



Norfolk Public Schools
The cornerstone of a proudly diverse community

Student Handbook **2024**
including Standards of Student Conduct **2025**

CONTINUING THE DRIVE
NO MATTER
WHAT

equity &
excellence
for all

LITERACY • ATTENDANCE • ACCOUNTABILITY



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The cornerstone of a proudly diverse community

**NO MATTER
WHAT**

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

Dear Parents/Guardians and Students:

It is my pleasure to welcome you to the 2024-2025 academic year of Norfolk Public Schools! We are thrilled to build upon our past achievements, and with your relentless support, I am confident this will be our best school year yet. Norfolk Public Schools remains steadfastly committed to offering innovative, rigorous, creative, and equitable opportunities for each student, regardless of circumstance. Our strategic plan, "Continuing the Drive – Equity and Excellence for All," serves as a guiding light, focusing our efforts on providing safe, secure learning environments that foster successful outcomes for each student. The goals of the strategic plan are as follows:

1. *Student Excellence* -- We will create authentic and culturally relevant learning experiences so that each student will be a creative, collaborative, civic-minded, critical thinker with effective communications skills.
2. *Workforce* -- We will attract, develop, and retain a highly effective workforce.
3. *Resources* -- We will ensure equitable allocation of human, fiscal, and material resources to support equity and excellence for all.
4. *Community* -- We will establish, strengthen, and sustain community partnerships to support students' engagement, success, and opportunities.
5. *Safety and Climate* -- We will cultivate a safe and welcoming environment whereby the physical and social-emotional needs of each student and member of the NPS workforce are valued.

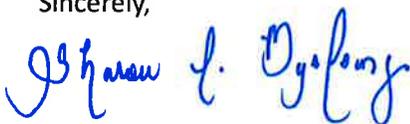
The 2024-2025 NPS Student Handbook, encompassing the Standards of Student Conduct, serves as a comprehensive guide to understanding how our school division fosters a positive, affirming, and disruption-free learning environment. NPS employs Positive Behavioral Interventions and Supports (PBIS) as a framework to reinforce disciplinary practices. The PBIS approach emphasizes:

- Establishing school-wide behavioral expectations;
- Reinforcing compliance with those expectations;
- Direct teaching of expected behaviors;
- Data-driven decision-making; and
- A continuum of disciplinary strategies, including restorative practices and alternatives to suspension.

As we embark upon the new academic year, we ask students and families to familiarize themselves with the school division's expectations for appropriate student conduct. Adhering to these guidelines will support a productive, safe, and healthy climate for teaching and learning. Additionally, please review the disciplinary procedures and consequences outlined in this handbook, which have been approved by the City of Norfolk School Board. For further information, including access to all School Board policies and regulations, please visit the NPS website at www.npsk12.com. We kindly request that parents/guardians review the Standards of Student Conduct with their child(ren), sign the detachable form, and return the completed document to their child's(ren)'s assigned school(s).

We have made remarkable strides, and I cannot wait to see what incredible heights we will reach together this year.

Sincerely,



Dr. Sharon I. Byrdsong
Superintendent

Governance Team 2024-2025



Mrs. Tiffany Moore-Buffaloe

Chair | 2023
800 E. City Hall Avenue
Norfolk, VA 23510
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757-628-3994 (office)



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Vice Chair | 2024
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Dr. Sharon I. Byrdson

Superintendent
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Ms. Tanya K. Bhasin

Member | 2022
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Mr. Carlos Clanton

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Dr. Adale M. Martin

Chair | 2022
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Norfolk, VA 23510
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757-628-3994 (office)



Mr. Rodney A. Jordan

Member | 2024
800 E. City Hall Avenue
Norfolk, VA 23510
rjordan@nps.k12.va.us
757-628-3994 (office)

FUTURE FOCUS

The following goals will continue to guide our future work and help us focus our time and attention on the most important and impactful levers for improvement.



equity &
excellence
for all

MEASURES are the specific outcomes that will tell us whether we are on track to meet our goals from fall 2022 when the plan was initiated until spring 2028 when implementation is complete. These measures may be updated over time. Each goal also has an accompanying set of **OBJECTIVES**, or approaches, and **STRATEGIES**, or more specific activities, that the division will undertake.



STUDENT EXCELLENCE

Create authentic and culturally relevant learning experiences so that each student will be a creative, collaborative, civic-minded, critical thinker with effective communication skills.



WORKFORCE

Attract, develop, and retain a highly effective workforce.



RESOURCES

Ensure equitable allocation of human, fiscal, and material resources in support of equity and excellence for all.



COMMUNITY

Establish, strengthen, and sustain community partnerships to support students' engagement, success, and opportunities.



SAFETY & CLIMATE

Cultivate a safe and welcoming environment whereby the physical and social emotional needs of each student and member of the NPS workforce are valued.



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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

Mrs. Rochelle McMorris, Student Support Services Enrollment Coordinator

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

VACANT, Transition Support Specialist

The Department of Public Safety and Security Services

(757) 892-3384

Mr. David Hughes, Director of Public Safety and Security Services

Mr. Alan Johnson, Assistant Director of Public Safety and Security Services

Important Numbers

Crime Line – 1-888-Lock-U-Up

Dropout Prevention – (757) 628-3931

National Suicide Prevention Lifeline – 1-800-273-Talk (8255) or Dial 988

Police Department (Non-Emergency) – (757) 441-5610

Transportation – (757) 892-3320

Vector Safe Schools Alert – call or text 255-7461, Norfolk Code 2110

or anonymously report safety tips via the Vector Alert Mobile App

or [Http://2110.alert1.us](http://2110.alert1.us)



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	jpohl@nps.k12.va.us	628-3834
Art Education 7000 West Tanners Creek Road	Georgeanna Fellio, Senior Coordinator	gfellio@nps.k12.va.us	852-4674
Athletics 800 East City Hall Ave - 1100	Stephen Suttmiller, Senior Coordinator	ssuttmil@nps.k12.va.us	628-3477
Career and Technical Education (CTE) 1330 North Military Highway	Kenyatta Goshen, Senior Director	kgoshen@nps.k12.va.us	892-3964
Communications and Community Engagement 800 East City Hall Ave - 1008	Dr. Doreatha White, Chief Strategy Innovation & Community Engagement Officer	dwhite@nps.k12.va.us	628-3459
Communications and Community Engagement 800 East City Hall Ave - 1008	Frederick Walker, Senior Director	mashington571@nps.k12.va.us	628-3459
Curriculum and Instruction 800 East City Hall Ave - 1102	Bruce Brady, Executive Director	bwbrady@nps.k12.va.us	628-3818
Early Learning, Preschool and Title 1 800 East City Hall Ave - 709	Dr. Kelli Cedo, Senior Director	kcedo525@nps.k12.va.us	628-3951
Elementary Schools Cluster 1 800 East City Hall Ave - 1100	Dr. D. Jean Jones, Executive Director	djones6@nps.k12.va.us	628-3989
Elementary Schools Cluster 2 800 East City Hall Ave - 1100	Dr. Tonita Phillips, Executive Director	tphillips656@nps.k12.va.us	628-3989
English Education 800 East City Hall Ave - 1102	Jeremy Clark, Senior Coordinator	jbclark@nps.k12.va.us	628-3899
English as a Second Language (ESL) 7000 West Tanners Creek Drive – Room 8	Zachary Neumann, Senior Coordinator	zneumann142@nps.k12.va.us	852-4630 Ext 3514
Equity, Diversity and Inclusion Affairs 800 East City Hall Ave - 1008	Jerri Smith, Director	jsmith9@nps.k12.va.us	628-3459
Gifted Education & Academic Rigor 7000 West Tanners Creek Drive Room 318	Karla Stead, Senior Coordinator	kstead@nps.k12.va.us	852-4674
Health, Safety and Physical Education 800 East City Hall Ave - 1000	Darrick Person, Senior Coordinator	dperson@nps.k12.va.us	628-3866
History/Social Science Education 800 East City Hall Ave - 1102	Jennifer Lopez, Senior Coordinator	jlopez2@nps.k12.va.us	628-3898
Homeless and Foster Care 800 East City Hall Ave - 709	Ta-Tanisha Walton, Homeless/Foster Care Liaison	bkimzey@nps.k12.va.us	628-3944
Learning Support – Special Education 800 East City Hall Ave - 800	Dr. Glenda Walter, Executive Director	gwalter@nps.k12.va.us	628-3950
Mathematics Education - Secondary 800 East City Hall Ave - 1102	Dr. Tisha Jones, Senior Coordinator of Secondary Mathematics	tjones266@nps.k12.va.us	628-3886
Mathematics Education - Elementary 800 East City Hall Ave - 1102	Rhonda White, Senior Coordinator of Elementary Mathematics	rwhite@nps.k12.va.us	628-3886
Media Services 800 East City Hall Ave - 1100	Valerie Ford, Senior Coordinator	vford@nps.k12.va.us	628-3895
Music & Theater Education 7000 West Tanners Creek Drive	Zachary Rooksby, Senior Coordinator	zrooksby399@nps.k12.va.us	852-4674



Norfolk Public Schools

The cornerstone of a proudly diverse community

Public Safety and Security 800 East City Hall Ave - 904	David Hughes, Director	dhughes318@nps.k12.va.us	
Safe Routes to School 800 East City Hall Ave - 1000	Darrick Person, SRTS Program Specialist	dperson@nps.k12.va.us	628-3866
School Counseling 800 East City Hall Ave - 1102	Dr. Tiffany Hillian-Sullivan, Senior Coordinator	thilsul963@nps.k12.va.us	628-3901
School Leadership Development 800 East City Hall Ave - 1100	Amber Brown, Chief Schools Officer	abrown757@nps.k12.va.us	628-3989
School Nutrition 974 Bellmore Ave. 23504	Lisa Winter, Senior Director	lwinter@nps.k12.va.us	628-2760
Science Education 800 East City Hall Ave - 1102	Stephanie Henderson, Senior Coordinator	shenderson@nps.k12.va.us	628-3878
SECEP 6160 Kempsville Circle Suite 300B	Laura Armstrong, Executive Director	armstrong.laura@secep.net	892-6100
Secondary Schools and Programs 800 East City Hall Ave - 1100	Dr. Valerie Griffin, Executive Director	vgriffin637@nps.k12.va.us	628-3989
Student Support, Security and Information 800 East City Hall Ave - 1204	Dr. Michael Cataldo, Chief Student Support, Security and Information Officer	mcataldo@nps.k12.va.us	628-3930
Student Support Services 800 East City Hall Ave - 904	Carol Hamlin, Senior Director	chamlin@nps.k12.va.us	628-3931
Student Wellness 800 East City Hall Ave - 905	Dr. Dennis Moore, Senior Director	dmoore2@nps.k12.va.us	628-3928
Superintendent's Office 800 East City Hall Ave - 1200	Dr. Sharon Byrdson, Superintendent	sbyrdson@nps.k12.va.us	628-3830
Transportation 5555 Raby Road 23502	Ashley Fussell, Senior Director	afussell431@npsk12.com	892-3320
World Language 7000 West Tanners Creek Drive – Room 8	Zachary Neumann, Senior Coordinator	zneumann142@nps.k12.va.us	852-4630 Ext 3514



2024 – 2025 SCHOOL and PRINCIPAL DIRECTORY

SCHOOL	TELEPHONE	FAX	SCHOOL ADDRESS	PRINCIPAL
HIGH SCHOOLS (GRADES 9-12)				
Booker T. Washington (304)	628-3575	628-3566	1111 Park Ave., 23504	Mr. Deon Garner
Granby (301)	451-4110	451-4118	7101 Granby St., 23505	Mr. Thomas Smigiel
Lake Taylor (305)	892-3200	892-3210	1384 Kempsville Rd., 23502	Dr. 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. Tori Jacobs-Sumbry
MIDDLE SCHOOLS (GRADES 6-8)				
Azalea Gardens (206)	531-3000	531-3013	7721 Azalea Garden Rd., 23518	Dr. Tammi Hinton
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	Dr. James Kirk
Ruffner (3-8) (214)	628-2466	628-2465	610 May Ave., 23504	Mrs. Tracey Flemings
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) (172)	628-2477	628-2486	1701 Alsace Ave., 23509	Mrs. Romanda Hannigan
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-Williams
Coleman Place (128)	852-4641	852-4648	2445 Palmyra St., 23513	Mr. Michael Swan
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. Jennifer Banks
Granby (134)	451-4150	451-4157	7101 Newport Ave., 23505	Mrs. Denise Green
Ingleside (136)	892-3270	892-3265	976 Ingleside Rd., 23502	Dr. Alana Balthazar
Jacox (108)	628-2433	628-2435	1300 Marshall Ave., 23504	Dr. Cleveland Walton
James Monroe (150)	628-3500	628-3563	520 W. 29 th St., 23508	Ms. Jade Fleming
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. Valencia Moore
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. Jennifer Murphey
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	Mrs. Yukita Boone
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. Lucy Litchmore
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	Dr. Julia James
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	Ms. Kimberly Saunders
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. Karen Pernel
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	Ms. Marquita Fulford, Site Designee
Easton Preschool at Fairlawn (171)	892-3260	892-3255	1132 Wade St., 23502	Dr. Tami M. White, Principal
Granby Evening School	451-4050	451-4049	7101 Granby St., 23505	Dr. Nathaniel Morris, Program Leader
Hospital Ed. Program @ CHKD (850)	668-7061	668-7497	601 Children's Lane, 23507	Dr. Karin DiMaggio, Principal
Madison Alternative Education Center at Easton (392)	628-3418	628-3406	6045 Curlew Avenue, 23502	Mrs. Doris Langhorne, Site Coordinator
Mental Health Hospital Education Program @ CHKD (849)	668-7061	668-8760	400 Gresham Drive – 5 th Floor	
NET Academy (851)	892-3310	892-3311	Children's Medical Tower, 23507	Dr. Karin DiMaggio, Principal
Norfolk SECEP Center	892-3960	892-3311	1260 Security Lane, 23502	Mr. Dennis Otter, Principal
Norfolk Technical Center (NTC) (396)	892-3300	852-4573	2861 E. Princess Anne Road, 23504	Mr. Michael Lazarus, Principal
NTC Evening School	892-3300	892-3305	1330 N. Military Highway, 23502	Dr. Brandon Bell, Site Coordinator
Open Campus at Easton (394)	892-3223	892-3305	1330 N. Military Highway, 23502	Dr. Cecil Avery, Site Coordinator
Willoughby Preschool (PreK3-4) (106)	892-3223	892-3224	6045 Curlew Avenue, 23502	Ms. Sallie Cooke, Site Coordinator
	531-3126	531-3125	9500 Fourth View St., 23503	Mr. Laundrell Gates, Principal



