460;">Behavioral Interventions</th> <th style="background-color: #f4a460;">Discipline Sanctions</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Written Letter of Apology • Written Reflection • Re-teaching or modeling of desired behavior • Recognize/Reward appropriate behavior • Behavior progress chart • Behavior contract • Use of Student Problem-Solving worksheet • Peer mediation of conflict resolution • Teacher conference with student • Parent Contact • Administrator/Student/Parent/Teacher conference • Community service (appropriate to correct behavior) </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Restitution • Seat Change • Loss of school privileges • Confiscation by administrator • In-class time out • Time-out in another classroom setting • Detention (before school, at lunch, after school) • In-school suspension (one-two days) with behavioral instruction and academic support </td> </tr> </tbody> </table>	Behavioral Interventions	Discipline Sanctions	<ul style="list-style-type: none"> • Written Letter of Apology • Written Reflection • Re-teaching or modeling of desired behavior • Recognize/Reward appropriate behavior • Behavior progress chart • Behavior contract • Use of Student Problem-Solving worksheet • Peer mediation of conflict resolution • Teacher conference with student • Parent Contact • Administrator/Student/Parent/Teacher conference • Community service (appropriate to correct behavior) 	<ul style="list-style-type: none"> • Restitution • Seat Change • Loss of school privileges • Confiscation by administrator • In-class time out • Time-out in another classroom setting • Detention (before school, at lunch, after school) • In-school suspension (one-two days) with behavioral instruction and academic support
Behavioral Interventions	Discipline Sanctions				
<ul style="list-style-type: none"> • Written Letter of Apology • Written Reflection • Re-teaching or modeling of desired behavior • Recognize/Reward appropriate behavior • Behavior progress chart • Behavior contract • Use of Student Problem-Solving worksheet • Peer mediation of conflict resolution • Teacher conference with student • Parent Contact • Administrator/Student/Parent/Teacher conference • Community service (appropriate to correct behavior) 	<ul style="list-style-type: none"> • Restitution • Seat Change • Loss of school privileges • Confiscation by administrator • In-class time out • Time-out in another classroom setting • Detention (before school, at lunch, after school) • In-school suspension (one-two days) with behavioral instruction and academic support 				

2

Level 2 Responses: Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student inschool. Depending on the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

Behavioral Interventions	Discipline Sanctions
<ul style="list-style-type: none"> • Student Conference • Phone call/letter to parent or guardian • Behavior contract • Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior) • Administrator/Teacher/Parent/Guardian conference • Check-In/Check-Out • Mediation or conflict resolution • Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, substance use and intervention program) • Referral for community-based services • Referral to Individualized Education Plan (IEP) team • Community service (appropriate to correct behavior) • Referral for community-based services 	<ul style="list-style-type: none"> • Schedule change • Detention (before school, at lunch, or after school) • Saturday school • Restitution • Confiscation by administrator • Loss of school privileges • In-school suspension with behavioral interventions and/or restorative practices (one-three days)

3

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

Behavioral Interventions	Discipline Sanctions
<ul style="list-style-type: none"> • Administrator/Teacher Parent Conference • Behavioral Essay • Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, therapeutic day treatment (TDT), substance use and intervention program) • Referral for community-based services • Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students) • Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students) • Behavior contract (developed with and signed by the student, parent/guardian, and school officials) • Community service as part of a restorative practice 	<ul style="list-style-type: none"> • Detention • In-school suspension with restorative practices (three plus days not to exceed five days) • Revocation of privileges • Restitution • Referral to alternative education programs • Short-term out-of-school suspension (one-three days for elementary students /one-five days for secondary students) with restorative circle or conference upon return • Referral to law enforcement where required

4

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

Behavioral Interventions	Discipline Sanctions
<ul style="list-style-type: none"> • Administrator/Teacher Parent Conference • Parent-Administrator-Teacher-Student behavior contract • Behavioral Essay • Referral for community-based services • Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, therapeutic day treatment (TDT), substance use and intervention program) • Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students) • Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students) • Behavior contract (developed with and signed by the student, parent/guardian, and school officials) • Community service as part of a restorative practice • Threat Assessment as indicated by the behavior 	<ul style="list-style-type: none"> • Schedule change • Long-term revocation of privileges • Referral to law enforcement for behaviors that may constitute a felony or that are required by NPS policy • Restitution via written contract • Short-term out-of-school suspension (for preschool to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students) • Suspension with Tribunal Hearing • Referral to alternative education programs • Recommendation for a long-term suspension as determined by local policy or by Code. Link: (11 to 45 days as defined in § 22.1-276.01)

5

Level 5 responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension. Appropriate behavioral interventions and instructional supports should accompany any removals from the student’s regular school setting by the superintendent or designee.

Required School-Based Administrative Responses	Examples of Superintendent or Designee Responses
<ul style="list-style-type: none"> • Threat Assessment as indicated by the behavior • Referral to law enforcement for behaviors that may constitute a felony or that are required by NPS policy • Referral to Superintendent or designee 	<ul style="list-style-type: none"> • Long term suspension¹ Link: (11 to 45 days as defined in § 22.1-276.01) • Alternative placement • Expulsion • Return the student to the school setting with appropriate supports and interventions.

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a nationally recognized approach to support positive academic and behavioral outcomes for all students. In Virginia schools, PBIS is the behavioral component of the Virginia Tiered Systems of Supports (VTSS). PBIS helps teachers and administrators learn about and implement new techniques that reduce disruptive student behavior, which typically leads to office referrals, in school suspensions, and out-of-school suspensions that decrease instructional time for students. Based on extensive research, PBIS utilizes a positive approach to discipline. PBIS ultimately impacts the very culture of the school to shift attention to positive behavior and successful learning systems for children, teachers and administrators.

PBIS is not a specific intervention or curriculum. Through focused attention on data collection and analyses, PBIS provides a framework of proactive, evidence-based prevention and intervention behavioral strategies that aid schools in defining, teaching, and supporting appropriate student behaviors in a positive school culture. (VDOE, 2020; https://www.doe.virginia.gov/support/virginia_tiered_system_supports/positive_behavior/index.shtml)

Prohibited Conduct

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, onboard 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

Bullying (RB) (BSC)

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.

Cell Phones and other Devices (PCDs) in Schools (BSO)

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 capable 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, Smartphone, or 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. Students can be charged with felonies for 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 and invest in the technology infrastructure.

Cheating (BAP)

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; and
- Falsifying grades, data, or statements on any assigned schoolwork, tests, or other school documents.

Computer Access/Internet Use (BSO)

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 and in the back of this handbook, requires both student and parent signatures and must be signed before access to electronic information systems is granted.

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

Damaging Property (BSO)

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 (BAP)

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

Disruptive Behavior (BAP)

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.

Dress or Grooming Code (BSO)

Norfolk Public schools expects that all students will choose to dress or carry on or about their person only items/images that are appropriate for the school day or for any school-sponsored event. Student choices should respect Norfolk Public Schools' intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's choices resides with the student and parent(s) or guardian(s). The school district is responsible for ensuring:

- Student choices do not interfere with the health or safety of any student.
- Student choices do not contribute to a hostile or intimidating atmosphere for any student.
- Dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type.
- Any restrictions imposed upon a student's choices in this area must be necessary to support the overall educational goals of the school and must be explained clearly to the student and parent.

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that private parts, midriffs, buttocks, and breasts are fully covered with opaque fabric. All items listed in the "must wear" and categories below must meet this basic principle.

2. Students Must Wear:

- a. Shirt/Dress (with fabric in the front, back, and on the sides under the arms), and/ or
- b. Pants/Shorts/Skirts or the equivalent (for example, athletic wear or leggings), and
- c. Shoes

3. Students Cannot Wear:

- a. Violent language or images
- b. Images or language depicting drugs or alcohol (or any illegal items or activity)
- c. Hate speech, profanity, pornography
- d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- e. Hat or Hoodies on their heads in the building, except for religious purposes
- f. Any clothing that reveals undergarments
- g. Accessories that could be considered dangerous or could be used as a weapon
- h. Any item that obscures the face or ears, except as a religious observance, unless face coverings are required due to safety mandates

Dress Code Enforcement:

1. Enforcement of this policy is the responsibility of the school administration.
2. Enforcement must be reasonably discreet, equitable, and gender neutral in implementation.
3. Enforcement should include options for reasonable remediation of the infraction that demonstrates respect and where possible, minimizes loss of instructional time.
4. Enforcement may include disciplinary actions that are consistent with other discipline policies to encourage compliance.