2024 - 2025 ASSISTANT PRINCIPAL DIRECTORY

SCHOOL	ASSISTANT PRINCIPAL		
HIGH SCHOOLS (GRADES 9-12)			
Booker T. Washington High	Mrs. Deborah Self	Stephanie Hazell	Darlene Hood
Granby High	Ms. Lisa Hillian Ms. Marie Mileur	Mrs. Kim Jackson-Dinnall Mr. Curtis Young	Ms. Ana Maria Incorminias
Lake Taylor High	Ms. Stacie Armstead Ms. Dawn Williams	Mr. Joshua Stone	Dr. Joy Gallop
Maury High	Ms. Tamara Dunn Mr. Rodney Mangum	Ms. Christine Bouziane	Mr. Michael McCracken
Norview High	Mr. Gregg Mottinger Dr. Donna Smith	Ms. Alexis Rogers Ms. Nikeah Tynes	Ms. Rebecca Boonviseth
MIDDLE SCHOOLS (GRADES 6-8)			
Azalea Gardens	Mr. Justin Smith		
Blair	Ms. Monissa Cave	Mrs. Jennifer Miller	
Northside	Mr. Robert Bailey		
Norview	Mr. Darvin Alexander	Dr. Melissa McFarland-Bryant	
Compass Academy at Ruffner (3-8)	Mrs. Kathleen Fullerton Wright	Dr. Lakeisha Williams	
ELEMENTARY SCHOOLS (GRADES K-5/K-8/3-8)			
Academy for Discovery at Lakewood (3-8)	Ms. Shenay Lewis		
Bay View	Ms. Katina Dunbar		
Camp Allen	Ms. Annmarie Gunter		
Chesterfield Academy	Dr. Julie Perkins		
Coleman Place	Mrs. Dawna Smith Sanderlin		
Crossroads (PreK-8)	Ms. Stacey Morris		
Ghent (K-8)	Mr. Brian Tooley		
Granby	Ms. Nicole Griffin		
Ingleside	Mr. Michael James		
Jacox	Ms. Marcia E. Brown		
James Monroe	Vacant		
Lake Taylor School (K-8)	Mr. Jeffrey Brown	Vacant	
Larchmont	Ms. Dionne Crisco		
Larrymore	Ms. Audrey Coleman		
Lindenwood	Ms. Marie Hall		
Little Creek	Dr. Rhonda Ambrose		
Mary Calcott	Mrs. Alison Poffenbarger		
Norview	Mr. Michael Jackson		
Ocean View	Ms. Ursula Morris		
Oceanair	Mr. Jason Koonce		
P. B. Young, Sr. (PreK-2)	Mr. Phillip Hawkins		
Richard Bowling	Ms. Michelle Wills		
St. Helena	Mr. Timothy Forbes		
Sewells Point	Mr. Frank Seemar		
Sherwood Forest	Mrs. Sharon Ferron		
Southside STEM Academy at Campostella (K-8)	Ms. Jamie Howard	Ms. Lavonya Blowe	
Suburban Park	Arrykka Jackson		
Tanners Creek	Ms. Julia Wilshire		
Tarrallton	Mr. James Graham		
W.H. Taylor	Jadah Jones		
Willard Model	Mrs. Vandelyn Hodges		

2024-2025 Deans of Students

Azalea Garden Middle School | 757-531-3000

Name	Grade Level	Office
Michelle Sessoms	6 and 8	Ext. 3010
Tephanie Cotton	7 and 8	Ext. 3009

Blair Middle School | 757-628-2400

Name	Grade Level	Office
Joshua Brooks	6	Ext. 3024
Candice Harmon	7	Ext. 3020
Cachet Singleton	8	Ext. 3038

Crossroads School | 757-531-3050

Name	Grade Level	Office
Ernesto Hofilena	all	Ext. 3323

Lake Taylor School | 757-892-3230

Name	Grade Level	Office
Brittany Cobbin	all	Ext. 3013

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
Kenyetta O'Neal	6	Ext. 3014
Robin Privott	7	Ext. 3034
William Garrett	8	Ext. 3026

Ruffner School | 757-628-2466

Name	Grade Level	Office
Vacant		Ext.
Ashleigh Goodman-Jackson	3-5, 8	Ext. 3013
Tameika Sawyer	7	Ext. 3207

Southside STEM Academy at Campostella | 757-494-3850

Name	Grade Level	Office
Letitia Frank	all	Ext. 3311



Auxiliary Facilities Directory

Facility Name:	Phone	Address
ACCESS College Foundation	757-962-6113	2555 Ellsmere Avenue #110, 23513
Berkley/Campostella E.C.C.	757-494-3870	1530 Cypress Street, 23523
Calvert Square Head Start HRCAP	757-321-4922	975 Bagnall Road, 23504
Camp E.W.Young	757-547-4245	145 Deepwater Drive, Chesapeake 23322
Easton Preschool at Fairlawn	757-892-3260	1132 Wade Street, 23502
Granby High EveningSchool	757-451-4050	7101 Granby Street, 23505
Hospital Education Program at CHKD	757-668-7061	601 Children’s Lane, 23507
Lake Taylor Transitional Care Hospital School	757-461-5001	1309 Kempsville Road, 23502
Madison Career Alternative	757-628-3417	6045 Curlew Drive, 23502
Mental Health Hospital Education Program at CHKD	757-668-7061	400 Gresham Drive 5 th Floor Children’s Medical Tower, 23502
NET Academy	757-892-3310	1260 Security Lane, 23502
Norfolk Technical Center (NTC) and NORSTAR (STEM-infused Program)	757-892-3300	1330 N. Military Highway, 23502
Norfolk Technical Center (NTC) Evening School	757-892-3300	1330 N. Military Highway, 23502
Open Campus	757-892-3223	6045 Curlew Drive, 23502
SECEP/Norfolk Re-Ed (Admin Office)	757-892-6100	6160 Kempsville Circle, #300B, 23502
St. Mary’s Home	757-622-2208	6171 Kempsville Circle, 23502
TRAEP	757-892-3960	2861 East Princess Anne Road, 23504
Willoughby Preschool	757-531-3126	9500 Fourth View Street, 23503

Revised 7/24

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
chamlin@nps.k12.va.us

Mrs. Michele Johnson-Young, Administrator
Department of Student Support Services: Enrollment/Records/Homeschooling
(757) 628-3931
mmjohnso@nps.k12.va.us

Ms. Sophia Allmond, Senior Coordinator
Department of Student Support Services: Truancy, Transition Support
(757) 628-3931
sallmond@nps.k12.va.us

Department of Student Wellness

Dr. Dennis Moore, Senior Director of Student Wellness
Department of Student Support Services: Psychologists/Social Workers, Nursing
(757) 628-3928
dmoore2@nps.k12.va.us

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
(757) 628-3898
bwbrady@nps.k12.va.us

General/Registration Information



NO MATTER
WHAT

The graphic features the text "NO MATTER WHAT" in a bold, sans-serif font. "NO" and "WHAT" are blue, while "MATTER" is green. A green star with a blue outline is positioned over the "A" in "WHAT". The text is set against a background of several light gray, horizontal brush strokes.



Norfolk Public Schools Academic Calendar 2024–2025

Summer: NPS Closed
Fridays
4: Independence Day –
NPS Closed

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

6-8: New Teacher Institute
9: Flex Teacher Workday
12-16: Preservice Week
13: Division-Wide
Professional Development
Day
19: First Day of School
30: Teacher Workday/
Professional Development
Day

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

2: Labor Day – **NPS Closed**

SEPTEMBER						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

14: Parent Teacher
Conference day
28: Teacher Workday/
Professional Development
Day

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

5: Flex Teacher Workday
11: Veterans Day – **NPS
Closed**
27- 29: Thanksgiving
Holiday – **NPS Closed**

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

23-31: Winter Break
–**Schools Closed**

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

1-3: Winter Break –
Schools Closed
17: Teacher Workday/
Professional
Development Day
20: MLK Day – **NPS
Closed**

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

17: Presidents' Day –
NPS Closed

FEBRUARY						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

21: Teacher Workday/
Professional
Development Day

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

14-18: Spring Break –
Schools Closed

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

26: Memorial Day –
NPS Closed
27-30: Exams, Early
Release for All
Students

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

2: Flex Teacher
Workday
19: Juneteenth – **NPS
Closed**
Summer: NPS Closed
Fridays

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

1032 hours of instruction (172+4ER = 176 Days)
189 Teacher Workdays (Includes 3 Flex Days)



Holidays/Schools Closed	First/Last Day of School	Teacher Preservice Week	New Teacher Institute	Teacher Workday/ PD Day	Parent-Teacher Conference Day	Flex Teacher Workday	Early Release Days	Division-Wide PD Day
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NPS 2024-2025 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:

Make-up Day 1	Banked Time
Make-up Day 2	Banked Time
Make-up Day 3	Banked Time
Make-up Day 4	Banked Time
Make-up Day 5	February 17, 2025

Workdays/PD Days for Teachers and 10-Month Staff are as follows: Teachers and 10-month staff are to report to their worksites on August 30, 2024, October 28, 2024, January 17, 2025, and March 21, 2025.

Flex Teacher Workdays: Teachers and 10-month staff are able to work flexible hours over a period to be determined for August 9, 2024, November 5, 2024, and June 2, 2025.

End-of-Year Early Release Schedules for June 2025 are as follows: High school exam schedules will be announced. Breakfast and lunch will be served on early release days.

School Stagers	Dates
First-Stagger Schools	May 27 – 30, 12:05 p.m.
Second-Stagger Schools	May 27 – 30, 12:45 p.m.
Third-Stagger Schools	May 27 – 30, 1:20 p.m.
Fourth-Stagger Schools	May 27 – 30, 1:55 p.m.

High School Graduation Rehearsal Times will take place at ODU’s Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529. Students are to report 30 minutes prior to the start of rehearsal. Parking is in the 43rd Street Parking Garage on the day of rehearsal.

High School	Time
Maury	8:30 a.m.- 10:00 a.m.
Norview	10:15 a.m.- 11:45 a.m.
Booker T. Washington	12:00 p.m.- 1:30 p.m.
Granby	1:45 p.m. - 3:00 p.m.
Lake Taylor	3:15 p.m. - 4:45 p.m.

High School Graduations are scheduled to take place at ODU’s Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529.

2025 High School Graduation Schedule	
High School	Date/Time
Maury	5-27-25 4:00
Norview	5-27-25 7:00
Booker T. Washington	5-28-25 1:00
Granby	5-28-25 4:00
Lake Taylor	5-28-25 7:00

2024-2025 Norfolk Public Schools Even/Odd Calendar

AUGUST 2024						
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

SEPTEMBER 2024						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024						
S	M	T	W	T	F	S
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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 2024						
S	M	T	W	T	F	S
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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 2025						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2024-2025 Norfolk Public Schools Even/Odd Calendar

FEBRUARY 2025						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
	O	E	O	E	O	
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23	24	25	26	27	28	
	O	E	O	E	O	

MARCH 2025						
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	O	E	O	E	O	
16	17	18	19	20	21	22
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23	24	25	26	27	28	29
	E	O	E	O	E	
30	31					
	O					

APRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
		E	O	E	O	
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	E	O	E	O	E	
13	14	15	16	17	18	19
	O	O	O	O	O	
20	21	22	23	24	25	26
	O	E	O	E	O	
27	28	29	30			
	E	O	E			

MAY 2025						
S	M	T	W	T	F	S
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				O	E	
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	O	E	O	E	O	
11	12	13	14	15	16	17
	E	O	E	O	E	
18	19	20	21	22	23	24
	O	E	O	E	O	
25	26	27	28	29	30	31
	O	E	O	E	O	
		Graduations Exams/Early Release	Graduations Exams/Early Release	Exams/Early Release	Last Day of School	

JUNE 2025						
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15	16	17	18	19	20	21
	O	O	O	O	O	
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29	30					
	O					

Norfolk Public Schools Closed
Pre-Service Week
Graduations/ Exams Early Release
Parent Teacher Conference Day
Teacher Workday (Students Not in School)
Flex Teacher Workday

2024-2025 Pacing Guide Date

Quarter 1	August 19 – October 23 (10 Weeks)
Week 1	August 19 – 23
Week 2	August 26 – 29
Week 3	September 3 – 6
Week 4	September 9 – 13
Week 5	September 16 – 20 (Interim Ends on the 9/19)
Week 6	September 23 – 27
Week 7	September 30 – October 4
Week 8	October 7 – 11
Week 9	October 15 – 18
Week 10	October 21 – 23 *End of Quarter

Quarter 3	January 16 – March 20 (9 Weeks, 1 day)
Week 20	January 16
Week 21	January 21 – 24
Week 22	January 27 – 31
Week 23	February 3 – 7
Week 24	February 10 – 14
Week 25	February 18 – 21 (Interim Ends on the 2/19)
Week 26	February 24 – 28
Week 27	March 3 – 7
Week 28	March 10 – 14
Week 29	March 17 – 20 *End of Quarter

Quarter 2	October 24 – January 15 (10 Weeks)
Week 10	October 24 – 25
Week 11	October 29 – November 1
Week 12	November 4, 6 – 8
Week 13	November 12 – 15
Week 14	November 18 – 22
Week 15	November 25 – 26
Week 16	December 2 – 6 (Interim Ends on the 12/2)
Week 17	December 9 – 13
Week 18	December 16 – 20
Week 19	January 6 – 10
Week 20	January 13 – 15 *End of Quarter

Quarter 4	March 24 – May 30 (9 Weeks)
Week 30	March 24 – 28
Week 31	March 31 – April 4
Week 32	April 7 – 11
Spring Break	April 14 - 18
Week 33	April 21 – 25
Week 34	April 28 – May 2 (Interim Ends on the 4/29)
Week 35	May 5 – 9
Week 36	May 12 – 16
Week 37	May 19 – 23
Week 38	May 27 – 30 *End of Quarter

Registration Requirements

State Registration Requirements

- o Children entering kindergarten must turn 5 on or before September 30 of the year in which they are enrolling.
- o 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.
- o A parent or legal guardian must provide proof of residency. (Mortgage statement, lease agreement, or current utility bill with address)
- o 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.
- o 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.
- o Immunization Records – documented proof of adequate immunization with the prescribed number of doses of each vaccine as required by Virginia law.
- o For the Minimum Immunization Requirements, go to <https://www.npsk12.com/Page/10091>

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.

Long Term Suspension or Expulsion Statement (*If applicable*)

A sworn statement or affirmation indicating whether the child has been issued a long term suspension or expulsion 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.

Online registration for K-12 is available at <https://www.npsk12.com/Page/10091> or parents/guardians can complete paper registration forms at school.

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 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 complete the online 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





School Year 2024 – 2025

Dear Parents/Guardians:

To align with current Advisory Committee on Immunization Practices (ACIP) recommendations, the 2020 General Assembly passed House Bill 1090 which amends the minimum vaccination requirements for attendance at a public or private elementary, middle or secondary school, childcare center, nursery school, family home day care, or developmental center.

This legislation became effective July 1, 2021, and amends the Code of Virginia § 32.1-46.A.4 to require:

- Two properly spaced doses of hepatitis A vaccine (HAV) for enrollment into kindergarten, 1st, 2nd and 3rd grade (1st, 2nd and 3rd grades are an addition for school year 2024-2025 due to doses being required for kindergarten for school year 2021-2022). The first dose shall be administered at age 12 months or older.
- Two doses of properly spaced human papillomavirus (HPV) vaccine, for males and females. The first dose shall be administered before the child enters the 7th grade.
- Two properly spaced doses of meningococcal conjugate vaccine (MenACWY). The first dose shall be administered prior to entry to the 7th grade. The second dose shall be administered prior to entry to the 12th grade. Students that are rising 11th – 12th graders for the 2024-2025 school year will be grandfathered in and will only need one dose prior to 12th grade entry.

In addition to the new requirements above, in April 2018, the 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 requires:

- One dose of the Tdap vaccine to be given to students prior to entry into the 7th grade.

The back of this letter outlines the new requirements and provides links for supplemental information concerning the new mandatory requirements. If you have any additional questions or concerns, please contact your child's primary care physician, the Virginia Department of Health, or your school nurse.

Sincerely,

Dr. Dennis Moore
Senior Director of Student Wellness

Department of Student Wellness
800 East City Hall Avenue, Suite 905 • Norfolk, Virginia 23510
phone: (757) 628-3928 • fax: (757) 628-3466

Recent Additions to the Mandatory Immunization Requirement for the 2024 – 2025 School Year

Kindergarten, 1st, 2nd and 3rd Grade

HAV – 2 doses of properly spaced Hepatitis A vaccine (HAV) with the first dose given at 12 months of age or older.