Dress Code Exceptions and Waivers:

The building principal/designee and superintendent shall grant waivers where required to by law to protect fundamental constitutional rights. The parent(s) or guardian(s) of a student may request a waiver from a specific provision of this policy and any related regulations where the strict enforcement of a provision would violate the student's fundamental rights.

Such requests shall be in writing and addressed to the building principal/designee of the student's school. If the building principal/designee denies the request, the parent(s) or guardian(s) may appeal the decision in writing to the superintendent or designee. There shall be no hearing in such appeals; the superintendent or designee will review the written record only. The final decision of the superintendent or designee shall be in writing. There shall be no appeal from the final decision. In order to allow appropriate attire for a particular educational or school activity, the building principal/designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day.

**Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress but should not focus on covering bodies in a particular way or promoting culturally specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE)*

Electronic Cigarettes/Vape Pens (BSC)

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

Fighting (BESO)

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

Food/Beverages in Plastic or Glass Bottles (BSO)

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.

Gambling (BSO)

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 (BESO)

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 handshakes) 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 (BSC) and Retaliation

The School Board of the City of Norfolk 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, gender identity, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, status as a veteran, genetic information or any other characteristic protected by law or based on a belief that such characteristic exists, hereinafter referred to as protected group status, at school or any school sponsored activity.

It is a violation of this policy for any student or school personnel to harass students or school personnel based on protected group status 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 protected group status at school or any school sponsored activity, by students, school personnel or third parties participating in, observing or otherwise engaged in school sponsored activities.

For the purpose of this policy, school personnel include School Board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the school division.

The school division:

- promptly investigates all complaints, written or verbal, of harassment based on protected group status at school or any school sponsored activity;
- promptly takes appropriate action to stop any harassment;
- takes appropriate action against any student or school personnel who violates this policy; and
- takes any other action reasonably calculated to end and prevent further harassment of school personnel or students.

Retaliation against students or school personnel who report harassment or participate in any related proceedings is prohibited. The school division shall take appropriate action against students or school personnel who retaliate against any student or school personnel who reports alleged harassment or participates in related proceedings.

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 by calling or texting 757- 255-7461, Vector Safe Schools Alert. Anonymous safety tips may also be reported using the Vector Alert Mobile App. The Bullying, Harassment or Intimidation Reporting Form is located in the Forms and Releases section of this handbook.

Hazing (BESO)

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 (BSO)

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 (BAP)

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 (BSO)

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, firework snappers/poppers, food, and beverages.

Profane, Obscene, or Abusive Language or Conduct (RB)

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.

Repeated and Continued Violations (BSO)

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.

LAW VIOLATIONS**Aggravating Circumstances (BESO)**

A student shall not engage in misconduct which can cause serious harm (including but not limited to physical, emotional and psychological harm) to another person(s) or pose a credible threat of serious harm to another person(s). Students shall not pose an ongoing and unreasonable risk to the safety of the school or engage in any serious offense that is persistent and/or unresponsive to targeted interventions.

Alcohol (BSC)

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

Arson (BESO)

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 part of a school or personal property by fire or incendiary device.

Assault and Battery (BESO)

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. 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 (BESO)

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/Bomb Threats (BESO)

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 (BSC)

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

Drugs (BSC) (BESO)

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. 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 (BESO)

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 of Title 54 of the Code of Virginia.

Extortion (BSC)

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

Gangs (BESO)

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 (BSC)

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

Miscellaneous/Other Conduct (RB) (BSO) (BSC)

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

Robbery (BSC)

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 (RB) (BSC)

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 (BSC)

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

Theft (BSC)

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/Intimidation (BESO)

Students are not to verbally, in writing, or via electronic transmission, threaten to strike, attack, or harm another

er person or facility. Parents will be notified of all threats reported to school personnel.

Tobacco / Smoking Products (BSC)

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 (BSO)

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

Vandalism/Property Violations (BSO)

Students are not to willfully or maliciously destroy property which includes graffiti. Vandalism that results in damages of less than \$1000 is a misdemeanor. Damages in excess of \$1000 may result in felony charges.

Vaping (BSC)

The National Center on Addiction and Substance Abuse defines vaping as, “the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device.” Though it may look like water vapor, the aerosol actually contains many toxic chemicals which have been linked to cancer, as well as respiratory and heart diseases. E-cigarettes are known by many other names, such as e-hookahs, mods, Juul pens, or vape pens. The Juul “pen,” which looks like a flash drive, has become very popular with teens. A Juul “pod” contains the nicotine of 20 cigarettes, and rates of addiction to vaping are very high. Please let your child know that vaping is not safe, and that you do not want them to start.

Vapor products are not allowed on school grounds or at school sponsored activities. Students who are found to possess, use, or distribute vapor products will be subject to discipline.

Weapons and Dangerous Instruments (BESO)

A student shall not possess, handle, use, sell or purchase 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

JGDZ/JGEZ. STUDENT SUSPENSION/EXPULSION

I. GENERAL PROVISIONS

A. Definitions. For the purposes of this policy, unless the context clearly indicates otherwise, the following terms shall mean:

“Aggravating circumstances” as defined by the Virginia Department of Education means:

1. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
2. That a student's presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
3. That a student engaged in a serious offense that is: a) persistent (repeated similar behaviors are documented on the student's disciplinary record), and b) unresponsive to targeted interventions as documented through an established intervention process.

Alternative education program includes night school, adult education, or another education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

Committee of the Board means at least three (3) members of the Board.

Destructive device means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (2) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known that will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter that is homemade or was not made by a duly licensed weapon manufacturer, any fully automatic firearm, any sawed-off shotgun or sawed-off rifle as defined in Va. Code § 18.2-299 or any firearm prohibited from civilian ownership by federal law; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device described herein and from which a destructive device may be readily assembled. "Destructive device" does not include any device that is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and that is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device, nor shall it include any antique arm as defined in subsection G of Va. Code § 18.2-308.2:2.

Disruptive behavior means a violation of school board regulations governing student conduct that interrupts or obstructs the learning environment.

Exclusion means a Virginia school board's denial of school admission to a student who has been expelled or has been placed on a long-term suspension of more than thirty calendar days by another school board or a private school, either in Virginia or another state, or for whom admission has been withdrawn by a private school in Virginia or another state.

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

Firearm means (1) any weapon, including a starter gun that will, or is designed or may readily be converted to, expel single or multiple projectiles by the action of an explosion of a combustible material; (2) the frame or receiver of any such weapon; or (3) any unloaded firearm in a closed container. "Firearm" does not include any pneumatic gun as defined in this Policy.

Full Board means a majority of the Board.

Long-term suspension means any disciplinary action whereby a student is not permitted to attend school for 11 to 45 school days except in certain limited circumstances as expressed within this policy elsewhere, whereby a student may be suspended between 45 school days and 364 school days.

One year means 365 calendar days as required in federal regulations.

Opportunity to be heard means a right to a limited factual inquiry, pursuant to this policy's subsection concerning short-term suspensions. It does not mean a full hearing as that term is used elsewhere within this policy.

Parent(s) means the student's: (i) natural parent(s); (ii) legal guardian(s); or (iii) person(s) otherwise standing in loco parentis to the student.

Pneumatic gun means any implement, designed as a gun that will expel a BB or a pellet by action of pneumatic pressure. "Pneumatic gun" includes a paintball gun that expels by action of pneumatic pressure plastic balls filled with paint for the purpose of marking the point of impact.

Review means the right to the consideration of the written record from a short-term suspension, conducted according to the procedures of the subsection of this policy regarding short-term suspensions.

School property means any real property owned or leased by the School Board or any vehicle owned or leased by the School Board or operated by or on behalf of the School Board.