7th Grade

HPV - 2 doses of properly spaced human papillomavirus (HPV) vaccine for males and females. *The first dose shall be administered before the child enters the 7th grade.*

MenACWY - 2 properly spaced doses of meningococcal conjugate vaccine (MenACWY). *The first dose shall be administered prior to entry to the 7th grade.*

Tdap - 1 dose of the Tdap vaccine to be given to students prior to entry into the 7th grade.

12th Grade

MenACWY - 2 properly spaced doses of meningococcal conjugate vaccine (MenACWY). The first dose shall be administered prior to entry to the 7th grade. The second dose shall be administered prior to entry to the 12th grade. *Students that are rising 11th – 12th graders for the 2024 – 2025 school year will be grandfathered in and will only need one dose prior to 12th grade entry.*



from a physician or licensed nurse practitioner that, in his/her professional judgment, all or part of the immunization requirements are contraindicated.

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 in-state tuition rates for 2024 – 2025 SY are \$7,717.74 for Regular Education, and \$16,844.39 for Special Education. The approved out-of-state rates are \$14,109.00 for Regular Education and \$29,697.00 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 Department of Student Support Services. Based on the investigation, the Senior Director of the Department of Student Support Services 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 (Applications Accepted July 1st -31st)

Please go to *Scribbles* at <https://npsk12va.scribborder.com/> for the 2024-2025 Out-of-District Transfer Permit Portal.

2024-2025 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. Incomplete requests will delay your desion.*

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.
- 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:

- Academy for Discovery at Lakewood (Application based-Processed at the school)
- Academy of International Studies at Rosemont
- Athletic Placements
- Chesterfield Academy (Application - Processed at the school)
- Crossroads Lottery - (Processed at the school)
- Ghent - (Application - Processed at the school)
- Lake Taylor School

- Madison Alternative
- McKinney Vento - Ta-Tanisha Walton -Early Learning and Title I
- Norfolk Technical School
- Open Campus
- Pre-School - Early Learning Title I
- Southside STEM Academy at Campostella
- Special Education Placement (Special Education Department)
- Specialty Programs (example: IB program, Dodson Scholars, ESL (Application - processed at the school))

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 Instruction

Home Instruction 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. Home Instruction parents should contact the zoned school’s counseling office for assistance. Should you

have additional questions or concerns, please contact the Department of Student Support Services at 757-628-3931 or email Michele Johnson-Young at mmjohnso@nps.k12.va.us.

Please click on the following links for additional information on home instruction:

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

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

[2024-2025 NOTICE OF INTENT TO PROVIDE HOME INSTRUCTION](#) - (Please go to <https://npsk12va.scribborder.com/> for the 2024-2025 School Year Home Instruction Portal *Scribbles.*)

[RELIGIOUS EXEMPTION NOTIFICATION](#) (Please go to <https://npsk12va.scribborder.com/> for the 2024-2025 School Year Religious Exemption Portal *Scribbles.*)

§22.1-254.1A. - Code of Virginia

If interested in Home Instruction, please click on the link above titled, “2024-2025 Notice of Intent to Provide Home Instruction» to submit your request. If you have specific questions or concerns, please contact Mrs. Michele Johnson-Young, Department of Student Support Services at (757) 628-3931 or email mmjohnso@nps.k12.va.us.

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 – Home Instruction/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 in foster care 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 Data Specialist and the Foster Care Liaison whenever a youth enters foster care or changes placement while in foster care 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 experiencing homelessness in a variety of ways to ensure immediate enrollment and to discuss needs such as transportation, academic assistance, emergency food assistance, clothing 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 homelessness 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. McKinney Vento Application 2024-2025 is online at <https://www.npsk12.com/homeless>.

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

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 and computers;
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



NO MATTER
WHAT

The graphic features the text "NO MATTER WHAT" in a bold, sans-serif font. "NO" and "WHAT" are in blue, while "MATTER" is in green. A green star with a blue arrow pointing upwards and to the right is positioned over the letter "A" in "WHAT". The background consists of several light gray, brush-stroke-like lines.

- Schools must take specific action when children are not enrolled or students fail to attend.
- Authorizes law enforcement officers to pick up students who are skipping school.
- Authorizes juvenile courts to take action against parents and/or children for failure to attend.

What happens when your child does not attend school?

- *Expect a call, a letter, and possibly a visit to your home.*
- *Expect a meeting to develop a plan with you to address any barriers preventing your child from attending school daily.*
- *Expect a follow-up conference if your child's absences continue.*



Virginia law requires schools to closely monitor and keep accurate student attendance records. When a student is absent, the school must contact his or her parent to learn why the absence occurred. When there are questionable absences or a pattern of unexcused absences, the school must investigate the situation and work with the parent and the student to improve attendance. Parents/guardians may be asked to meet with designated school personnel to determine whether the absences are excused or unexcused. These meetings will help establish partnerships between the students' homes and schools while determining any barriers preventing the students from attending school regularly and making connections to resources, supports, and services for the students and their families. (Reference: [JED. STUDENTS ABSENCES/EXCUSES/DISMISSALS](#))

Absences from School

There are 365 days in a calendar year. Students are expected to attend school less than half of those days. Therefore, parents and guardians must plan family vacations and other non-school-related events during scheduled school breaks. Take time to review [Norfolk Public Schools 2024-2025 Academic Year Calendar](#) to plan for a year of positive attendance! Establishing a goal to miss less than 2 absences each month and less than 9 absences each year is the best chance for your children to experience success whether the absences are excused or unexcused, and you can help them develop and maintain good attendance habits by:

- Making sure your children attend school every day unless there is a legitimate reason for the absence;
- Talking to your children about the importance of reporting to class on time, prepared and ready to learn;
- Encouraging your children to follow all school rules and the Standards of Student Conduct so they can remain in school; and
- Track your children's absences.

1 st absence	2 nd absence	3 rd absence	4 th absence	5 th absence	6 th absence	7 th absence	8 th absence	9 th absence	
Expect a call.				Expect a plan meeting.		Expect a conference.			Expect a referral for further action.

Remember, as a parent or guardian, you are responsible for:

- Keeping the lines of communication open between you and your children’s school team;
- Making sure your contact information (phone number, address, emergency contact list, etc.) is up to date; and
- Providing a written explanation for your children’s absences before they occur or on the first day they return to school. Schools will no longer accept personal excuse notes for absences after a 5-day grace period.

1 or 2 days a week doesn't seem much but

If your child misses	That equals ..	Which is	And over 13 years of school that's ...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per weeks	40 days per year	8 weeks per year	Over 2 ½ yrs of school
2 days per weeks	80 days per year	16 weeks per year	Over 5 years
3 days per weeks	120 days per year	24 weeks per year	Nearly 8 years

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just..	That equals ..	Which is	And over 13 years of school that's
10 min per day	50 mins per week	Nearly 1 ½ weeks per year	Nearly ½ year
20 min per day	1 hr. 40 mins per week	Over 2 ½ weeks per year	Nearly 1 year
30 min per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 days per week	8 weeks per year	Over 2 ½ years

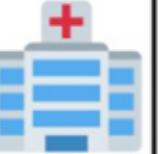
EXCUSED ABSENCES

Excused absences for all students include a funeral for a close family member, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, suspensions, expulsions, religious observances, and military obligations.



I Need to Stay Home if...



I have a Fever	I am Vomiting	I have Diarrhea	I have a Rash	I have Head Lice	I have an Eye Infection	I have been in the Hospital
						
Temperature of 100.4° or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, active head lice	Redness, itching, and/or "crusty" discharge from eyes	Hospital stay and/or ER visit

I am Ready to Go Back to School When I am...

Fever free for 24 hours without the use of fever reducing medication.	Free from vomiting for at least 2 solid meals without the use of medications.	Free from diarrhea for at least 24 hours without the use of medications.	Free from rash itching or fever and evaluated by doctor if needed.	Treated with appropriate lice treatment at home and proof is provided to nurse.	Eye has returned to normal or have a note from doctor to return to school.	Released by my medical provider to return to school.
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Medical Appointments



- Schedule Medical Appointments:**
- ✓ Before school if on a late stagger
 - ✓ After school ends
 - ✓ During the afternoon on early release days
 - ✓ On holidays (if possible)
 - ✓ On teacher workdays
 - ✓ During scheduled school breaks

Students who miss school due to a medical appointment may be excused for the absence if a note from the medical personnel is turned in when the student returns to school. Parents of students with chronic health conditions who struggle with attending school regularly are encouraged to speak with the school nurse to discuss having a Chronic Health Plan on file at their child's school. Students who are often picked up early or arrive at school late because of medical appointments miss valuable instructional time. Minimize early pick-ups and late drop-offs and maintain communication with the school.

One school day per school year may be excused for:

- Middle and high school students participating in a civic event.
- Any student participating in a state or federally recognized tribal na-

tion's pow-wow.

- Any student participating in a 4-H educational program or activity.

These one-day excused absences must meet the School Board Policy JED guidelines, so parents and guardians must communicate with their children's principals before these absences.

UNEXCUSED ABSENCES

There are two types of unexcused absences: Locally unexcused and truant unexcused. **Locally unexcused absences include:**

- Family vacations during scheduled school days
- Non-school related events such as recreational sports championships and tournaments occurring on scheduled school days
- Days that parents and guardians write notes for that are:
 - Not a circumstance listed as an excusable absence
 - Not the result of an unforeseen emergency situation

Truant unexcused absences occur when **school personnel have received no information** that you, the student's parent/guardian, are aware of and support the absence. **However, both locally unexcused and truant unexcused absences initiate truancy procedures.**



COMMUNICATE, COMMUNICATE, COMMUNICATE!

The parent/guardian is responsible for communicating with the school when their students are absent from school. When students are absent from school, parents/guardians must:

- (1) Contact the school (office personnel, teachers, school counselors, or a building administrator) and
- (2) Provide a written explanation for the absence when the student returns to school.

Keep in mind absences may be treated as *truant unexcused* until the school receives a written note explaining the reason(s) for an absence. If a student is absent from school due to a suspension, teachers will provide access to instruction and graded assignments to complete throughout the short-term suspension period. When students are issued long-term suspensions, teachers will continue to provide access to graded assignments; however, students must attend one of our alternative programs to continue receiving instruction. Madison and the Tidewater Regional Alternative Education Program (T.R.A.E.P.) are our alternative education programs for secondary students. The Alternative Class for Elementary Students (A.C.E.S.) housed at Crossroads School is our alternative educational program for elementary students. Transportation is provided for all three programs. Please note: **Failure to enroll your child in the designated alternative program directly violates the compulsory attendance law and will**

result in a parental participation petition filed against you. Any perceived extenuating circumstance must be approved by executive leadership.



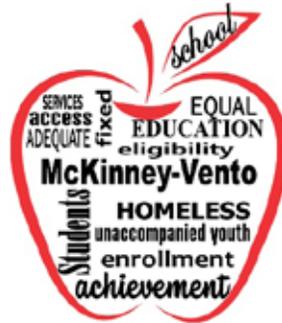
What should I know about Norfolk Public Schools' truancy procedures?

- **1 day (each absence)** – Parent/guardian will receive an automated voice call.
- **2 or more days** – The student's teacher(s) will make a reasonable effort to contact the parent/guardian.
- **3-5 days** – Parent/guardian will receive written notification of the absences and may be contacted by phone to schedule a meeting to develop an attendance plan. During this meeting, school teams will work to identify any barriers that may be keeping students from attending school regularly, discuss in-school interventions, and connect parents/guardians to resources.
- **6 or more days** – Someone from the school's attendance team will contact the parent/guardian to schedule a conference. During this meeting, school teams will review interventions and recommendations agreed on during the plan meetings and ask if any new barriers exist that may be keeping students from attending school regularly. Connecting students and their families to school and community resources and interventions remains the team's primary goal, especially if the resources and interventions will improve the students' daily attendance.
 - While the school team will do their due diligence to invite you to an attendance conference to discuss your child's attendance, they may also legally hold the conference without you. At this step, failure to participate in the attendance conference indicates noncompliance. The truancy case may be referred directly to the Truancy Multi-Disciplinary Team (MDT), a pre-court intervention. Whether parents/guardians decide to participate in the attendance conference or not, the number of unexcused absences will be reported to the Department of Social Services, and families may lose TANF/SNAP benefits.
- **7 or more days** – Someone from the school's attendance team may schedule a review conference if the team made recommendations or began some interventions needing review. Continued non-attendance and/or noncompliance by parent/guardian and/or student will result in a referral to the Truancy Multi-Disciplinary Team (MDT).
 - The Truancy MDT, which consists of representatives from Norfolk Public Schools and local community agencies, meets regularly to review truancy cases. The goal is for students to attend school regularly and to avoid filing petitions whenever possible. However, in circumstances in which parents are intentionally non-compliant by allowing their child(ren) to miss days of school, the parents/guardians or persons having control of the child(ren) are referred to the court and charged with a Class 3 misdemeanor.
- **15 consecutive days** – Parents/guardians will receive written notification when students are dropped from the roll. Designated school personnel will make a reasonable effort to contact parents/guardians, including making a home visit to discuss the importance of the student's re-enrollment and assist with connecting families to resources when warranted. If the parent, guardian, or person having control of the student does not comply with re-enrollment efforts, one of the division's Attendance Officers will contact the parent, guardian, or person having control of the student to give a specific date they must enroll the student in school, or a petition will be filed against them.



Homelessness or Families in Transition

Students experiencing homelessness or those in transition between residences may be eligible for support and services under the [*McKinney-Vento \(MKV\) 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. More information about MKV services provided by NPS can be found using the following link: [Early Learning and Title I / Homeless \(McKinney-Vento\) and Foster Care \(npsk12.com\)](#)



What happens when students still miss school while receiving MKV supports and services?

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 BID meeting aims to determine if the current school placement is the best placement to ensure consistent daily attendance and access to instruction.



Address Verification and Potential Removal from Norfolk Public Schools

Excessive absences, tardies, late pick-ups, and early dismissals contribute to the suspicion that students may not reside in the attendance zone for their current school. **Parents/guardians are responsible for updating their addresses and phone numbers with their child(ren)'s school(s) every school year or when changes occur.** School teams will initiate address verification procedures based on the above suspicions, or mail returned to the school. **If evidence supports that the enrolled student does not reside at the address currently on file, that student will be withdrawn, and their parent/guardian**

must provide proof of residency to re-enroll. § 22.1-264.1. *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.*

Home Instruction

While Norfolk Public Schools want to maintain student enrollment, “home instruction” or “home schooling” is a legal option, and parents/guardians may choose to comply with [Virginia’s Compulsory Attendance Law](#). Parents/guardians may submit their intent to provide home instruction through our [homeschool portal](#) for the current school year. Failure to do so may trigger truancy procedures and court involvement. Parents/guardians are strongly encouraged to review and follow the guidelines provided in the [Home Instruction Handbook - Information for Parents](#), revised November 1, 2023, by the Virginia Department of Education.



Tuancy and Chronic Absenteeism Prevention and Intervention Contract
SY 2024-2025

Student: _____

School: _____

Grade: _____

Regular school attendance is essential to academic, social, emotional, and behavioral growth. Schools will monitor student attendance and use proactive strategies to help families address the underlying problems that lead to absenteeism. Parents are encouraged to reach out to the school to share concerns or needs relative to attendance. Virginia defines "Truancy" as a single unexcused absence. Students who accrue more than two unexcused absences are considered "Chronically Truant". The Compulsory Attendance law in the Code of Virginia, §22.1-254, requires all children to attend school daily. Virginia considers a student "Chronically Absent" when his/her total absences exceed 10% of the total days he/she is enrolled. Attendance applies to face-to-face and virtual learning.