Short-term suspension means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed ten school days.

Superintendent's Designee means: an individual, holding a position authorized pursuant to this policy, who is a trained hearing officer and/or a professional employee within the administrative offices of the school division, who reports directly to the superintendent (at least with regard to disciplinary matters), and who is not a school-based instructional or administrative employee.

Suspension, in general, means any disciplinary action whereby a student is denied the right to attend school within the division subject to the limitations below.

Sufficient Cause. The phrase sufficient cause means any action of a student, whether on the school grounds or off, that: Disrupts any school program or activity; Threatens the health, safety or welfare of the student, other students, the faculty or staff of the school, or anyone else lawfully present at or participating in any school program or activity, Threatens the maintenance of a safe, disciplined, drug-free, healthy school environment that is conducive to learning; or Violates the Standards of Student Conduct as expressed in the policies, regulations or other directives of the Board or the Superintendent of the Norfolk Public Schools.

B. Superintendent's Designee—Positions Authorized. For the purpose of this and related student discipline policies, the board authorizes the Superintendent appoint administrative employees of the Norfolk Public Schools holding positions within the Office of Student Support Services to function as trained hearing officers and/or superintendent's designees as defined within this policy. These people must meet the definition of Superintendent's designee contained within this policy. The board directs the superintendent to take whatever further actions, if any, are necessary to accomplish this purpose. Administrators' Guide 2020-2021 | 183 C. Virginia Code prevails. This policy enacts the provisions of the Virginia Code, 1950, as amended, concerning students and discipline within the public schools of the Commonwealth. In any instance of direct conflict between this policy and the Code concerning students and discipline, the Code shall prevail.

II. HEARINGS

This section concerns matters generally applicable to all long-term suspensions and expulsions. They are in addition to any special requirements under the subsections of this policy specifically concerning long-term suspensions and expulsions.

A. Administrative Hearing and notices. All long-term suspensions and expulsions are initiated with an Administrative Hearing before a Superintendent's designee and tribunal with notice and an opportunity to be heard to the student, his/her parent(s) and/or representative (if any). This hearing shall be held as soon as practical after the incident triggering the consideration of long-term suspension or expulsion. Immediately upon considering a recommendation of long-term suspension or expulsion, the principal or other school official shall notify the Hearing Officer, a Superintendent's designee, in the Department of Student Support Services by telephone and e-mail, so that the administration can prepare for an Administrative Hearing. At the Administrative Hearing, the disciplinary hearing officer and tribunals of school officials will review the facts of the case, including the student's entire prior disciplinary history with the student, his/her parent(s) and/or representative (if any), and make the final decision to recommend long-term suspension or expulsion. At the conclusion of the Administrative Hearing, the disciplinary hearing officers, panels or tribunals of school officials shall notify in writing the student, his/her parent(s) and/or representative (if any) of the student's rights concerning the discipline recommended. This notice shall be provided via first class mail if no one attends the hearing for the student. The notice shall include the information required by Board policy or regulation for the specific type of discipline recommended. Short term suspensions shall be conducted according to the provisions concerning them elsewhere within this policy.

B. Committee of the Board Hearings—Generally. If the appropriate hearing authority is a committee of the Board, then they shall choose one member to function as the chief hearing officer for the purpose of the hearing. The chief hearing officer shall conduct the hearing, see that all parties maintain appropriate decorum, and that the hearing is conducted both fairly and efficiently. The chief hearing officer shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private.

C. Committee of the Board Hearings—Evidence. The chief hearing officer, at his/her discretion, may exclude any evidence as immaterial, irrelevant, or cumulative. All parties may introduce evidence in the form of hearsay. All parties may offer testimonial evidence through witnesses, subject to the chief hearing officer's discretion to: (1) limit the time; and (2) limit the number of witnesses.

D. Committee of the Board Hearings—Procedures. The chief hearing officer shall allow statements from the division representative and from the student, the student’s parent(s), or their representative. Such statements shall be limited to not more than ten (10) minutes for each side. The division representative shall go first. Upon the conclusion of the statements, the chief hearing officer shall open the floor to questions from the board members of the panel.

E. Full School Board Hearings. Hearings before the full school board shall be conducted in the same manner as those before Board Committees, except that the chief hearing officer shall be the Board Chair or Vice Chair. If neither are present, but there is a quorum, the members present shall choose a chief hearing officer.

III. TIME LIMITS

A. In long term suspensions or expulsions, subsequent to receiving notice of the decision in an Administrative hearing, the student and/or the student’s parent(s) shall have five business days within which to request a further hearing before a Board Committee. The request shall include a short, clearly legible, written statement (typed or printed) of the reasons for their objection to the administrative hearing decision. The Board Committee shall give its decision in writing within thirty days of its hearing.

B. In long term suspensions and expulsions, where the Board Committee decision is not unanimous, the student and/or parent(s) shall have five business days after receiving notice of the non-unanimous decision within which to request a further hearing before the full School Board. The School Board shall give its decision in writing within thirty days of its hearing.

IV. SUSPENSIONS

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 long-term suspension may extend beyond a 45 school day period but shall not exceed 364 calendar days if (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. Students may be required to attend alternative school during and after a period of suspension or expulsion.

A. Short-term Suspensions

General. Students may be suspended from attendance at school for sufficient cause. Subject to the above limits concerning students in pre-school through the third grade, a student may be suspended for not more than ten school days by the school principal, any assistant principal, or (in their absence) any teacher.

Notice and Opportunity to Be Heard. The principal, assistant principal, or (in their absence) teacher may suspend the student after giving the student oral or written notice of the charges against the student, and if the student denies the charges, an explanation of the facts as known to school personnel and an opportunity to present the student’s version of what occurred must be provided. The notice shall include the fact that the student’s entire disciplinary record may be reviewed, because of its relevance to both whether to suspend and the period of suspension to impose.

Letter of Suspension. Upon the short-term suspension of any student, the principal, assistant principal, or (in their absence) teacher responsible for such suspension reports the facts of the case in writing to the superintendent’s designee, the student and/or the student’s parent(s).

This letter shall also inform the student and/or the student’s parent(s) of the conditions of the suspension, including (but not limited to):

- The period of the suspension, including the date that the student may return to school, and whether a parental conference is required prior to the student’s return to school;
- Whether the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension;
- Information about the availability of community-based, alternative or other educational options; and
- The student’s right to attend regular school, either the student’s original school or some other, or to attend an alternative school, during and/or after the end of the suspension period.

Review. Upon a petition for review by any party in interest, the superintendent's designee shall forthwith review the action taken, and confirm or disapprove such action based on an examination of the written record of the student's behavior. The superintendent's designee shall give his/her decision in writing to the student and/or the student's parent(s). If the superintendent's designee confirms the suspension, but alters the consequences in any fashion, the letter shall explain the alterations in detail. The decision of the superintendent's designee shall be final.

B. Emergency Suspension

In the case of any student whose presence poses a continuing danger to persons or property, or whose presence is an ongoing threat of disruption, the student may be removed from school immediately and the notice of the charges, and if the student denies them, the explanation of facts and opportunity to be heard, required for short term suspensions, shall be given to the student as soon as practicable after his/her removal from school.

C. Long-term Suspension

General. A student may be suspended from attendance at school for sufficient cause. Subject to the above limits concerning students in pre-school through the third grade and the limits upon long term suspensions extending beyond 45 days, a student may be suspended for more than ten school days after written notice to the student and/or the student's parent(s) of the action and the reasons therefore and of the right to hearings before a Board Committee and the full School Board.

Notice. The student and/or the student's parent(s) must be provided written notice of the following:

The proposed action, including the proposed duration of the suspension, the reasons for it, including any justification for extending the period beyond the limits concerning students below the fourth grade or the 45 day limit, the fact that the student's entire disciplinary record may be reviewed because of its relevance to both, and the student's eligibility to attend regular school, either her original school or some other, or to attend an alternative educational program, during and/or after the period of suspension.

The right to a hearing before a Board Committee, when timely requested;

The right to a further hearing before the full School Board where the Committee decision is not unanimous, when timely requested; and

The Board Committee's and the full School Board's authority to accept, reject or vary the decision of the administrative hearing.