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

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

The start time for my school is _____. Dismissal time is _____. Student Signature: _____ Date: _____

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

1. Parent conference
2. Development of an attendance plan
3. Assignment to participate in Attendance Recovery opportunities, which are alternative instructional sessions
4. School-based attendance team conference
5. Referral to school counselor, school social worker, and/or for Wraparound Services
6. Parent referral to the Department of Human Services and/or other community agency (based on specific family needs)
7. Referral to in-school community resources (i.e. Therapeutic Day Treatment, Communities in Schools)
8. Referral to the Truancy Multi-Disciplinary Team (MDT)
9. Referral to the Norfolk Juvenile Court

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

- ___ 1. I know I am legally responsible for my child, including his/her attendance.
- ___ 2. I understand school attendance is important to my child's learning and success.
- ___ 3. I understand that all absences count; therefore, I will provide documentation for all 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) and the Norfolk Juvenile Court. 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 that if there are family problems or concerns interfering with my child's school attendance, I should seek assistance from my child's school counselor, who can assist me in accessing 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 ensuring my contact information remains current.
- ___ 9. If eligible, I understand I may lose my Temporary Assistance For Needy Families (TANF) if my child does not attend school as required by law.
- ___ 10. I have read and understand the above expectations.

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Printed Name: ____

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 evaluating 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

The Virginia Kindergarten Readiness Program (VKRP) is a state-selected assessment designed to build a more comprehensive understanding of school readiness. As an assessment system, the VKRP adds measures of mathematics, self-regulation, and social skills to complement Virginia's statewide assessment of literacy skills - the Virginia Language & Literacy Screener (VALLS) for Kindergarten and Pre-K.

VKRP uses the Early Mathematics Assessment System (EMAS) to measure students' mathematical thinking. It also measures students' self-regulation and social skills using the Child Behavior Rating Scale (CBRS). Fall and spring Family Information Reports are available during each term for individual students.

The Pre-K Language & Literacy Screener is a screening tool that measures young children's language and literacy development. The screener is used three times during the school year, and parent communication will follow the assessment.

The screener contains subtests that measure six broad skills, which impact later reading achievement:

Alphabet Knowledge: knowledge of letter names and letter sounds
Phonological Awareness: the ability to play with and hear the sounds of language

Language Comprehension: showing understanding of a story by using words (expressive) and by using gestures like pointing (receptive)

Emergent Writing: the ability to write their name

Print Concepts: understanding of how print, books, and writing work

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

Each quarter, the teacher will determine a writing phase for the student based on the assessed writing samples included in the literacy portfolio. This “developmental phase” is a confluence of foundational literacy skills in both reading and writing. By the end of the year, the students must be at Stage 3/Phonetic Developmental Phase Benchmark.

Teachers will follow the NPS Guide to Literacy Assessment 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 .For any incomplete or missing assignments, the following codes will be used: A-Absent, A0-Absent with Zero, M-Missing, M0-Missing with Zero, L-Late, I-Incomplete, or EX-Excused. **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

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 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, 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, 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: Unlike native English-speaking students, English learners (ELs) are tasked with acquiring language and grade-level content simultaneously and therefore may encounter academic difficulties due to limited English proficiency.

When the English proficiency level of a student prohibits progress in the content areas, English Learners can be given an “L” grade rather than a failing letter grade.

Once English Learners (ELs) have acquired enough English proficiency to earn a passing grade (A, B, C, or D) in a content area, traditional letter grades must be given using the same grading criteria required of all students.

Classroom/content teachers or other school personnel may not assign an English Learner an “L” grade without the consultation of the school’s English as a Second Language (ESL) teacher. Assigning an “L” grade must be a collaborative decision to determine if the student’s academic difficulties are in fact language based. This collaboration should occur regularly in accordance with the division’s scheduled marking periods.

All graded assignments must be assigned a numerical grade and be entered into the electronic gradebook. At the end of each marking period, in consultation with the ESL teacher, the numerical grade can be overridden to reflect an “L” grade when appropriate. **Numerical grades must be entered throughout each marking period to document an English learners’ true academic abilities.**

An EL’s proficiency level on the ACCESS for ELLs © test can be used as a guideline for determining which type of grade to assign; however, performance on the ACCESS for ELLs assessment should not be the sole determining factor when assigning an “L” grade.

English Proficiency Levels based on the WIDA ACCESS for ELLs© Test Guideline for assigning letter grades or “L”

English Proficiency Levels based on the WIDA ACCESS for ELLs© Test	Guideline for assigning letter grades or “L”
ELs at Level 1 and 2 (1.0 – 2.4)	May require an “L” grade in core content courses, but could feasibly earn regular letter grades (A, B, C, D) in some content areas or performance-based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
ELs at Level 2 and 3 (2.5 – 3.9)	Should be able to earn at least a passing letter grade (D) in all content areas 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 is able to demonstrate understanding of content in non-linguistic ways.
ELs at Levels 4 and 5 (4.0 or higher)	Can generally be expected to earn regular letter grades in all content areas.

High School ELs and Grading

High school teachers need to be particularly judicious when assigning an “L” to a student. An “L” grade earns the student NO credit for the course. High school English learners who receive an “L” grade for a course will have to repeat the course or participate in summer course credit recovery.

Placement of Newly Enrolled English Learners

Kindergarten-Grade 5: English Learners will be placed at a grade level as indicated by his/her age or, if transcripts are available, 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 will be placed at a grade level as indicated by his/her age or, if transcripts are available, the current grade level the student was enrolled.

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, English learners 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.

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 May. Grades earned in Advanced Placement (AP) and International Baccalaureate (IB) courses receive a weighted factor of .06 per year, while all honors, Pre-IB, and dual enrollment courses receive a weighted factor of .0250 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, Pre-IB, dual enrollment, AP, and IB classes, you would add the weighted credit AFTER calculating the GPA. So, if this sample student had taken AP Biology, instead of Biology, .06 would be added to 2.8375 making the GPA then 2.8975. If this sample student also took Honors English 10, you would add .0250 to the total, making the GPA with Honors and AP weight 2.9225.

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 activities are offered at each of the high schools, middle schools, elementary schools, K-8 settings, Norfolk Technical Center, and auxiliary sites. This includes, but is not limited to, sequenced courses, dual enrollment, hands-on labs, career and technical student organizations, participation in state and national competitions, industry credentialing, and work-based learning experiences.

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



Dual Enrollment

In partnership with Tidewater Community College (TCC), Norfolk Public Schools (NPS) offers qualifying students the opportunity to earn college credits while enrolled in high school. Courses are available within the disciplines of English, Science, History/Social Studies, Mathematics, Career and Technical Education, and Fine Arts. Various courses are taught in-person at different NPS high schools, on the campus of TCC, and virtually via the synchronous or asynchronous format. Contact your school's counseling office for additional dual enrollment information.

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 by working with all NPS stakeholders to create a wide range of 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, supporting advanced intellectual and personal development that empower 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 af-

fective needs, thus allowing them to attain their personal best. In creating and fostering learning environments that strengthen students' metacognitive skills, students are rooted in a healthy mindset that emphasizes "what they are learn-ing rather than how well they are doing" (Kohn, 1999).

Identification Information

Students are identified by professionally qualified persons using multiple criteria, including aptitude or achievement tests, teacher and parent surveys, student interviews, and student portfolios. Students may be identified in General Intellectual Aptitude (GIA), Specific Academic Aptitude (SAA) in 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 as GIA, SAA, or an Emerging Scholar (talent pool). Emerging scholars are students who did not yet show readiness for gifted identification resulting from the first grade screener with composite scores in the top 15% within their respective schools. These students are reassessed for gifted identification during their fourth grade year. 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.

Advanced Placement (AP)

Advanced Placement (AP) courses provide high school students with the opportunity to engage in college-level coursework. These courses are accessible to students who are academically inclined and meet the necessary qualifications. At the end of an AP course, students are encouraged to take nationally administered exams in May. Scoring between 3 and 5 on these exams can earn students college credit, giving them an advantage as they pursue their college goals. Furthermore, high school students enrolled in an AP class earn weighted credit, enhancing their GPA. AP courses are offered in all five Norfolk high schools.

For additional details regarding AP courses, students can consult their high school counselors, visit the College Board website at <https://ap.collegeboard.org/> or contact any college admissions office.

Further 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 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, option #4.

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.

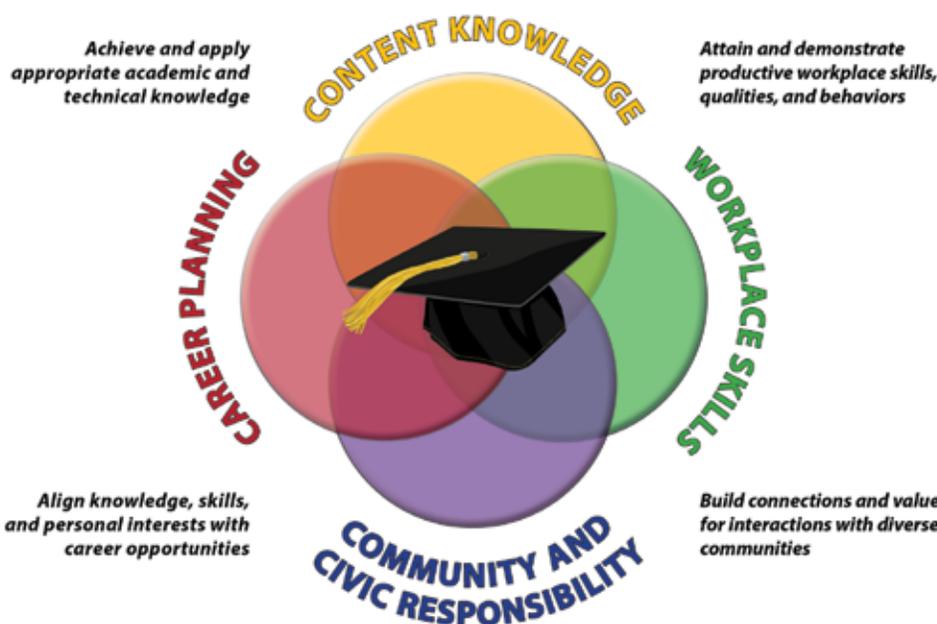
While there is no specific career-related activity that a student must experience (such as an internship or job-shadowing assignment) to earn a diploma, school divisions must provide opportunities for students to learn about workplace expectations and career options in their own communities and elsewhere.

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 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;">Mrs. Romanda Hannigan, Principal Academy for Discovery at Lakewood (757) 628-2477, Fax: (757) 628-2486</p>	<p style="text-align: center;"><u>Medicine and Healthcare at Blair Middle</u></p> <p>The Pre-Medical, Health, and Engineering Specialty (PMHE) Program at Blair provides innovative learning opportunities in collaboration with community partnerships to focus on medical, health sciences and engineering careers. Students will be provided with unique learning opportunities through hands-on learning experiences, field trips, and guest speakers. Designed for high-performing students looking to be challenged, this program offers an academically rigorous and comprehensive program that emphasizes college and career readiness.</p> <p>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>Compass Academy at Ruffner</u></p> <p>The Compass Academy opened for the 2023-2024 school year for students in grades 3 through 8, with programming designed to facilitate students’ academic and career pathway exploration. Elementary school students enrolled in the program will explore potential careers in four pathways – engineering and sciences, fine and performing arts, technology, and leadership and service. Students in middle school grades (6-8) will choose one of the pathways from the choices above and will participate in electives and enrichment activities aligned with their chosen pathway throughout middle school. All students enrolled at the school will participate in Compass Academy specialty programming.</p> <p style="text-align: center;">Mrs. Tracey Flemings, Principal Compass Academy at Ruffner (757) 628-2466, Fax: (757) 628-2465</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 #4, Fax: (757) 852-4677</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>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;">Dr. Julia James The Southside STEM Academy at Campostella (757) 494-3850, Fax: (757)-494-3860</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 is a fully authorized International Baccalaureate (IB) Diploma Programme (DP) School. Granby is also a candidate school for the IB Career-related Programme* (CP) and is seeking full authorization during the 2024-2025 school year. Students selected for the program enter Granby High School as NPS Pre-IB students and are prepared during their 9th and 10th grade years for continuation in the IB. The IB enables students to direct their own learning pathway and develop the skills and confidence they need to thrive and make a lasting difference. DP is a future-ready programme that builds students' inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives. CP is a unique programme for students in their final school years. It equips them with future-ready skills and prepares them to follow their career pathways by combining academic subjects with their own professional interests. *Candidate status gives no guarantee that authorization will be granted.</p> <p style="text-align: center;">Ms. Heidi Kirby 451-4110 ext.1013036 hkirby@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 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;"><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;">Mr. Joshua Stone 892-3200 jstone@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;">Mr. Travis Mansell 628-3344 ext. 3204 tmansell@nps.k12.va.us</p>	<p style="text-align: center;">Ms. Katherine Arroyo 852-4500 ext. 3230 kiarroyo@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, Section 504 and Child Find

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

Section 504 directs all entities, including public and private schools, which 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 Act (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 toll free at 1-800-422-2083 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.

You may also access the Virginia Procedural Safeguards Notice or the Virginia Family's Guide to Special Education.

- Virginia Procedural Safeguards Notice (ENGLISH)- <https://bit.ly/3xCEvPF>
- Virginia Procedural Safeguards Notice (SPANISH)- <https://bit.ly/45F4ToK>
- Virginia Family's Guide to Special Education (ENGLISH)- <https://bit.ly/3XASRuB>
- Virginia Family's Guide to Special Education (SPANISH)- <https://bit.ly/3VX6h2B>

Child Find

The Code of Virginia (8 VAC 20-81-50) requires a process to identify, locate, and evaluate children (ages birth to 21 years inclusive), residing in the City of Norfolk who may be children with disabilities under 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 Evaluation and Assistance

Section 504 Referrals

Referring persons may request to speak with the school administrator 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 Section 504 assistance.

School-aged Special Education Service Referrals (Ages 3-21 years)

Parents/guardians, school district personnel, or concerned citizens may refer a student ages 3-21 years old inclusive (Grades PK-12) who is already enrolled in a NPS school/program and is suspected of having a disability under IDEA to the Student Assistance Team (SAT). Referrals for these students should be completed through the school counseling office 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 to initiate Child Find. The school team must schedule a meeting within 10 business days to review the request for assistance.

Early Childhood Special Education Service Referrals (Ages 2-4 years)

Parents/guardians, school district personnel, or concerned citizens may refer a non-enrolled preschool aged student (ages 2-4 years) suspected of having a disability under IDEA to the Preschool Assessment Team (PAT) at (757) 852-4630 Ext. 3510 or preschoolassessmentteam@nps.k12.va.us to initiate Child Find. Information will be provided regarding interventions, workshops, screening, and evaluations. The PAT must schedule a meeting within 10 business days to review the request for assistance.

Parent Resource Center

The goal of the Parent Resource Center (PRC) is to provide support to parents/guardians, professionals, and community members with a primary focus on students with disabilities. The unique needs of students with disabilities encourages an increased level of collaboration between school, parents, professionals, and community.

The PRC is maintained by a Parent Resource Center Educator who is a licensed educator by the state of Virginia. The PRC Educator manages the parent resources offered and serves as an additional liaison between schools and parents/guardians. The PRC shares up-to-date information and training through meetups, workshops, and training sessions for parents/guardians, professionals, and community members.