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.

V. EXPULSIONS

Except as provided in subsection C or §22.1-277.07 or 22.1-277.08, no student in preschool through grade three shall 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. Students may be required to attend alternative school during and after a period of expulsion.

A. A student may be expelled from attendance at school for sufficient cause. Subject to the above limits concerning students in pre-school through the third grade, a student may be expelled from attendance at school after written notice to the student and/or the student's parent(s) of the action and the reasons therefore and of the right to hearings before a Board Committee and the full School Board (if the Board Committee decision is not unanimous).

On the advice of any principal and/or member of the division administration, the superintendent or his designee may recommend the expulsion of any student.

Regardless of whether the student or the student's parent(s) exercises their right to a hearing beyond the administrative hearing, the full board shall review the written record and confirm or disapprove the expulsion decision.

B. Notice. The student and/or the student's parent(s) must be provided written notice concerning the following:

1. The nature of the proposed disciplinary action and the reasons for it. The notice shall include: the fact that the student's entire disciplinary record may be reviewed;
2. The availability of community-based educational, training, and intervention programs; an indication as to whether the student is eligible to return to regular school attendance, either his/her original school or some other, or to attend an alternative education program, or an adult education program, during or upon the expiration of his/her expulsion, and the terms and conditions of such readmission.
3. The length of the expulsion;
4. The student's right to a hearing before a committee of the board, when timely requested;
5. The student's right to an appeal of the committee's decision to the full school board if the committee's decision is not unanimous, when timely requested;
6. The committee's (or the full board's on appeal) authority to accept, reject or vary the proposals of the division.
7. The student's right to petition for readmission if the School Board determines the student ineligible to return to regular school attendance or to attend during the expulsion an alternative education program, or an adult education program in the division. The notice shall also advise the student and/or the student's parent(s) that they may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

C. Procedures. The procedures for expulsion hearings shall be as established in this policy's provisions concerning hearings.

VI. EXPULSIONS - READMISSION REGULATIONS

The superintendent is hereby authorized and directed to establish a process and a schedule whereby students may apply and reapply for readmission to school after expulsion. The schedule shall be designed to ensure that any initial petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. The superintendent or a board committee of two or more members shall review all such petitions. If denied, the student may petition the full board to review such denial. The Board shall review such petitions based on the written record alone.

VI. FIREARMS

Pursuant to Virginia Code Section 22.1-277.07 (Firearms), the School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer or a pneumatic gun as defined in this policy on school property or at a school-sponsored activity. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may authorize the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation. The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, mutatis mutandis, to the provisions of this Policy. The provisions of this policy do not apply to persons who possess such

firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

§ 22.1-131.1. Establishment of gun-free zone

Notwithstanding the provisions of § [15.2-915](#), in addition to ensuring compliance with the federal Gun-Free School Zones Act of 1990, 18 U.S.C. § 922(q), any school board may deem any building or property that it owns or leases where employees of such school board are regularly present for the purpose of performing their official duties, outside of school zones, as that term is defined in 18 U.S.C. § 921, as a gun-free zone and may prohibit any individual from knowingly purchasing, possessing, transferring, carrying, storing, or transporting firearms, ammunition, or components or combination thereof while such individual is upon such property. Such prohibition shall not apply to (i) any law-enforcement officer; (ii) any retired law-enforcement officer qualified to carry firearms pursuant to subsection C of § [18.2-308.016](#); (iii) any individual who possesses an unloaded firearm that is in a closed container in or upon a motor vehicle or an unloaded shotgun or rifle in a firearms rack in or upon a motor vehicle; or (iv) any individual who has a valid concealed handgun permit and possesses a concealed handgun while in a motor vehicle in a parking lot, traffic circle, or other means of vehicular ingress to or egress from the school board property.

VII. DRUG OFFENSES

Pursuant to Virginia Code Section 22.1-277.08 (Drug Offenses), the School Board shall expel from school attendance any student whom the School Board has determined to have brought a controlled substance, imitation controlled substance or marijuana as defined in Va. Code § 18.2-247 onto school property or to a school-sponsored activity. The School Board may, however, determine, based on the facts of the particular case that special circumstances exist, and another disciplinary action is appropriate. The School Board authorizes the superintendent or the superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

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.

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.



Forms

Internet Acceptable Use Procedure-AUP

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 Board adopts this Acceptable Use Policy, which outlines 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 the 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. The 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 the 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 Education 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.s. 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.

Employee Copy

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Internet Acceptable Use Procedure-AUP



Acceptable Use Procedure for Electronic Information Systems

Parent/Guardian (for all students under 18)

I have read the Norfolk Public Schools Acceptable Use Procedure. 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) Last First Middle Suffix

Signature _____

Date _____ / _____ / _____
Month Day Year

Student/Staff

I have read the Norfolk Public Schools Acceptable Use Procedure. I understand that access will be used for approved educational purposes. I understand and will obey the Norfolk Public Schools Acceptable Use Procedure. 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? _____
Yes No

Student/Staff Name _____
(Please Print) Last First Middle Suffix

Signature _____

Job Title _____
(Staff Only) (Please specify, i.e. Biology Teacher, 1st Grade Teacher, etc.)

Department/School _____

Date _____ / _____ / _____
Month Day Year

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

The employee has read and signed the NPS procedure (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. Please check all that apply:

_____ Network _____ Email _____ Synergy

*Requests for Munis and Ultimate Data System accounts use separate permissions forms

Internet Acceptable Use Procedure-AUP



Approval Authority

This form must be completed and signed by the Principal, Central Administration Director or Department Head (includes Norfolk Police Department & Juvenile Court Department Heads).

Administrator Name (Please Print)	_____	_____	_____	_____
	Last	First	Middle	Suffix

Administrator Title	_____
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Authorizing Signature	_____
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Norfolk Public Schools
The cornerstone of a proudly diverse community

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Attendance and Truancy Intervention Contract

SY 2021-2022

Excused Absences: Personal illness, funeral/death of close family member, court appearance, exposure to contagious disease, medical appointments, religious holidays, extremely inclement weather, family emergencies, school-sponsored/related activities or Active Duty Military Functions are considered legitimate excuses for student absences, tardies, and/or early dismissals. A note from a doctor is required if the student misses more than three (3) consecutive days due to personal illness. Requests for pre-approved absences must be made in writing, by the parent or legal guardian, and must state the reasons for the absence and timeframe of the absence. The principal must approve such requests in advance. Plans may be established to make up missed instructional time. Please read the attendance section of the *Student Handbook including the Code of Conduct* for additional information.

Unexcused Absences: Absences for reasons other than those listed above are unexcused absences.

Student: _____ School: _____ Grade: _____

In order to ensure my academic success, I agree to abide by the following expectations:

1. Attend school every day unless there is a legitimate reason for my absence
2. Be in class on time, prepared, and ready to work each day
3. Cooperate with all individuals who are involved with improving my attendance and overall academic success
4. Follow all school rules so that I can remain in school

I also understand that violation of any of the above expectations could result in one or more of the following:

1. Parent Conference
2. Attendance Plan
3. Saturday School/Attendance Recovery Program
4. Afterschool Make-up Assignment Date(s)
5. School Attendance Team Conference
6. Referral to School Counselor or School Social Worker
7. Referral to In-school Resources (i.e. Therapeutic Day Treatment, Communities in Schools)
8. Referral to the Truancy Multi-Disciplinary Team (MDT)

I know the start time for my school is _____ and dismissal time is _____.