The PRC is open 8:00 a.m. - 3:30 p.m., Monday-Friday during the school year and can serve parents/guardians, professionals, and community members via phone, email, or in-person by appointment. The PRC hours are subject to change based on staff facilitating workshops, events, and attending professional development. Please check the PRC calendar for specific information regarding availability.

Contact your local Parent Resource Center:

Email: parentresourcecenter@nps.k12.va.us

Phone: (757) 852-4674 Ext. 3089

Online Request Form: Request assistance from the Parent Resource Center

Webpage: <https://www.npsk12.com/Page/20476>

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 America’s Historical Newspapers Bartleby Quotations Education World Gale Virtual Reference Library InfoTrac Religion & Philosophy Kids InfoBits MedlinePlus Newsbank</p> <p>ENCYCLOPEDIAS Britannica School World Book Online</p> <p>MULTIMEDIA eMediaVA NASA 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 Virginia View MajorClarity</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 Virginia Department of Education GoOpenVA Best Digital Tools for Teaching and Learning Center for Media Literacy National Library of Virtual Manipulatives PBS Kids Raising Readers PBS Learning Media Schoolnet Starfall WHRO Education WHRO Kids & Family</p>
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State Mandated Assessments

Legislation requires schools to administer state assessments in the grade levels as listed in the chart below. There are four types of state mandated assessments listed in the chart, SOLs, VAAPs, LAAs, and Access for ELLs.

- Standards of Learning (SOL) tests measure the success of students in meeting expectations for learning and achievement in the content area listed at each testing grade level.
- Virginia Alternate Assessment Program (VAAP) tests are for the same purpose as SOLs but for the VESOLs. VAAP participation is determined by the Individualized Education Program (IEP) team.
- Local Alternative Assessments (LAA) are required to be administered in areas where SOL tests were eliminated in 2014 by the Virginia General Assembly.
- Access for ELLs is a Limited English Proficiency assessment administered for students who are identified as English Learners.

Testing windows are established for the listed assessments. The division windows for assessments by month and grade level can be found on the Norfolk Public Schools website on the FOR PARENTS/STUDENTS page. The online assessment calendar will be updated with any changes made locally or by the Virginia Department of Education. Families will be notified in a testing transparency statement by their student's school before each testing administration of the specific school testing schedule within the division window.

Families should expect score reports for each assessment via SYNERGY ParentVUE, or in the Pearson Online Parent Portal (SOLs only) in a timely manner after the division testing window closes. If paper copies, large print copies, or Braille copies of reports are required please notify your child's administrator over testing and they can request the accommodated student report. More information is available regarding SOL and State Growth on the VDOE website: <https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/parent-caregiver-resources-for-growth-assessments>

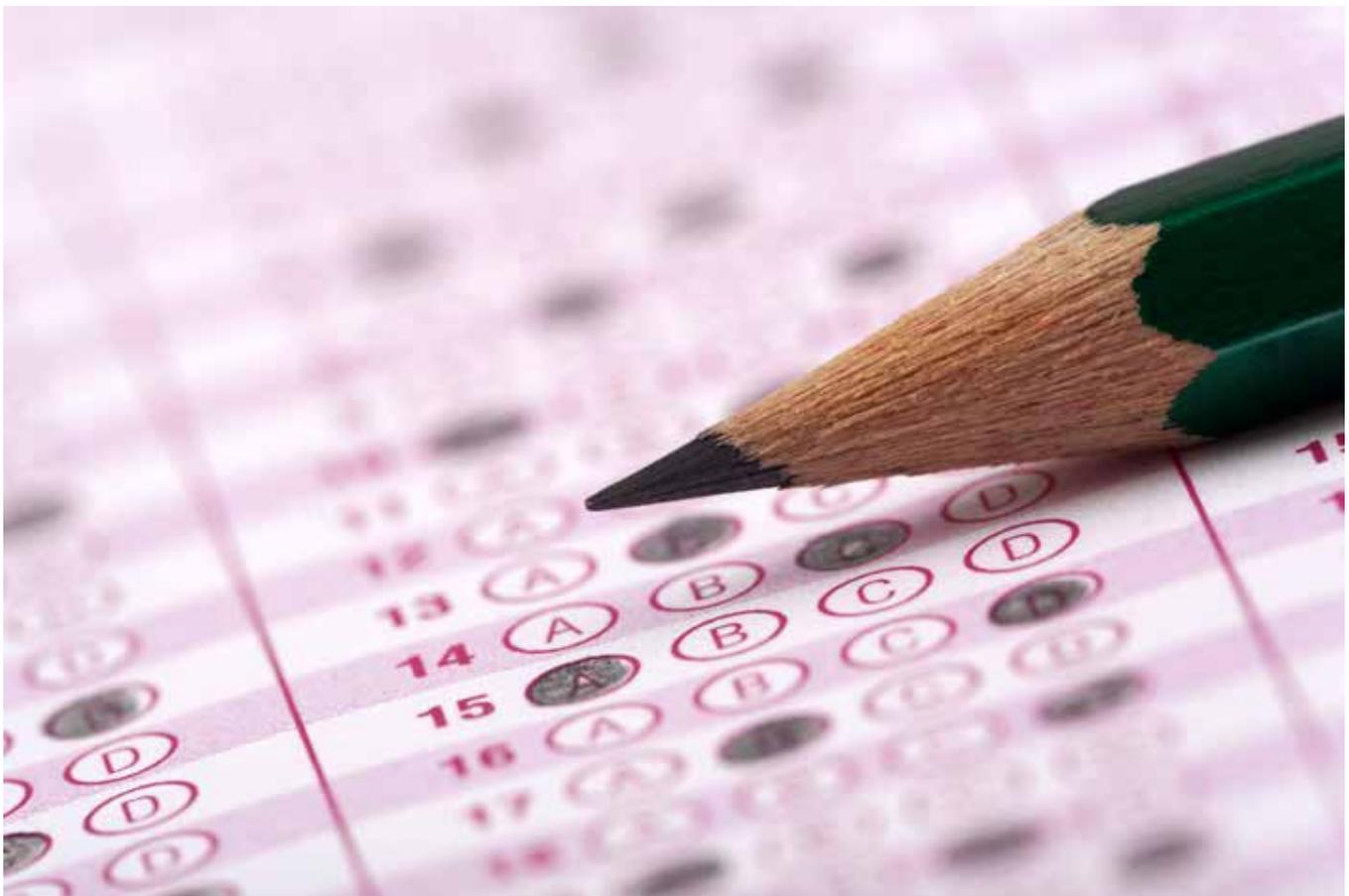
If parents or guardians have questions or concerns about their student's participation in a state mandated assessment, they should contact the administrator over testing at the school to discuss.

Grade Level	State Mandated Assessments Administered by Grade Level
3	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Mathematics Through-Year Growth Assessments-SOL ● Grade 3 Science LAA ● Grade 3 History LAA
4	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Mathematics Through-Year Growth Assessments-SOL
5	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Grade 5 Integrated Reading & Writing Item ● Mathematics Through-Year Growth Assessments-SOL ● Virginia Studies SOL ● Grade 5 Science SOL
6	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Mathematics Through-Year Growth Assessments or End-of Course Assessment-SOL <ul style="list-style-type: none"> ○ The test administered depends on the mathematics course the student is enrolled in. ● United States History I LAA
7	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Mathematics Through-Year Growth Assessments or End-of Course Assessment-SOL <ul style="list-style-type: none"> ○ The test administered depends on the mathematics course the student is enrolled in. ● United States History II LAA <ul style="list-style-type: none"> ○ The test administered depends on the history course the student is enrolled in.
8	<ul style="list-style-type: none"> ● Reading Through-Year Growth Assessments-SOL ● Grade 8 Integrated Reading & Writing Item ● Mathematics Through-Year Growth Assessments or End-of Course Assessment-SOL <ul style="list-style-type: none"> ○ The test administered depends on the mathematics course the student is enrolled in. ● Grade 8 Science SOL <ul style="list-style-type: none"> ○ The test administered depends on the science course this student is enrolled in. ● Civics and Economics Assessment-SOL <ul style="list-style-type: none"> ○ The test administered depends on the history course the student is enrolled in.

Grade Level	State Mandated Assessments Administered by Grade Level
High School	<p>Students in high school will take an End-of-Course SOL test for the following two reasons:</p> <ul style="list-style-type: none"> • The student will take an SOL test if they require the verified credit for graduation. Students require five verified credits for graduation (Reading, Writing, Mathematics, Science and History). • Students will take an SOL test to meet their federal participation requirements. High School federal participation requirements are as follows: <ul style="list-style-type: none"> ○ 1 Reading SOL Test ○ 1 Mathematics SOL Test <ul style="list-style-type: none"> ▪ The test must be Algebra I unless it was taken in middle school. If Algebra I was taken in middle school, they will take Geometry or Algebra II. ○ 1 Biology SOL Test
All Grades	<ul style="list-style-type: none"> • Access for ELLs <ul style="list-style-type: none"> ○ English Learners (EL) participate in this test annually until they exit the EL program.

Through-Year Growth Assessments-Administered in the Fall, Winter and Spring

- Some students in middle school may take an assessment earlier than listed due to their course enrollment.
- Students participating in the Virginia Alternate Assessment Program (VAAP) Assessments will take their assessment in the same content and grade levels listed in the chart above as the SOL.
- Screener assessments for literacy, numeracy, and social-emotional status are mandated by VDOE in multiple grade levels. They are not listed here but can be found on the assessment calendar on the Norfolk Public Schools website.
- Local/Division assessments designed and required by the division are not listed here but can be found on the Norfolk Public Schools website.



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.



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- * 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.

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- * 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.



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- * 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 2024-2025. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2024-2025, 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.
- Contact and involve parents/guardians regarding disciplinary issues.



Safety and Wellness



NO MATTER
WHAT

The graphic features the text "NO MATTER WHAT" in a bold, sans-serif font. "NO" and "WHAT" are in blue, while "MATTER" is in green. A green star with a blue arrow pointing upwards and to the right is positioned over the letter "A" in "WHAT". The background consists of several light gray, curved brushstrokes.

Maintaining Healthy Environments and Operations

Students/parents and staff will monitor their own health prior to reporting to the school building or any Norfolk Public Schools sponsored event/activity. All students and staff members must self-monitor for symptoms related to COVID-19 infection. If any signs or symptoms of infection are present, the individual should not report to school. If unsure about what to do, they can make contact with their school nurse to get further guidance. If symptoms arise while at school, the individual will be sent home and referred to a healthcare provider. The questionnaire (see below) should be used as a guide to assist parents and staff members make decisions about the presence of a potential infection.



Daily COVID-19 Pre-Screening Self-Questionnaire:

Are you currently ill or caring for someone who is ill with COVID-19? (YES / NO)
 Do you have any of the following symptoms? (YES / NO)

<ul style="list-style-type: none"> • Fever or feeling feverish • Chills • Sweating • Shortness of breath • Cough • Fatigue • New loss of taste or smell 	<ul style="list-style-type: none"> • Diarrhea • Sore throat • Nausea or vomiting • Muscle or body aches • Headache • Rash
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Who Needs to Quarantine?

The primary group that will be asked to quarantine will be individuals that have tested positive for COVID-19.

Protocol for Return from Quarantine

How May an Individual Students/Staff Return to Work after a Positive Test?

If you have a positive COVID-19 test, the initial isolation time has been shortened from the prior 10 days to 5 days. The time that a positive individual is isolated is five days from the initial positive test.

Those quarantined may return after the first five days of isolation if they:

- Have no symptoms
- Wear a well-fitting mask when they are around others for an additional 5 days after their isolation period ends (days 6-10). If an individual is unable to wear a mask consistently and correctly (e.g., young children, developmental issues, etc.), they will be required to isolate at home for the full 10 days.
- Those potentially eligible to return on days 6-10 after a positive test will need to stay appropriately distanced from others (6 feet).

Note: If a person staying home, due to a positive test, continues to have a fever after the first five days, they will need to continue staying home until their fever is gone for 24 hours without the use of fever reducing medications.

Reducing the Use of Contact Tracing

As CDC Metrics associated with COVID-19 infections have recently declined significantly, contact tracing as a mitigation strategy is being relaxed in many school divisions in Hampton Roads and other parts of Virginia. NPS will continue to use contact tracing in certain circumstances, but in many instances, if a positive case is brought to the attention of the NPS contact tracer, the person that is positive will be asked to quarantine. Those in close proximity that may have been significantly exposed to a positive student or staff member will be notified that that may have been exposed. Parents will be asked to monitor their child for potential COVID symptoms, but a potential exposure will not result in an automatic quarantine. Parents should notify the school if their child does develop COVID-19 symptoms.

Contact tracing will continue to be used as a mitigation strategy in instances where an outbreak is suspected (2 or more related positive cases in an isolated group)

Because athletes are typically involved in strenuous/aerobic activities in very close quarters, NPS athletes will be subject to contact tracing protocols/procedures specific to the athletics department.

As mitigation strategies are relaxed in the community and schools over time, getting vaccinated and boosted for COVID-19 will become an increasingly important and powerful strategy for reducing the spread of COVID -19 and staying healthy.

Health Dangers of Tobacco and Nicotine Vapor Products

Tobacco and vaping devices contain nicotine, an ingredient that can lead to addiction, which is why so many people who smoke or vape find it difficult to quit. Both tobacco and vaping devices contain other harmful chemicals; burning tobacco can create these chemicals and vaping devices turn chemicals and flavorings into mist that combines with synthetic nicotine.



Information for Parents:

- You have an important role to play in addressing this public health epidemic.
- Learn about the different shapes and types of e-cigarettes and the risks of all forms of e-cigarette use for young people at <https://e-cigarettes.surgeongeneral.gov/>.
- Set a good example by being tobacco-free. If you use tobacco products, it's never too late to quit. Talk to a healthcare professional about quitting all forms of tobacco product use. For free help, visit smokefree.gov or call 1-800-QUIT-NOW.
- Adopt tobacco-free rules, including e-cigarettes, in your home and vehicle.
- Talk to your child or teen about why e-cigarettes are harmful for them. It's never too late.
- Get the Surgeon General's tip sheet for parents, Talk With Your Teen About E-cigarettes, at <https://ecigarettes.surgeongeneral.gov/>. Start the conversation early with children about why e-cigarettes, including JUUL, are harmful for them.
- Let your child know that you want them to stay away from all tobacco products, including e-cigarettes, because they are not safe for them. Seek help and get involved.
 - Set up an appointment with your child's health care provider so that they can hear from a medical professional about the health risks of tobacco products, including e-cigarettes.
 - Speak with your child's teacher and school administrator about enforcement of tobacco-free school policies and tobacco prevention curriculum.
 - Encourage your child to learn the facts and get tips for quitting tobacco products at [Teen.smokefree.gov](https://teen.smokefree.gov).



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 or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand, perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, 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. Norfolk Code 2110

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 whom 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
- Vector Alert at 757-255-7461. Norfolk Code 2110
- 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 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 educational equity, and social justice for every student. 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 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.



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.

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).

School Clinic Services 2024 – 2025

The School Nurse provides health screenings, first aid, treatments, and medication administration to students enrolled in Norfolk Public Schools.

Vision and hearing screenings are conducted by the school nurse annually for select students and are scheduled within the first 60 days to be completed during the school year. Students in kindergarten and grades three, seven and ten receive vision and hearing screenings according to the VDOE guidelines (Code of Virginia § 22.1-273).

Students that are new to Norfolk Public Schools in grades one through twelve during the school year will also be screened within the first 60 days of enrollment. Results of screening deficits are communicated to parents in a relevant and informative format that is designed to increase parental awareness and encourage parental action. Parents may choose to opt out of the state mandatory screenings by contacting their child's school nurse.

The registered nurse is available to consult with parents as needed to address any health issue or concern of students. Information regarding the health condition of the student may be disclosed to school board employees in accordance with state and federal law governing the disclosure of information contained in student scholastic records. In order for the nurse to provide medication or treatments, the following guidelines must be met:

- All prescription medications or treatments administered by the nurse during the school day must have a written physician's order with a parent /guardian's signature, permitting nurse administration, or in her absence, the principal's designee.
 - The nurse may give nonprescription medication to students only with the written permission of the parent or guardian. A medication administration form must be completed with parent/guardian signature.
 - This medication form(s) is available in the Forms and Releases section of the Handbook, your child's school, and on the nps.k12.va.us website and is valid for one school calendar year.
 - Medication must be in its prescribed bottle. Over-the-counter medication must be in a sealed, unopened bottle. All medication will be secured in the clinic according to NPS protocol.
 - A parent or guardian must deliver medication to the school nurse, as students will not be permitted to transport medication.
 - For any changes in medication, the parent must provide written authorization signed by the prescriber.
 - The parent/guardian (or an adult parent designee) must pick up all medicine at the end of the school year.
 - The school nurse must appropriately discard all left over medicine on the last day of the school year.

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

- Provide the school with a written authorization from the licensed prescriber that includes the following information: student's name, name of medication, dosage, hours to be given, method by which to be given, name of prescriber, date, expected duration of administration of medication, and possible side effects. These medication forms are valid for one school calendar year.
- Written parental or guardian permission for self-administration of specified medication is written on the Diabetic, LAMP, or Asthma Form.
- Medication must be in a properly "pharmacy-labeled" container.
- Nurse will evaluate student's self-administration skills and will provide the student with a "self-administration" pass.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer these medications at any point during the school year is revoked.
- Self-administration of inhaled asthma medications and auto-injectable epinephrine is consistent with

the purposes of the Virginia School Health Guidelines and the Guidelines for Specialized Health Care Procedure Manual, which is issued by the Virginia Department of Education.

*****NOTE:** Sharing, borrowing, distributing, manufacturing, or selling any medication is prohibited. The student may be subject to disciplinary action in accordance with the Standards of Student Conduct.



Suicide Prevention and Awareness

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988
SUICIDE
& CRISIS
LIFELINE

SUICIDE IS PREVENTABLE

Suicide is a serious public health problem that takes an enormous toll on families, friends, classmates, communities, as well as military personnel and veterans. Suicide prevention is the collective work done to support students and families with the goal of reducing the incidence of suicide through education, awareness, and services.

What Should I Do If I Need Help or Am Worried About My Child?

If you feel you need help or believe your child may need help due to thoughts of suicide, help is available 365 days a year, 7 days a week, 24 hours a day.

Ask your child: *Have you thought about suicide? Or Sometime, when people feel sad the way you do, they think about suicide. Have you ever thought about it?*



Warning Signs

Cries for help

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending goodbye messages)
- Social withdrawal and isolation
- Suicide threats (direct and indirect)

RESOURCES

If you need IMMEDIATE help, CALL 911 and ask that a CIT officer respond.

***Crisis Intervention Team
(Norfolk) 757-664-6681***

***Child and Adolescent Mobile
Crisis 757-823-1666***

***Norfolk Community Services
Board 757-756-5600***

Trevor Lifeline 866-488-7386

***National Suicide Prevention
Lifeline 988 or text TALK to
741741***



RECOGNIZING AND REPORTING CHILD ABUSE AND NEGLECT IN VIRGINIA

Section 63.2-1509A of the Code of Virginia requires teachers of 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.

Report Child Abuse:

*VA Child Abuse and Neglect Hotline at 1-800-552-7096
Norfolk Dept of Human Services 757-664-6022*

Human Trafficking

Human Trafficking is when people profit from the control and exploitation of others. There are two types of human trafficking: sex trafficking and labor trafficking. It occurs within and across U.S. borders, victimizing both U.S. citizens and non-citizens, both children and adults, both men and women.

Trafficking can involve school-age youth, particularly those made vulnerable by challenging family situations, and can take a variety of forms including forced labor, domestic servitude, and commercial sexual exploitation (prostitution).

The children at risk are not just high school students; studies show that the average age a child is trafficked into the commercial sex trade is between 11 and 14 years old. Traffickers may target minor victims through social media websites, telephone chat-lines, after school programs or through other students who are used by the traffickers to recruit other victims.

Reporting Suspected Human Trafficking

You can call the **National Human Trafficking Hotline: 1-888-373-7888** or text **INFO** or **HELP to BeFree (233733)** to get help or connect with a service provider in your area. The center is not a law enforcement or immigration authority and is operated by a non-governmental organization.

BULLYING, CYBERBULLYING, AND HARASSMENT PREVENTION AND SUPPORT

NPS is committed to providing an educational atmosphere free from harassment, intimidation, or bullying.

Bullying is

- Behavior **intended** to hurt, harm, or humiliate.
- Behavior that includes a **power imbalance**. Power can mean the person is older, bigger, stronger, or more popular.
- **Repeated** over time. The unwanted aggressive behavior continues when the aggressor realizes it is hurting another.

Students who threaten to cause harm or harass others will be referred to the principal or assistant principal for appropriate disciplinary action, which may include suspension and/or recommendation for long-term suspension or expulsion.

VA Code related to bullying:

§18.2-60

§18.2-152.7:1

Bullying is NOT

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- A single act or telling a joke about someone.
- Arguments
- Isolated acts of harassment, aggressive behavior, intimidation, or meanness

Cyberbullying is bullying that takes place over digital devices. It includes sending, posting, or sharing negative, harmful, or false content about someone else.

Harassment is repeatedly annoying or attacking a person based upon a protected class/category (e.g., race, ethnicity, color, gender, gender identity, religion, sexual orientation, weight, or any other protected class or category).

Resources:

www.pacer.org

www.StopBullying.gov



Vector Solutions
Vector Alert

Norfolk Public Schools

Report It

Vector Alert is our district's tip reporting service. If you have information about a threat to our safety, do your part and report it! And remember, you can remain anonymous.

SUBMIT USING OUR APP

App Store | Google play

FOR EMERGENCIES, PLEASE CALL 911

EASY WAYS TO REPORT

- Visit the website <http://2110.alert1.us>
- Email your Tip to 2110@alert1.us
- Call to report your tip **757.255.7461**
- Text your Tip to **757.255.7461**

REPORT ON:

- BULLYING
- INTIMIDATION
- HARASSMENT
- WEAPONS
- DRUGS
- OTHER

Our District Code is: 2110



Vector Solutions
Vector Alert

Norfolk Public Schools

¡Denúncielo!

Vector Alert es el sistema de denuncias de nuestro distrito. Si tienes información sobre una amenaza a nuestra seguridad, ¡haz tu parte y denúncialo! Y recuerda que puedes permanecer en el anonimato.

ENVÍA CON NUESTRA APLICACIÓN

App Store | Google play

EN CASO DE EMERGENCIAS, LLAMA AL 911

FORMAS FÁCILES DE DENUNCIAR

- Visita el sitio web <http://2110.alert1.us>
- Envía un correo electrónico para hacer tu denuncia 2110@alert1.us
- Llama para hacer tu denuncia **757.255.7461**
- Envía un mensaje de texto para hacer tu denuncia **757.255.7461**

DENUNCIA:

- BULLYING
- INTIMIDACIÓN
- ACOSO
- ARMAS
- DROGAS
- OTRO

Nuestro Código de distrito es: 2110

REPORT BULLYING AND OTHER SAFETY CONCERNS

VECTOR ALERT TIP SYSTEM

TIPS MAY BE REPORTED ANONYMOUSLY

THE VECTOR ALERT SYSTEM IS NOT MONITORED OUTSIDE OF NORMAL SCHOOL HOURS

FOR EMERGENCIES: CALL 911

MENTAL HEALTH AND SUBSTANCE USE PREVENTION AND REFERRAL:

The Department of Student Support Services provides additional programs and activities that directly and indirectly promote the safety and well-being of students within a positive learning environment. To connect with quality mental health and substance use treatment providers via the Care Solace Program, please contact (757) 628-3928 for more information.

Additionally, Norfolk Public Schools has partnered with the North American Learning Institute (NALI) to provide students with free courses on alcohol, tobacco, and drug use. These awareness and prevention courses also include learning opportunities on vaping. All courses are entirely online, self-paced and only assigned by the Department of Student Support Services after receiving a referral from a school for a specific substance.

WHEN IS IT BULLYING?

<p>NOT NICE</p> <p></p>	<p>When someone says or does something <i>unintentionally hurtful</i>, and they only do it once.</p> <p>For example, Mary tells a new classmate, Debbie, that she thinks her shirt is ugly and it doesn't match her outfit. Debbie responds that the comment hurt her feelings. Mary apologizes and doesn't do it again</p> <p>Mary's behavior is not nice, but it is not bullying.</p>
<p>MEAN</p> <p></p>	<p>When someone says or does something <i>intentionally hurtful</i>, and they do it once.</p> <p>For example, Mary laughs at a new classmate, Debbie, and loudly tells her, for the whole class to hear, that her shirt is ugly and makes her outfit look like trash. Debbie ignores Mary's behavior and plans to talk with her mentor for mediation. Mary does not repeat the behavior</p> <p>Mary's behavior is mean, but it is not bullying.</p>
<p>BULLYING</p> <p></p>	<p>When there is a <i>real or perceived power imbalance</i>, and someone says or does something <i>intentionally hurtful</i> and they <i>keep doing it over time</i>, even when you tell them to stop or show them that you are upset, or the behavior <i>causes severe emotional trauma</i>.</p> <p>For example, Mary repeatedly makes fun of a new classmate, Debbie. Mary repeatedly laughs at her and points out to the class that her clothes are ugly and look like trash. Debbie quietly asks Mary to stop but being new, she is intimidated by Mary. Mary's behavior continues, even after the teacher also addresses Mary's behavior. Debbie dreads going to class and facing Mary's repeated insults.</p> <p>Mary's behavior is intentionally hurtful, includes a power imbalance and repeated over time. Mary's behavior IS BULLYING.</p> <p>OR</p> <p>For example, Mary makes fun of a new classmate, Debbie. Mary laughs and points out that her clothes are ugly and look like trash. Debbie quietly asks Mary to stop but being new, she is intimidated by Mary. Mary then rubs food on the back of Debbie's shirt and points it out to the class. As everyone laughs, the teacher intervenes to stop Mary and settle the class. However, with her clothes ruined and feeling humiliated, Debbie runs from the classroom in tears and doesn't want to return.</p> <p>Mary's behavior is intentionally hurtful, includes a power imbalance and although it is not repeated, it is severe enough to have caused severe emotional trauma. Mary's behavior IS BULLYING.</p>

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 Norfolk Code 2110**
- 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 **Norfolk Code 2110**
 3. Text your tip to 757.255.7461 **Norfolk Code 2110**
 4. Email: 2110@alert1.us
 5. Web: <http://2110.alert1.us>

www.ADL.org

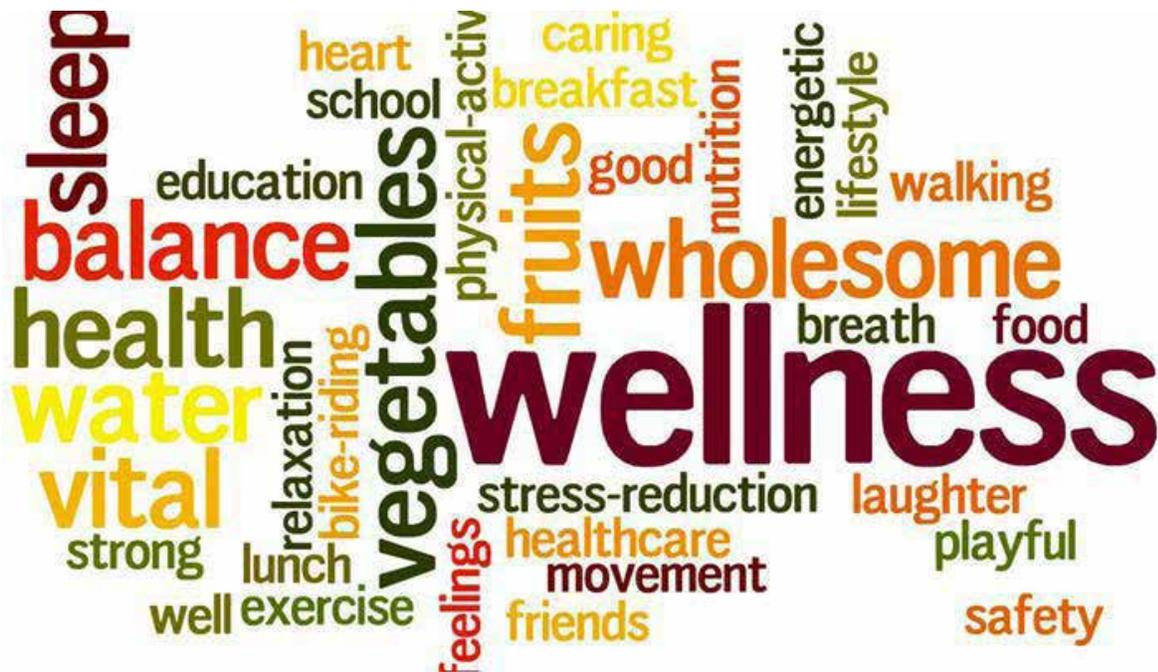
www.StopBullying.gov

www.stompoutbullying.org

www.learnsafe.com

<https://www.commonsense.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.

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 and is also provided in the back of this handbook.

Student Code of Conduct



NO MATTER
WHAT

The graphic features several light gray, horizontal brush strokes of varying lengths and thicknesses. Overlaid on these strokes is the text 'NO MATTER' in a bold, sans-serif font. 'NO' is blue, and 'MATTER' is green. Below this, the word 'WHAT' is also in a bold, sans-serif font. 'WH' is blue, and 'AT' is blue. A green star with a blue outline and a blue shadow is positioned over the 'A' in 'WHAT'. The star has a long, thin tail pointing downwards and to the right.

CODE OF STUDENT CONDUCT

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

BEHAVIOR INTERVENTION AND RESPONSE



Because Norfolk Public Schools is committed to creating and maintaining safe, equitable, culturally responsive and supportive learning environments for all students, the Code of Student Conduct is provided in order to outline behavioral expectations, categories of behavior and disciplinary actions that may occur as a result of student misconduct. In addition to responding to misconduct, Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered system of supports that is utilized district-wide with a focus on teaching expectations for behavior, reinforcing positive behavior and addressing inappropriate behavior with interventions and disciplinary consequences.