Student Signature: _____ Date: _____

Parent/Guardian - Please read and initial each statement below:

- ___ 1. I have read and understand the above expectations and know I am legally responsible for my child.
- ___ 2. I understand school attendance is important to my child's success.
- ___ 3. I understand the difference between excused and unexcused absences, tardies, and early dismissals.
- ___ 4. I understand when my child has five (5) or more unexcused absences, the principal or designee will initiate truancy procedures.
- ___ 5. I understand seven (7) or more unexcused days will result in an attendance conference, and potentially a referral to the Norfolk Court Service Unit (NCSU). Charges may be filed against me (Class 3 Misdemeanor) if I fail to send my child to school or cooperate with school efforts to address my child's attendance.
- ___ 6. I understand I am expected to provide a written excuse for my child's absences, tardies, and early dismissals within three (3) days following the absence upon my child's return to school. In the event of an emergency, if I provide an oral excuse, I will provide a written excuse the following school day.
- ___ 7. I understand if there are family problems or concerns interfering with my child's school attendance, I can seek assistance from my child's school counselor who will guide me towards the appropriate services.
- ___ 8. I agree to cooperate with school officials and community partners to ensure my child is present and prepared to learn each day, including making sure my contact information remains up to date.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Printed Name: _____

2021-2022

COVID-19 IN SPORTS Information

What is COVID-19?

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. The COVID-19 virus is extremely contagious and is believed to spread mainly from person-to-person contact. The spread of COVID-19 can be contained through the use of mitigation strategies as well as COVID-19 vaccinations.

What are the Signs and Symptoms of COVID-19?

Signs and Symptoms	Risk Factors
<ul style="list-style-type: none"> ▪ Fever (100.4°F/38°C or higher) ▪ Cough ▪ Shortness of breath ▪ Gasping for air ▪ Cannot talk without catching breath ▪ Persistent pain or pressure in chest ▪ Confused or inability to arouse ▪ Bluish lips or face ▪ Sore throat ▪ Nausea or vomiting ▪ Diarrhea ▪ Loss Taste/Smell 	<ul style="list-style-type: none"> ▪ Chronic lung disease ▪ Moderate to severe asthma ▪ Serious heart conditions ▪ Immunocompromised ▪ Bone marrow/organ transplantation ▪ Immune deficiencies ▪ Poorly controlled HIV/AIDS ▪ Prolonged use of corticosteroids/immune weakening medications ▪ Severe obesity ▪ Diabetes ▪ Chronic kidney disease ▪ Liver disease

Anyone currently experiencing signs or symptoms of COVID-19, or fall under any risk factor considerations, should consult a doctor for approval of participation in athletics.

How can you protect yourself and your child from COVID-19?

- ✓ Get Vaccinated - COVID-19 vaccines are safe and effective at protecting you from getting sick. In general, people are considered fully vaccinated, 2 weeks after their second dose in a 2-dose series, or 2 weeks after a single-dose vaccine, such as Johnson & Johnson's vaccine. Everyone 12 years of age and older is able to get a COVID-19 vaccination.
- ✓ Wear a mask if unvaccinated, or in areas where masks are required
- ✓ Stay home if you are sick and minimize contact with those who are sick.
- ✓ Practice good personal hygiene - frequent handwashing, avoid touching your face, cover your mouth when coughing/sneezing.

What Should you do if you Think your Child is exhibiting signs or symptoms of COVID-19?

If you have a fever, cough, other symptoms of COVID-19, or have come in contact with someone who has COVID-19, you might have COVID-19.

- ✓ Stay home if you are sick, or if someone in your household is sick
- ✓ Contact your healthcare provider – Your healthcare provider can perform diagnostic tests to determine if you have COVID-19

All information provided is in reference and accordance with the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), and the Virginia Department of Health (VDH)

- ✓ **Notify your coach, Athletic Trainer and/or Athletic Director** of any potential illness, COVID-19 diagnosis, or Close Contact with a COVID-19 positive individual.

Brief Overview of the Norfolk Public Schools COVID-19 Policy

Norfolk Public Schools has put in place preventative measures to reduce the spread of COVID-19 and ensure that those who are diagnosed with COVID-19 can safely return to activity:

- ✓ All athletes, coaches, and athletic staff are required to self-screen and monitor their health daily. Anyone exhibiting signs/symptoms of COVID-19, or has come in close contact with someone who has COVID-19, will not be cleared to report to campus until released by the Athletic Trainer.
- ✓ Those infected with COVID-19 must have the *Return To Play Form: Covid-19 Infection Medical Clearance Releasing The Student-Athlete To Resume Participation In Athletics* completed by their doctor and parent/guardian and be cleared by their Athletic Trainer prior to returning to participation
- ✓ Norfolk Public Schools will continue to monitor the on-going COVID-19 pandemic and will comply with all local, state and federal requirements and Center for Disease Control (CDC) recommendations as it pertains to containing the COVID-19 virus.

While these prevention strategies are in place for everyone’s safety, Norfolk Public Schools cannot guarantee that your child, or you, will not become infected with COVID-19. Further, participating in athletics could increase your child’s risk and your risk of contracting COVID-19. Sports may vary for increasing risks of infections based on level of close contact required.

Vaccination Status:

Has your child been vaccinated against COVID-19? (Please Select) Yes No

If Yes:

Vaccine Manufacturer (Please Check) Moderna Pfizer Johnson & Johnson Other: _____

Date of 1st Dose: _____

Date of 2nd Dose: _____

If No:

I understand that being unvaccinated may put my child at an increased risk of contracting COVID-19 while participating in athletics and agree to notify the coach, Athletic Trainer and/or Athletic Director of any change to his/her vaccination status. **Initials** _____

By signing this document, I acknowledge that I the information provided above is true and that I have reviewed the signs and symptoms of COVID-19, agree to report any COVID-19 diagnosis or contact, and agree to follow the NPS COVID-19 Policy.

Print Name: Parent/Guardian

Signature: Parent/Guardian

Date

Print Name: Athlete

Signature: Athlete

Date

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.

INDIVIDUALIZED 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 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/Parent 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 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 about 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)