RESPONSIBILITIES AND INVOLVEMENT

Creating and maintaining our learning environments is a collaborative effort that requires commitment from parents/legal guardians, students and NPS staff. These stakeholders have the following rights and responsibilities in order to support the expectations and requirements outlined in the Code of Student Conduct:

Parents/Legal Guardians

Parents'/Legal Guardians' **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by all NPS staff and students.
- Being actively involved in their children's education.
- Receiving information about the policies and procedures of NPS that relate to their children's education.
- Receiving regular reports from school staff regarding their children's academic progress or behavior, including but not limited to progress reports, report cards, and conferences.
- Receiving information about services for students with disabilities and English language learners, when applicable.
- Receiving communication to meet language needs through provided translators.
- Receiving information from school staff about ways to improve their children's academic or behavioral progress.
- Advocating for their children, to include requesting a conference with school staff and reporting concerns or unfair treatment to a person of authority.
- Receiving information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by administrators or school staff.
- Receiving information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
- Being provided the website address for the Sex Offender and Crimes Against Minors Registry, <https://sex-offender.vsp.virginia.gov/sor/>

Parents'/Legal Guardians' **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Having their children regularly attend school on time and communicating reasons for absences and tardiness.
- Informing NPS staff about any concerns and/or complaints in a respectful and timely manner.
- Partnering with school administrators and teachers to address any academic or behavioral issues.
- Supporting NPS by communicating with their children about acceptable and expected school behavior.
- Becoming familiar and complying with NPS policies, rules and regulations.
- Paying all fees and charges levied against their children by NPS, including costs associated with damage to or loss of books, technology and other school property (Section 22.1-279.3 of the Code of Virginia).
- Providing and maintaining updated contact information to NPS and their children's individual school(s).
- Supporting student completion of homework and participation in offered academic support programs.
- Being respectful and courteous to staff, other parents/legal guardians and students, while respecting individual differences, cultural diversity and the property of others.



Students

Students' **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by NPS staff, visitors and other students.
- Learning in a safe, equitable, culturally responsive environment.
- Being in a respectful learning environment that respects all students as valued members of the school community and accepts and supports various pedagogies.

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.

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.

- Assembling with friends at a time that will not disturb the regular school activities and meeting at school with prior permission from the principal or sponsor and all arrangements have been approved.
- Receiving an education that allows for academic as well as social and emotional growth and development.
- Being provided access to appropriate supports and services to meet with success in school.
- Being provided access to lockers. 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.
- Expanding educational experiences and growth through extracurricular activities.
- Continuing student privacy, security and protection. (Note: Students and their property, including privately owned electronic devices, may be searched and/or an impairment assessment completed if there is reasonable suspicion that a law or school rule has been or is about to be broken.)

- Being informed of potential disciplinary action and being given an opportunity to present their explanation (due process)
- Receiving a written notice when disciplinary action is taken. All notices of disciplinary action will be filed in permanent, cumulative folders.
- Participating in meetings/conferences by providing input regarding decisions being made to support their academic, behavioral, and social and emotional growth. Additionally, students have the right to review their school record with the principal/designee at a suitable time for all parties.
- Expressing themselves. 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.

Students' **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Expressing self and opinion appropriately through an educational environment while respecting individual differences, cultural diversity and the property of others.
- Understanding and following acceptable school behavior by being knowledgeable of NPS policies, rules and regulations.
- Ensuring behavior is appropriate and does not intimidate, harass, discriminate against, or harm another student, visitor or NPS staff.
- Behaving in a way that does not disrupt the learning environment.
- Demonstrating respect to all NPS staff, visitors, and other students.
- Attending, being prepared, and actively participating in all academic classes.
- Completing assignments entirely and in a timely manner while working toward one's full potential.
- Advocating for oneself and education.
- Maintaining integrity of one's academic assignments.
- Communicating to teachers, counselors, or other NPS staff of unsafe or concerning situations that include but not limited to: bullying, discrimination, harassment, detrimental to student safety, etc.
- Informing parents/legal guardians of school-related issues and giving them any materials sent home by the school.

NPS Staff

NPS Staff's **rights** regarding the *Code of Student Conduct* include, but are not limited to:

- Being treated courteously, fairly, and respectfully by students, parents/legal guardians and other school staff.
- Working in a safe and welcoming environment.
- Receiving support from parents/legal guardians, students and other NPS staff in a school environment that is safe, equitable, culturally responsive and supportive.
- Receiving appropriate professional learning and training, especially as it relates to social emotional learning, restorative practices, and positive behavior interventions.
- Working in an environment free from intimidation, harassment, or discrimination by staff or students on school property or at school sponsored events, functions, or activities.
- Promptly receiving information and notification of disciplinary actions taken by school administrators regarding student referrals for inappropriate behaviors.
- Receiving information about necessary accommodations and services for students with disabilities or 504 plans, or are English language learners, as applicable.
- Attending and participating in student meetings and conferences by providing input on decisions made to support their academic, behavioral, and social and emotional growth.

NPS Staff's **responsibilities** regarding the *Code of Student Conduct* include, but are not limited to:

- Implementing well-planned, differentiated, rigorous, and engaging daily learning plans according to the standards for professional practice.
- Providing proper supervision and classroom management by using restorative practices, positive behavior interventions, and following the *Code of Student Conduct*.
- Ensuring a safe, equitable, culturally responsive, and respectful learning environment.
- Referring students to the appropriate staff for behavioral intervention programs or academic support.
- Communicating proactively, regularly, and timely with parents/legal guardians about student progress, NPS policies, behavior expectations.
- Being polite and courteous to students, parents/legal guardians, and other staff, serving as role models for students.
- Welcoming parents/legal guardians as valued partners in their children's learning by creating opportunities for regular, two-way communication and active participation at problem-solving meetings.
- Welcoming parents/legal guardians as valued partners in their children's learning by working to accommodate schedules and meet language needs.
- Being knowledgeable about the policies of the NPS School Board and other applicable laws and regulations and applying them fairly and consistently. Being knowledgeable about federal and state laws, as well as regulations about the disciplinary process for students with disabilities; and, implementing necessary accommodations and services for students with disabilities.

ACCEPTABLE USE OF COMPUTER SYSTEMS

The School Board provides computer systems to promote educational excellence, resource sharing, innovative instruction and communication, and to prepare students to live and work in the 21st century. Computer systems include, but are not limited to, all

- | | | |
|-------------------------|--------------------------------|-----------------------|
| • Computers | • Telecommunication devices | • Software |
| • Electronic tablets | • Printers | • Apps |
| • Electronic readers | • Scanners | • Application systems |
| • Servers | • Peripheral equipment | • Web resources |
| • Network devices | • Local and wide area networks | • Data |
| • Multifunction devices | • Internet access | • Digital content |

Misuse of computer systems may result in disciplinary action including long-term suspension and/or expulsion. Computer systems shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials.

Any authorized or unauthorized use in school or out of school of computer software, computer networks, telecommunications, information technology, and related technologies, or involvement in willful acts that

- cause physical, financial, or other harm in any manner, or
- disrupt or interfere with the education of students in any manner are prohibited and may result in a recommendation for expulsion.

Any student who fails to comply with the terms of the [Acceptable Use Policy](#) or the regulations developed by the Superintendent may lose system privileges, and students may be disciplined in accordance with the *Code of Student Conduct* or other School Board policies and division regulations governing student discipline. Students may also be the subject of appropriate legal action for violation of these policies or regulations.

VIRTUAL LEARNING



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 Policy](#) (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 2022-2023. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2022-2023, 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.

BRING YOUR OWN DEVICE (BYOD)

Students are allowed to use privately owned electronic devices to access the NPS wireless Network. This wireless access provided to the devices is designed to enhance the students' educational experience and outcomes. Connecting to the NPS Wi-Fi network with personal devices is a privilege, not a right. Permission to bring and use privately owned devices is contingent upon adherence to NPS guidelines. If a privately owned device is used by a student to disrupt the educational environment, in the sole opinion of NPS, that student's privileges may be limited or revoked. The school division reserves the right to examine the privately owned electronic device and search its contents if there is a reason to believe that school division policies or local, state and/or federal laws



have been violated. Devices are brought to school at the students' and parents'/legal guardians' own risk. If a privately owned device is lost, stolen or damaged, NPS is not responsible for any financial or data loss. Students and parents/legal guardians should read the Cell Phone and other Devices in Schools policy thoroughly.

STUDENT DRESS CODE

The purpose of the NPS Dress Code is to help ensure that the educational and work environment in our schools is respectful and safe and an environment where diversity is valued and contributes to achieving positive academic and social outcomes.

The primary responsibility for a student's choices resides with the student and parent(s)/legal guardian(s). NPS 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 NPS' intent to sustain a community that is inclusive of a diverse range of identities, must not contribute to a hostile or intimidating atmosphere for any student or staff, and must not interfere with the health or safety of any student or staff. Students should seek guidance from school administrators when modifications, accommodations or waivers are needed and should cooperate in resolution when disagreements arise.

The school district and individual schools are responsible for seeing that a student's attire does not interfere with the health or safety of any student or staff and that a student's attire does not contribute to a hostile or intimidating atmosphere. It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the standards outlined in the [NPS Dress Code](#). When enforcing the Dress Code, all students will be treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type so as not to reinforce or increase marginalization or oppression of any group. It is recommended that missed instructional time due to Dress Code violations be kept to a minimum, when possible. For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically based on gender, sexual orientation, race, religion, or body type.

See [NPS Dress Code](#) for the full policy, including standards, temporary resolutions, modifications, and enforcement.

STUDENT SAFETY REGARDING 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 know that riding a school bus is a privilege not a right. Students who do not behave on the bus may have privilege of riding the bus revoked for a specific time. The driver of the bus has the authority 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.

Students must be made aware of the following school bus safety procedures.

Being Responsible, Respectful, and Safe on the Bus

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

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

- Take the safest route to assigned bus stop.
- Arrive at the bus stop 5 minutes before the bus is scheduled to arrive.
- Only speak and/or ride with persons you know personally. Always go straight home and tell your parents if a stranger tries to talk to your 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.
- It is recommended that parents or their designee accompany their young children to and from the bus stop.

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

- Check the traffic in both directions.
- Wait until the bus driver signals to cross.
- Walk in front of the waiting bus.
- Form a single line as the bus approaches.

- Wait on sidewalk until the bus comes to a full stop.
- Enter the bus single file, using handrail and let younger students enter first.
- Go directly to a seat and remain seated.
- Keep your hands, feet, and other objects to yourself.
- Respect the bus driver and bus monitors.
- Cross the street in front of the bus.

3. While the bus is in motion,

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

4. When the bus is unloading

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

5. If crossing the street

- Wait until bus driver gives 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 driver if student's home is on the right side of the street

6. Other Conditions

- 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.



PREVENTIVE AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

“Preventive and positive approaches to discipline create safe, supportive, and positive schools where 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). 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.

- A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others, so training in social awareness may also be indicated.
- B. **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.
- C. **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.
- D. **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.
- 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. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.
- P. **Persistently Dangerous Behaviors (PD)**

These behaviors contribute to schools deemed as persistently dangerous by the state.

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

STUDENT BEHAVIOR DESCRIPTIONS

The following section outlines specific behavior descriptions and examples of behaviors that fall under each of the six behavior categories (outlined in the [previous section](#)). For additional information or clarification regarding a specific incident, please contact the student's school. *Note: The following behavior codes have been removed by the state and are not listed below: BSO 4, BSC 20, BSC 23, BESO 8.*

Behaviors that Impede Academic Progress (BAP)
BAP 1: Interfering with learning in the classroom (e.g., inappropriate talking, excessive noise, off-task, out of seat, horse playing, making rude noises, and possession of items that distract)
BAP 2: Interfering with learning outside of the classroom (e.g., excessive noise, interrupting a class, inappropriate talking, horse playing, and making rude noises)
BAP 3: Scholastic dishonesty (e.g., cheating, giving or receiving any unauthorized aid or assistance or unfair advantage on any form of academic work; and plagiarism, falsely claiming authorship, to include copying of language, structure, idea, and/or thought of another and representing it as one's own original work)
BAP 4: Unexcused tardiness to class
BAP 5: Unexcused tardiness to school

Behaviors Related to School Operations (BSO) interfere with the daily operation of school procedures

BSO 1: Altering an official document or record

BSO 2: Giving false information, misrepresentation (to include verbal or written statements, counterfeit money, imitation alcohol, and drug look-alike)

BSO 3: Refusal to comply with requests of staff in a way that interferes with the operation of school (to include refusal to work in class, minor insubordination, improper vehicle use and repeated refusals to comply or display appropriate behavior)

BSO 5: Failure to attend assigned disciplinary setting (e.g., detention, In-School Suspension, afternoon/evening school, Saturday school, failure to complete Substance Abuse Intervention Program)

BSO 6: Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building

BSO 7: Dress code violation - Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that private parts, midribs, buttocks, and breasts are fully covered with opaque fabric. All items listed in the “must wear” and categories below must meet this basic principle.

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



DRESS CODE

Students Cannot Wear:

- a. Violent language or images
- b. Images of 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

For the complete dress code policy, exceptions and waivers, see NPS School Board Policy [JZZB](#).

BSO 8: Gambling (playing or being present at the scene of games of skill or chance for money, property, or profit; to include shooting dice)

BSO 9: Possessing items that are inappropriate for school (e.g., toys, literature, lighters, tobacco-free dip) All items will be confiscated and turned over to the parent/legal guardian at a reasonable time convenient to the school.

Items will be confiscated and not returned.

BSO 10: Possession of stolen items (property obtained without permission of owner) Items will be confiscated and not returned.

BSO 11: Unauthorized use of school electronic or other equipment

School electronic equipment/computer technology includes, but is not limited to, all computers, electronic tablets, electronic readers, network devices, telecommunication devices, multifunction devices, printers, scanners, and peripheral equipment (such as headphones, microphones, flash drives). School electronic equipment/computer technology shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials. (e.g., student uses school-issued laptop to send nude photos)

BSO 12: Violation of the Acceptable use of Technology/Internet Policy

Network systems include local and wide area networks, Internet access, software, apps, application systems, web resources, data, and digital content. Network systems shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials. (e.g., hacking, bypassing network security and/or accessing inappropriate websites on personal or school-issued device). Any violation of the Acceptable Use Policy which disrupts or interferes with the learning environment, students, or staff members in any manner; or involvement in willful acts that cause physical, financial, social, emotional or other harm in any manner is prohibited and may result in a recommendation for expulsion. Students may lose system privileges and be subject to appropriate legal action.

BSO 13: Violation of school board policy regarding the possession or use of portable communication devices

Elementary School - Elementary students are not permitted to possess cell phones, PCDs (iPads, Kindle Fire, Nook, etc.) or other EDs (MP3- players, iPods, laser lights, etc.) and are subject to disciplinary action for any violation of this prohibition. Note: Devices, which are incapable of a wireless connection, are strictly prohibited unless used for security purposes or reasons (i.e., Gizmo Gadget or similar type device).

Middle and High School - Middle and high school students may possess cell phones, PCDs, and/or EDs on school property subject to the following restrictions: (1) students must not display, use, activate or permit cell phones, PCDs or EDs to be activated during the instructional day; (2) students' cell phones, PCDs, and/or EDs must be turned off and kept out of sight; cell phones, PCDs and/or EDs, may be stored in book bags, purses, lockers or on one's person.

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.

(For more details, see the Policies and Procedures section of this handbook.)

BSO 14: Vandalism, graffiti, or other damage to school or personal property

A student will not willfully or maliciously deface, damage, or destroy property belonging to another, including school property at any time and private property while the student is under the school's jurisdiction. A student or parent/legal guardian will be held financially responsible, as allowed by state law, for willful or malicious destruction of school property.

BSO 15: Student is not going to class as assigned.

Students must report to all scheduled classes on time. Truancy, skipping or lingering in the halls will not be permitted.

BSO 16: Student is in an unauthorized area of the campus.

Students must report to all scheduled classes on time. Permission to access any area outside of scheduled classes and designated lunch times must be granted.

Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (no physical harm)

RB 1: Bullying with no physical injury: Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.