This form must be complete 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 CONTINUED		YES	NO
1.	Do you have any concerns that you would like to discuss with your provider?	<input type="checkbox"/>	<input type="checkbox"/>	24.	Have you had mononucleosis (mono) within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has a provider ever denied or restricted your participation in sports for any reason?	<input type="checkbox"/>	<input type="checkbox"/>	25.	Are you missing a kidney, eye, testicle, spleen or other internal organ?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you have any ongoing medical conditions? 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"/>	26.	Do you have groin or testicle pain or a painful bulge or hernia in the groin area?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Are you currently taking any medications or supplements on a daily basis?	<input type="checkbox"/>	<input type="checkbox"/>	27.	Have you ever become ill while exercising in the heat?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do you have allergies to any medications?	<input type="checkbox"/>	<input type="checkbox"/>	28.	When exercising in the heat, do you have severe muscle cramps?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant Staphylococcus aureus (MRSA)?	<input type="checkbox"/>	<input type="checkbox"/>	29.	Do you have headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Have you ever spent the night in the hospital? If yes, why? _____	<input type="checkbox"/>	<input type="checkbox"/>	30.	Have you ever had numbness, tingling or weakness in your arms or legs or been unable to move your arms or legs <u>AFTER being hit or falling?</u>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>	31.	Do you or does someone in your family have sickle cell trait or disease?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOU				32.	Have you had any other blood disorders?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Have you ever passed out or nearly passed out DURING or AFTER exercise?	<input type="checkbox"/>	<input type="checkbox"/>	33.	Have you had a concussion or head injury that caused confusion, a prolonged headache or memory problems?	<input type="checkbox"/>	<input type="checkbox"/>
10.	Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	34.	Have you had or do you have any problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Does your heart race, flutter in your chest or skip beats (irregular beats) during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	35.	Do you wear glasses or contacts?	<input type="checkbox"/>	<input type="checkbox"/>
12.	Has a doctor ever ordered a test for your heart? For example, electrocardiography or echocardiography.	<input type="checkbox"/>	<input type="checkbox"/>	36.	Do you wear protective eyewear like goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
13.	Has a doctor ever told you that you have any heart problems, including: <input type="checkbox"/> High blood pressure <input type="checkbox"/> A heart murmur <input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection <input type="checkbox"/> Kawasaki Disease <input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	37.	Do you worry about your weight?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you get light-headed or feel shorter of breath than your friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	38.	Are you trying to or has anyone recommended that you gain or lose weight?	<input type="checkbox"/>	<input type="checkbox"/>
15.	Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>	39.	Do you limit or carefully control what you eat?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY				40.	Have you ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>
16.	Does anyone in your family have a heart problem?	<input type="checkbox"/>	<input type="checkbox"/>	41.	Are you on a special diet or do you avoid certain types of foods or food groups?		
17.	Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 (including drowning or unexplained car crash)?	<input type="checkbox"/>	<input type="checkbox"/>	42.	Allergies to food or stinging insects?	<input type="checkbox"/>	<input type="checkbox"/>
18.	Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTs), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?	<input type="checkbox"/>	<input type="checkbox"/>	43.	Have you ever had a COVID-19 diagnosis? Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
19.	Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?	<input type="checkbox"/>	<input type="checkbox"/>	44.	What is the date of your last Tdap or Td (tetanus) immunization? (circle type) Date: _____		
FEMALES ONLY						YES	NO
45.	Have you ever had a menstrual period?	<input type="checkbox"/>	<input type="checkbox"/>	46.	Age when you had your first menstrual period: _____	<input type="checkbox"/>	<input type="checkbox"/>
46.	Number of periods in the last 12 months: _____			47.	When was your most recent menstrual period? _____		
EXPLAIN "YES" ANSWERS BELOW							
		#	>>				
		#	>>				
		#	>>				
		#	>>				
		#	>>				
BONE AND JOINT QUESTIONS				List medications and nutritional supplements you are currently taking here:			
20.	Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?	<input type="checkbox"/>	<input type="checkbox"/>	#	>>		
21.	Do you currently have a bone, muscle or joint injury that bothers you?	<input type="checkbox"/>	<input type="checkbox"/>	#	>>		
MEDICAL QUESTIONS							
22.	Do you cough, wheeze or have difficulty breathing during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>				
23.	Do you have asthma or use asthma medicine (inhaler, nebulizer)?	<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 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 (Marfan stigmata: kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse, and aortic insufficiency)		
Eyes/ears/nose/throat (Pupils equal, hearing)		
Lymph nodes		
Heart (Murmurs: auscultation standing, supine, +/- Valsalva)		
Pulses		
Lungs		
Abdomen		
Skin (Herpes simplex virus, lesions suggestive of MRSA or tinea corporis)		
Neurological		
MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder/arm		
Elbow/forearm		
Wrist/hand/fingers		
Hip/thigh		
Knee		
Leg/ankle		
Foot/toes		
Functional (i.e. Double leg squat, single leg squat, box drop or step drop test)		
Emergency medications required on-site: <input type="checkbox"/> Inhaler <input type="checkbox"/> Epinephrine <input type="checkbox"/> Glucagon <input type="checkbox"/> 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:

- MEDICALLY ELIGIBLE FOR ALL SPORTS WITHOUT RESTRICTION**
- MEDICALLY ELIGIBLE FOR ALL SPORTS WITHOUT RESTRICTION WITH RECOMMENDATION FOR FURTHER EVALUATION OR TREATMENT OF:** _____
- MEDICALLY ELIGIBLE ONLY FOR THE FOLLOWING SPORTS:** _____
Reason: _____
- NOT MEDICALLY ELIGIBLE PENDING FURTHER EVALUATION OF:** _____
- NOT MEDICALLY ELIGIBLE FOR ANY SPORTS**

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.

→ PRACTITIONER SIGNATURE: _____ (MD, DO, NP or PA)+ DATE**: _____
 EXAMINER'S NAME AND DEGREE (PRINT): _____ PHONE NUMBER: _____
 ADDRESS: _____ CITY: _____ STATE: _____ ZIP: _____

+Only signature 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-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 form #2, the student is in compliance with physical examination requirements.

PART IV- ACKNOWLEDGEMENTS OF RISK AND INSURANCE STATEMENT

(To be completed 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, swim/dive, 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 participation in athletics/activities for his/her school during the school year covered by this form. I further consent to allow said physician(s) of 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 or calling 855-242-8282.

PART V- EMERGENCY PERMISSION FORM*

(To be completed and signed by the 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 THE STUDENT PRESENTLY TAKING ANY OTHER MEDICATION? _____ IF SO, WHAT? _____

DOES THE 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 the injection and/or anesthesia and/or surgery for the person named above.

DAYTIME PHONE NUMBER (WHERE TO REACH YOU IN AN EMERGENCY): _____

EVENING TIME PHONE NUMBER (WHERE TO REACH YOU IN AN EMERGENCY): _____

CELL PHONE NUMBER: _____

→ SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

RELATIONSHIP TO STUDENT: _____

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

→ I CERTIFY ALL OF 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.

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 6th grade ____ I am in the 7th grade ____ am in the 8th 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.

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)

This form must be complete 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 CONTINUED		YES	NO
1.	Do you have any concerns that you would like to discuss with your provider?	<input type="checkbox"/>	<input type="checkbox"/>	24.	Have you had mononucleosis (mono) within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Has a provider ever denied or restricted your participation in sports for any reason?	<input type="checkbox"/>	<input type="checkbox"/>	25.	Are you missing a kidney, eye, testicle, spleen or other internal organ?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you have any ongoing medical conditions? 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"/>	26.	Do you have groin or testicle pain or a painful bulge or hernia in the groin area?	<input type="checkbox"/>	<input type="checkbox"/>
4.	Are you currently taking any medications or supplements on a daily basis?	<input type="checkbox"/>	<input type="checkbox"/>	27.	Have you ever become ill while exercising in the heat?	<input type="checkbox"/>	<input type="checkbox"/>
5.	Do you have allergies to any medications?	<input type="checkbox"/>	<input type="checkbox"/>	28.	When exercising in the heat, do you have severe muscle cramps?	<input type="checkbox"/>	<input type="checkbox"/>
6.	Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant Staphylococcus aureus (MRSA)?	<input type="checkbox"/>	<input type="checkbox"/>	29.	Do you have headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
7.	Have you ever spent the night in the hospital? If yes, why? _____	<input type="checkbox"/>	<input type="checkbox"/>	30.	Have you ever had numbness, tingling or weakness in your arms or legs or been unable to move your arms or legs <u>AFTER being hit or falling?</u>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Have you ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>	31.	Do you or does someone in your family have sickle cell trait or disease?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOU				32.	Have you had any other blood disorders?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Have you ever passed out or nearly passed out DURING or AFTER exercise?	<input type="checkbox"/>	<input type="checkbox"/>	33.	Have you had a concussion or head injury that caused confusion, a prolonged headache or memory problems?	<input type="checkbox"/>	<input type="checkbox"/>
10.	Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	34.	Have you had or do you have any problems with your eyes or vision?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Does your heart race, flutter in your chest or skip beats (irregular beats) during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	35.	Do you wear glasses or contacts?	<input type="checkbox"/>	<input type="checkbox"/>
12.	Has a doctor ever ordered a test for your heart? For example, electrocardiography or echocardiography.	<input type="checkbox"/>	<input type="checkbox"/>	36.	Do you wear protective eyewear like goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
13.	Has a doctor ever told you that you have any heart problems, including: <input type="checkbox"/> High blood pressure <input type="checkbox"/> A heart murmur <input type="checkbox"/> High cholesterol <input type="checkbox"/> A heart infection <input type="checkbox"/> Kawasaki Disease <input type="checkbox"/> Other _____	<input type="checkbox"/>	<input type="checkbox"/>	37.	Do you worry about your weight?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you get light-headed or feel shorter of breath than your friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>	38.	Are you trying to or has anyone recommended that you gain or lose weight?	<input type="checkbox"/>	<input type="checkbox"/>
15.	Have you ever had a seizure?	<input type="checkbox"/>	<input type="checkbox"/>	39.	Do you limit or carefully control what you eat?	<input type="checkbox"/>	<input type="checkbox"/>
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY				40.	Have you ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>
16.	Does anyone in your family have a heart problem?	<input type="checkbox"/>	<input type="checkbox"/>	41.	Are you on a special diet or do you avoid certain types of foods or food groups?		
17.	Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 (including drowning or unexplained car crash)?	<input type="checkbox"/>	<input type="checkbox"/>	42.	Allergies to food or stinging insects?	<input type="checkbox"/>	<input type="checkbox"/>
18.	Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?	<input type="checkbox"/>	<input type="checkbox"/>	43.	Have you ever had a COVID-19 diagnosis? Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
19.	Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?	<input type="checkbox"/>	<input type="checkbox"/>	44.	What is the date of your last Tdap or Td (tetanus) immunization? (circle type) Date: _____		
FEMALES ONLY						YES	NO
20.	Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?	<input type="checkbox"/>	<input type="checkbox"/>	45.	Have you ever had a menstrual period?	<input type="checkbox"/>	<input type="checkbox"/>
21.	Do you currently have a bone, muscle or joint injury that bothers you?	<input type="checkbox"/>	<input type="checkbox"/>	46.	Age when you had your first menstrual period: _____		
MEDICAL QUESTIONS				47.	Number of periods in the last 12 months: _____		
22.	Do you cough, wheeze or have difficulty breathing during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>	48.	When was your most recent menstrual period? _____		
23.	Do you have asthma or use asthma medicine (inhaler, nebulizer)?	<input type="checkbox"/>	<input type="checkbox"/>	EXPLAIN “YES” ANSWERS BELOW			
				#	>>		
				#	>>		
				#	>>		
				#	>>		
				#	>>		
				#	>>		
List medications and nutritional supplements you are currently taking here:							

→ 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 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 (Marfan stigmata: kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse, and aortic insufficiency)		
Eyes/ears/nose/throat (Pupils equal, hearing)		
Lymph nodes		
Heart (Murmurs: auscultation standing, supine, +/- Valsalva)		
Pulses		
Lungs		
Abdomen		
Skin (Herpes simplex virus, lesions suggestive of MRSA or tinea corporis)		
Neurological		
MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder/arm		
Elbow/forearm		
Wrist/hand/fingers		
Hip/thigh		
Knee		
Leg/ankle		
Foot/toes		
Functional (i.e. Double leg squat, single leg squat, box drop or step drop test)		
Emergency medications required on-site: <input type="checkbox"/> Inhaler <input type="checkbox"/> Epinephrine <input type="checkbox"/> Glucagon <input type="checkbox"/> 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:

- MEDICALLY ELIGIBLE FOR ALL SPORTS WITHOUT RESTRICTION
- MEDICALLY ELIGIBLE FOR ALL SPORTS WITHOUT RESTRICTION WITH RECOMMENDATION FOR FURTHER EVALUATION OR TREATMENT OF: _____
- MEDICALLY ELIGIBLE ONLY FOR THE FOLLOWING SPORTS: _____
Reason: _____
- NOT MEDICALLY ELIGIBLE PENDING FURTHER EVALUATION OF: _____
- NOT MEDICALLY ELIGIBLE FOR ANY SPORTS

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.

→ PRACTITIONER SIGNATURE: _____ (MD, DO, NP or PA)+ DATE**: _____

EXAMINER'S NAME AND DEGREE (PRINT): _____ PHONE NUMBER: _____

ADDRESS: _____ CITY: _____ STATE: _____ ZIP: _____

+Only signature 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-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 form #2, the student is in compliance with physical examination requirements.

PART IV- ACKNOWLEDGEMENTS OF RISK AND INSURANCE STATEMENT

(To be completed 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, swim/dive, 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 participation in athletics/activities for his/her school during the school year covered by this form. I further consent to allow said physician(s) of 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 or calling 855-242-8282.

PART V- EMERGENCY PERMISSION FORM*

(To be completed and signed by the 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 THE STUDENT PRESENTLY TAKING ANY OTHER MEDICATION? _____ IF SO, WHAT? _____

DOES THE 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 the injection and/or anesthesia and/or surgery for the person named above.

DAYTIME PHONE NUMBER (WHERE TO REACH YOU IN AN EMERGENCY): _____

EVENING TIME PHONE NUMBER (WHERE TO REACH YOU IN AN EMERGENCY): _____

CELL PHONE NUMBER: _____

→ SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

RELATIONSHIP TO STUDENT: _____

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

→ I CERTIFY ALL OF 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.



2021-2022

CONCUSSION IN SPORTS Information

Sheet for Parents/Guardians

Parents/Guardians of Athletes: 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 Concussion Policy. *Please read and sign this fact sheet and return it to your school's Athletic Director prior to participation in any school sponsored athletic activity.* This form **must** be reviewed and signed on a yearly basis.

What is a Concussion?

A concussion is a brain injury, otherwise known as a traumatic brain injury (TBI). A concussion is characterized by an onset of impairment of cognitive and/or physical functioning, and is caused by a blow to the head, face or neck, or a blow to the body that causes a sudden jarring of the head (i.e. a helmet to the head, being knocked to the ground). A concussion can occur with or without a loss of consciousness, and proper management is essential to the immediate safety and long-term outcomes of the injured individual. A repeat concussion that occurs before the brain recovers from the first can slow recovery or increase the likelihood of having long term problems. In rare cases, repeat concussion can result in edema (brain swelling), permanent brain damage, and even death.

What are the Signs and Symptoms of a Concussion?

Signs observed by teammates, coaches, parents/guardians include:

1. Appears dazed or stunned	5. Loss of balance/coordination and moves clumsily
2. Is confused about assignments and positions	6. Shows mood, behavior, or personality changes
3. Forgets instructions and answers questions slowly or inaccurately	7. Cannot recall events prior to hit or fall
4. Is unsure of game, score, or opponent	8. Cannot recall events after hit or fall

Symptoms reported by athlete may include one or more of the following:

1. Headache or "pressure" in head	6. Difficulty with concentration, short-term memory and/or confusion
2. Nausea/vomiting	7. Double vision or changes in vision
3. Balance problems or dizziness	8. Irritability
4. Sensitivity to light or sound/noise	9. Just not "feeling right" or is "feeling down"
5. Feeling sluggish, hazy, groggy, or foggy	

How can you Help your Child Prevent a Concussion?

Every sport is different, but there are steps your child can take to protect themselves from concussion:

- Follow the coach's rules for safety & the rules of the sport
- To practice good sportsmanship at all times
- Properly wear the right protective equipment that is required for their sport
- Learn the signs and symptoms of a concussion

How can a concussion effect my child in the classroom?

A concussion can result in cognitive disturbances, in addition to physical symptoms. While recovering from a concussion, a student-athlete’s academic performance, or ability to tolerate an academic environment, may be affected. In order to facilitate recovery, a Licensed Healthcare Provider may make temporary academic adjustments, or accommodations.

Effects of concussion that can be observed by a teacher, or in the classroom:

1. Difficulty tolerating the school environment/cafeteria/hallways	6. Changes in academic performance
2. Difficulty concentrating	7. Trouble with test taking
3. Difficulty remembering	8. ‘Daydreaming’
4. Falling asleep	9. Less engaged in class and/or with classmates
5. Head on desk	

What Should you do if you Think your Child has a Concussion?

1. Seek medical attention right away. A licensed health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
2. Keep your child out of play. Concussions take time to heal. Don’t let your child return to play until an appropriate licensed health care professional gives clearance to return. Children who return to play too soon, while the brain is still healing, risk a greater chance of having a second concussion. Second or later concussions can be very serious. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences.
3. Tell your child’s coach about any recent concussions. School personnel should be notified if your child had a recent concussion in any sport. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

Brief Overview of the Norfolk Public Schools Concussion Policy

A student-athlete who sustains a concussion must complete all of the following prior to return to participation in NPS athletics:

1. Return to full participation in academic activities, without accommodations/adjustments
2. Six-stage Graduated Return to play Protocol
3. Have been seen, and released, by a physician who has been trained in concussion management
4. Receive final clearance from the school’s Athletic Trainer

By signing this document, I acknowledge that I have reviewed the signs and symptoms of a concussion, agree to report a concussion, and agree to follow the NPS Concussion Policy (Full version available to view in Student Handbook).

Print Name: Parent/Guardian **Parents/Guardians Signature** **Date**

Print Name: Athlete **Athlete’s Signature** **Date**

REMEMBER: Don’t hide it. Report it. Take time to recover. It’s better to miss one game than the whole season!



PHOTO RELEASE FORM

Norfolk Public Schools (NPS) welcomes community engagement in the educational process. To that end, the school division frequently shares information about our educational programs with parents, staff, and the community. This information is provided 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, provided parental consent is granted.

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

I CONSENT FOR MY STUDENT’S IMAGE AND NAME TO BE USED BY NPS.

Please complete the remainder of the form below. This permission is in effect until completion of an updated form for the subsequent school year.

I DO NOT CONSENT FOR MY STUDENT’S IMAGE AND NAME TO BE USED BY NPS.

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 should not be included when photos, videos or other recordings are occurring.

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 and/or videotape a student, or authorize an external third party entity to do so, using a student's likeness in various media for the purposes of exhibiting NPS' educational programs.

We therefore, by our signatures below, grant permission to officials of NPS to interview, photograph, audio record, videotape or otherwise record our student, or authorize an approved external 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.

Name of Student: _____

Parent/Guardian: _____

Date: _____

School: _____



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Norfolk Public Schools

The cornerstone of a proudly diverse community

September 2021

Dear Parent/Guardian:

Please read, complete and return the following information regarding the health and safety of your child.

Please clarify the allergy status of your child at _____

School. Your child's name: _____ Room #: _____

_____ Your child's
primary physician: _____

_____ Your child's primary dentist: _____

- My child **does not** or **has not ever had** any allergies or intolerances.
- My child **has outgrown or no longer exhibits** symptoms of an allergy or intolerance.

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 (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 (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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Virginia Asthma Action Plan

School:

Effective Dates:

Name		Date of Birth
Health Care Provider	Emergency Contact	Emergency Contact
Provider Phone #	Phone: area code + number	Phone: area code + number
Fax #	Contact by text? <input type="checkbox"/> YES <input type="checkbox"/> NO	Contact by text? <input type="checkbox"/> YES <input type="checkbox"/> NO

Medical provider complete from here down

Asthma Triggers (Things that make your asthma)

<input type="checkbox"/> Colds	<input type="checkbox"/> Dust	<input type="checkbox"/> Animals: _____	<input type="checkbox"/> Strong odors	Season	
<input type="checkbox"/> Smoke (tobacco, incense)	<input type="checkbox"/> Acid reflux	<input type="checkbox"/> Pests (rodents, cockroaches)	<input type="checkbox"/> Mold/moisture		<input type="checkbox"/> Fall <input type="checkbox"/> Spring
<input type="checkbox"/> Pollen	<input type="checkbox"/> Exercise	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Stress/Emotions		<input type="checkbox"/> Winter <input type="checkbox"/> Summer

Asthma Severity: Intermittent Persistent: Mild Moderate Severe

Green Zone: Go! Take these CONTROL Medicines every day at home

<p>You have ALL of these:</p> <ul style="list-style-type: none"> Breathing is easy No cough or wheeze Can work and play Can sleep all night <p>Peak flow: _____ to _____ (More than 80% of Personal Best)</p> <p>Personal best peak flow: _____</p>	<p>Always rinse your mouth after using your inhaler. Remember to use a spacer with your MDI when possible. <input type="checkbox"/> No control medicines</p> <p><input type="checkbox"/> Advair _____, <input type="checkbox"/> Alvesco _____, <input type="checkbox"/> Arnuity _____, <input type="checkbox"/> Asmanex _____</p> <p><input type="checkbox"/> Breo _____, <input type="checkbox"/> Budesonide _____, <input type="checkbox"/> Dulera _____, <input type="checkbox"/> Flovent _____, <input type="checkbox"/> Pulmicort _____</p> <p><input type="checkbox"/> QVAR Redihaler _____, <input type="checkbox"/> Symbicort _____, <input type="checkbox"/> Other: _____</p> <p>MDI: _____ puff (s) _____ times per day or Nebulizer Treatment: _____ times per day</p> <p>Singulair/Montelukast take _____ mg by mouth once daily</p>
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For Asthma with exercise/sports add: MDI w/spacer 2 puffs, 15 minutes prior to exercise:
 Albuterol Xopenex Ipratropium *If asymptomatic not < than every 6 hours*

Yellow Zone: Caution! Continue CONTROL Medicines and ADD RESCUE Medicines

<p>You have ANY of these:</p> <ul style="list-style-type: none"> Cough or mild wheeze First sign of cold Tight chest Problems sleeping, working, or playing <p>Peak flow: _____ to _____ (60% - 80% of Personal Best)</p>	<p><input type="checkbox"/> Albuterol <input type="checkbox"/> Levalbuterol (Xopenex) <input type="checkbox"/> Ipratropium (Atrovent)</p> <p>MDI: _____ puffs with spacer every _____ hours as needed</p> <p><input type="checkbox"/> Albuterol 2.5 mg/3m1 <input type="checkbox"/> Levalbuterol (Xopenex) <input type="checkbox"/> Ipratropium (Atrovent) 2.5mg/3m1</p> <p>Nebulizer Treatment: one treatment every _____ Hours as needed</p> <p style="text-align: center;">Call your Healthcare Provider if you need rescue medicine for more than 24 hours or two times a week or if your rescue medicine does not work.</p>
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Red Zone: DANGER! Continue CONTROL & RESCUE Medicines and GET HELP!

<p>You have ANY of these:</p> <ul style="list-style-type: none"> Can't talk, eat, or walk well Medicine is not helping Breathing hard and fast Blue lips and fingernails Tired or lethargic Ribs show <p>Peak flow: < _____ (Less than 60% of Personal Best)</p>	<p><input type="checkbox"/> Albuterol <input type="checkbox"/> Levalbuterol (Xopenex) <input type="checkbox"/> Ipratropium (Atrovent)</p> <p>MDI: _____ puffs with spacer every 15 minutes, for THREE treatments</p> <p><input type="checkbox"/> Albuterol 2.5 mg/3m1 <input type="checkbox"/> Levalbuterol (Xopenex) <input type="checkbox"/> Ipratropium (Atrovent)</p> <p>Nebulizer Treatment: one nebulizer treatment every 15 minutes, for THREE treatments</p> <p style="text-align: center;">Call 911 or go directly to the Emergency Department NOW!</p>
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I give permission for school personnel to follow this plan, administer medication and care for my child, and contact my provider if necessary. I assume full responsibility for providing the school with prescribed medication and delivery/ monitoring devices. I approve this Asthma Management Plan for my child. With HCP authorization & parent consent inhaler will be located in clinic or with student (self-carry)

PARENT/Guardian _____ Date _____

SCHOOL MEDICATION CONSENT & HEALTH CARE PROVIDER ORDER

CHECK ALL THAT APPLY

Student may carry and self-administer inhaler at school.

Student needs supervision/assistance & **should not** carry the inhaler in school.

MD/NP/PA SIGNATURE: _____ DATE _____

- CC: Principal Parent/guardian School Nurse or clinic Bus Driver Coach/PE
 Office Staff School Staff Cafeteria Mgr **Transportation**



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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.

PARENT: 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.**

STUDENT: 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.**

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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Note Pages

IMPORTANT

**STANDARDS OF STUDENT CONDUCT SIGNATURE
AND ACKNOWLEDGMENT FORM**

Please sign and return this form to your child's school by October 22, 2021.

By signing and returning this page, you acknowledge you have received the Student Handbook including Standards of Student Conduct 2021-2022. This booklet is required by law and contains the following:

- Acceptable Use Procedure (AUP) for Computer Systems
- Behavior in Virtual Classrooms
- COVID-19 Education Acknowledgment
- Parental Responsibility and Involvement Requirements
- Photo Release Form
- Safety Expectations for Students Riding School Buses
- Interventions and Consequences and NPS Leveled Responses to Student Behavior

This form will be kept at your child's school.

The undersigned parent or guardian and student acknowledges receipt of all items listed above.

The parties agree that this agreement may be electronically signed. The parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility.

Parent or Guardian's Name	Parent or Guardian's Signature
Student Name	Student's Signature
Student's Grade	Student's Teacher or Counselor
School's Name	Date



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