RB 2: Cyberbullying: Using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile behavior intended to harm others.
RB 3: Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means (to include nude or explicit photos)
RB 4: Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (to include obscene phone calls and sexual harassment) Sexual Harassment - Unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.
RB 5: Stealing money or property without physical force (to intentionally take or attempt to take the property of another without consent)
RB 6: Speaking to another in an uncivil, discourteous manner (e.g., talking back)
RB 7: Teasing, taunting, engaging in a verbal confrontation
RB 8: Using profane or vulgar language or gestures (swearing, cursing, or inappropriate gestures)
RB 9: Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, religion, sexual orientation, or disability
RB 10: Failure to respond to questions or requests by staff (includes refusing to identify self properly)
RB 11: Unwanted or inappropriate physical contact (e.g., offensive touching, unwanted/undesirable contact, amorous behavior, "panting")

Behaviors of a Safety Concern (BSC) create unsafe conditions for student, staff, and/or visitors to the school
BSC 1: Alcohol: Possessing, using, or being under the influence of alcohol Students will not use, have in their possession, have dominion and/or control of, or be under the influence of alcohol on School Board property, at school-sponsored activities, or while going to or from school. Items will be confiscated and not returned.
BSC 2: Alcohol: Distributing alcohol to other students: Students will not distribute alcohol on School Board property, at school-sponsored activities, or while going to or from school. Items will be confiscated and not returned.
BSC 3: Drugs: Possessing drug paraphernalia - Students will not use, have in their possession, have dominion and/or control of drug paraphernalia on School Board property, at school-sponsored activities, or while going to or from school. (e.g., pipes, DAB pens, E-cigarette if found to contain marijuana/THC oil or to have been used to smoke marijuana/illegal drug, and/or lighter when found with marijuana, illegal drugs and/or other drug paraphernalia). Items will be confiscated and not returned.
BSC 4: Drugs: Violating school board non-prescription (over-the-counter medication or look-alike drug policy) Students are not to be in possession of medication (prescribed or over-the-counter) at any time. Items will be confiscated and not returned.
BSC 5: Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment Students are prohibited from possessing, selling or trading or offering to do so, smoking, and/or using tobacco products or nicotine vapor or alternative nicotine products as defined in Virginia Code §18.2-371.2 , as amended, at all times while on School Board owned or leased property, in School Board vehicles, in any vehicle parked on School Board property, at on or off site school-sponsored or school-related activities, or while going to or coming home from school. Items will be confiscated and not returned.
BSC 6: Bullying Behavior without physical injury that continues after intervention Any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. Bullying does not include ordinary teasing, horseplay, argument, or peer conflict.
BSC 7: Cyberbullying that continues after intervention Using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile behavior intended to harm others.

<p>BSC 8: Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment</p> <p>A student will not harass or discriminate against another person based upon that person’s race, color, sex, disability, national origin, ethnicity, religion, or any other protected class/category as outlined in NPS School Board policy JFHA/GBA. Harassment or discrimination consists of verbal or physical conduct or other action relating to a person’s race, color, sex, disability, national origin, ethnicity, or religion when one or more apply:</p> <ol style="list-style-type: none"> 1. The conduct is sufficiently severe, persistent, or pervasive that it affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment. 2. The conduct had the purpose or effect of substantially or unreasonably interfering with a student’s academic performance or another person’s employment or participation in school activities. 3. The conduct otherwise adversely affects a student’s learning opportunities. <p>Examples include, but are not limited to:</p> <ol style="list-style-type: none"> a. Written or spoken language or graffiti containing offensive language or graphic depictions; b. Name calling, jokes or rumors; c. Threatening or intimidating conduct directed at another person; d. Notes or drawings/illustrations; e. Slurs, negative stereotypes, hostile acts; f. Physical acts of aggressive conduct such as assault, theft, or damage to property. 	
<p>BSC 9: Bus: Distracting the bus driver (e.g., inappropriate talking, horseplay, making rude noises)</p>	
<p>BSC 10: Bus: Endangering the safety of others on the bus (e.g., throwing item from moving bus)</p>	
<p>BSC 11: Fire alarm: Falsely activating a fire or other disaster alarm (to include false calls to 911)</p>	
<p>BSC 12: Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke (to include smoke bombs) Students shall not possess, distribute, discharge, or participate in the discharge of fireworks or similar items capable of producing a combustible or explosive reaction by fire, friction, concussion, percussion, or detonation, including, but not limited to firecrackers.</p>	
<p>BSC 13: Engaging in reckless behavior the creates a risk of injury to self or others</p> <p>A student shall not engage in conduct that is dangerous to the health or safety of self, students staff or others. (e.g., failure to come under control during altercation, adding a foreign substance to another person’s food or drink, running into traffic)</p>	
<p>BSC 14: Fighting that results in no injury as determined by the school administration</p> <p>Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury. This may extend to wrestling, or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student that is assaulted and retaliates by hitting/ kicking/etc., may be disciplined for fighting.</p>	
<p>BSC 15: Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students</p> <p>Inciting a Riot - Unlawful use of force or violence that seriously jeopardized the public safety, peace, or order. Three or more people acting together.</p> <p>Substantial Disturbance - Actions and/or statements (written or verbal), including threats to school, that result in a substantial disturbance to the operation of school.</p>	
<p>BSC 16: Throwing an object that has the potential to cause a disturbance, injury, or property damage</p>	
<p>BSC 17: Shoving, pushing, striking, biting another student with no visible injury</p> <p>(Physical abuse/physical aggression to include scratching, kicking or biting when injury does not occur, blocking the passage of, and cutting or pulling another student’s hair)</p>	
<p>BSC 18: Exposing body parts, lewd or indecent public behavior (to include “mooning,” urinating in public)</p>	
<p>BSC 19: Physical contact of a sexual nature – patting body parts, pinching, tugging clothing</p> <p><u>Inappropriate Sexual Behavior:</u> Lewd behavior, indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat.</p> <p><u>Sexual Battery Against Staff or Student:</u> Involves an offensive or intentional threat, intimidation or ruse or physical helplessness of sexual abuse (Class 1 Misdemeanor)</p>	

<p>BSC 21: Stalking as described in the Code of Virginia Section §18.2-60.3</p> <p>One who engages in conduct directed at another person with the intent to place that person in reasonable fear of death, criminal sexual assault, or bodily injury.</p>
<p>BSC 22: Stealing money or property using physical force (no weapon involved)</p> <p>Attempted Burglary & Burglary: Unlawful attempted entry or entry into a building or other structure with the intent to commit a crime.</p> <p>Attempted Extortion & Extortion: A student will not attempt to, threaten to, or take another person’s property by force, violence, threats, or intimidation. This includes obtaining money, property, or other objects of value, either tangible or intangible.</p>
<p>BSC 24: Leaving school grounds without permission</p>
<p>BSC 25: Trespassing: Entering or remaining on a public school campus or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension/expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave.</p>
<p>BSC 26: Possessing dangerous instruments/substances that could be used to inflict harm upon another (to include pepper spray, mace and mace-like devices) Items will be confiscated and not returned.</p>
<p>BSC 27: Weapons: Possessing any weapon (other than a firearm) as defined by §18.2-308.1. Possession includes bringing onto school property and/or storing in vehicle, locker or other receptacle. Pneumatic Weapon (BB/Pellet Gun or Rifle, Paint Ball Gun) Possession, handling, using, or distribution of pellet guns, BB guns, paint ball guns, air pistols and all other devices under the definition of pneumatic weapon in the Code of Virginia.</p> <p>Look-alike Firearm: Possession of an instrument or device that resembles or looks like a pistol, revolver, or any type of weapon but not capable of propelling a missile. May include but not be limited to a cap pistol, water pistol, or any look-alike gun. Principal may determine if a look-alike is a weapon by considering the following:</p> <ol style="list-style-type: none"> 1. Whether it is reasonable that a person would mistake the object for a weapon; 2. Whether the object was used for the purpose of threatening, intimidating, harassing, or harming another person; and/or 3. Whether it was the intent of the student who possessed, handled, used, or distributed the object to cause another person, or other persons, to believe that the object was, in fact, a weapon. <p>Knife: Possessing or bringing to school or school-sponsored event any sharp-edged instrument that is classified as a knife with a blade of three inches or more (a Class 1 Misdemeanor)</p> <p>Razor Blade or Box Cutter: Possession of a razor blade or box cutter that could cause injury is prohibited.</p> <p>Other Weapon: Possession of any object or substance that could cause injury including (but not limited to) slingshots, ice picks, knives less than three inches long, multi-fingered rings, heavy chains, metal knuckles, clubs, stink bombs, itching powder, martial arts objects, chemical bombs; the use of any object or any substance that will potentially cause harm, irritation, or bodily injury to students or any other persons; giving a dangerous liquid, pill, or substance that causes illness; and laser pens, firearm mufflers and firearm silencers when used to potentially cause harm, injury, or irritation.</p> <p>Taser or Stun Gun: Possessing or bringing any mechanism that is designed to emit an electronic, magnetic, or other charge or shock through the use of a projectile or exceeds the equivalency of five milliamp 60 hertz shock and used for the purpose of temporarily incapacitating a person.</p> <p>Items will be confiscated and not returned.</p>
<p>Behaviors that Endanger Self or Others (BESO) endanger the health, safety or welfare of either the student or others in the school community</p>
<p>BESO 1: Assault: Intending to cause physical injury to another person</p>
<p>BESO 2: Assault and Battery: Causing physical injury to another person</p>

<p>BESO 3: Fighting: The use of physical violence between students or on another person where there is minor injury as determined by the school administration</p> <p>Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury. This may extend to wrestling, or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student that is assaulted and retaliates by hitting/kicking/etc., may be disciplined for fighting.</p>
<p>BESO 4: Striking Staff: The use of force against a staff member when no injury is caused</p> <p>(to include hitting, pushing, scratching, kicking or biting when injury does not occur, spitting on, blocking the passage of staff)</p>
<p>BESO 5: Drugs: Possessing controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications: Students will not have in their possession or have dominion and/or control of marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school. Items will be confiscated and not returned.</p>
<p>BESO 6: Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications</p> <p>Students will not be under the influence of marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school. Items, if in possession, will be confiscated and not returned.</p>
<p>BESO 7: Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications. Students will not use marijuana or controlled substances on School Board property, at school-sponsored activities, or while going to or from school. Items, if in possession, will be confiscated and not returned.</p>
<p>BESO 9: Fire: Attempting to set, aiding in setting, or setting a fire: To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device. Firecrackers, fireworks, and trash can fire would be included in this category if they were contributing factors to a damaging fire.</p>
<p>BESO 10: Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1 Street gang means any ongoing organization, association, or group of three or more persons, whether formal or informal, which has as one of its primary objectives or activities the commission of one or more criminal or non-criminal gang activities. This includes rituals, or activities identified by groups of students.</p>
<p>BESO 11: Hazing as defined in §18.2-56 and noted in §22.1-279.6. Initiation of another student into a club, group, or any other organization through abuse and humiliation or as to cause bodily injury. Hazing imposes a Class 1 misdemeanor.</p>
<p>BESO 12: Threatening, intimidating, or instigating violence, injury or harm to a staff member or members A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others.</p> <p>Incitement/Instigation of Violence Against Staff: Encouraging, inciting, enticing, or soliciting (by actions, oral comments or written/electronic messages) others to fight or harm another student/other person or which may result in physical aggression, fight or bodily harm</p> <p>Posturing Toward Staff (to include intimidation): Conveying by physical gestures, stance, raised fists, etc., the intention to harm or strike staff</p> <p>Threat to Staff: Oral or written/electronic threat or false threat to do bodily harm</p>
<p>BESO 13: Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) not including written threats. A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others.</p> <p>Incitement/Instigation of Violence Against Student or Other Person: Encouraging, inciting, enticing, or soliciting (by actions, oral comments, or written/electronic messages) others to fight or harm another student/other person or which may result in physical aggression, fight or bodily harm</p> <p>Posturing to Fight Student or Other Person: Conveying by gestures, stance, raised fists, etc., the intention to fight.</p> <p>Threat to Student or Other Person: Oral or written/electronic threat or false threat to do bodily harm</p> <p>Threat of Violence Against School: Oral or written/electronic threat or false threat to do bodily harm</p>

BESO 14: Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing . A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others.
See BESO 13 (above) for additional information regarding incitement/Instigation, Posturing, etc.
BESO 15: Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel
BESO 16: Using an object not generally considered to be a weapon to threaten or attempt to injure students or others
BESO 17: Bomb threat – Making a bomb threat, including false threats, as described in § 18.2-83 against division personnel, School Board property or school buses, or encouraging, inciting, enticing, or soliciting any person to commit such a threat is unlawful and forbidden.
BESO 18: A crime in the community where the student was charged with an offense relating to the Commonwealth’s laws, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)

Prohibited Actions Regarding Imitation Hazardous Substances

Students are strictly prohibited from:

- Threatening to harm someone or their property using fake hazardous substances (such as fake biological, toxic, or radioactive materials).
- Using fake hazardous substances in a way that makes someone fear for their life or safety.
- Intentionally disrupting or interfering with school operations, school buses, or school events using fake hazardous substances.
- Possessing, making, selling, giving, or distributing fake hazardous substances to make someone fear for their life or safety.
- Knowingly placing or releasing fake hazardous substances in or around any school, school bus, or school event to make someone fear for their life or safety.

Behaviors Used to Determine Persistently Dangerous Schools (PD)
PD 1: Homicide – Firearm
PD 2: Homicide – Other Weapon
PD 3: Sexual Assault: Sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.
PD 4: Attempted Sexual Assault: Attempted sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.
PD 5: Use of a Bomb: Use of any device possessed or assembled at school that contains combustible material or combustible material and a fuse.
PD 6: Assault with Firearm or Weapon: Physical violence with use of a weapon, directed toward another person and causing bodily harm is considered an assault with firearm or weapon.
PD 7: Actual or Attempted Robbery: A student will not take or attempt to take another person’s property by force or violence. This includes obtaining money, property, or other objects of value, either tangible or intangible.
PD 8: Kidnapping/Abduction: Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s)/legal guardian(s). This includes hostage-taking.
PD 9: Malicious Wounding without a Weapon: Any person who maliciously wounds another person or by causing bodily injury, with the intent to maim, disfigure, disable, or kill.
PD 10: Aggravated Sexual Battery on a Student: Sexual abuse of a victim who is less than thirteen years of age, or that act is accomplished against the will of the victim, by force, threat or intimidation, or through the use of the victim’s mental incapacity or physical helplessness, and—the victim is at least thirteen but less than fifteen years of age, or the accused causes serious bodily or mental injury to the victim, or the accused used or threatens to use a dangerous weapon. Sexual Abuse means an act committed with the intent to sexually molest, arouse, or gratify any person.

PD 11: **Illegal Possession of Handgun:** The possession, handling, using, or distribution of a firearm, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.

PD 12: **Illegal Possession of Rifle or Shotgun:** The possession, handling, using, or distribution of a rifle or shotgun, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.

PD 13: **Illegal Possession of Any Other Projectile Weapon:** Any weapon designed to expel a projectile or that may readily be converted or modified manufactured guns to expel a projectile by the action of an explosive device.

PD 14: **Illegal Possession of Bomb:** Any device possessed or assembled at school that contains combustible material or combustible material and a fuse.

PD 15: **Illegal Possession of Other Firearms:** firebombs, explosive materials or devices, hoax explosive devices per [§18.2-85](#), or explosive incendiary devices, as defined in [§18.2-433.1](#), or chemical bombs per [§18.2-87.1](#)

Any weapon that will, or is designed to, expel a projectile by the action of an explosive; this includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter gun.

PD 16: **Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell** (to include sale/distribution of anabolic steroid, illegal drug inhalant, marijuana, Schedule 1 or 2 drug and prescription drugs)

Self-Defense

Self-defense is defined as the act of protecting oneself from physical harm when there are no viable options to avoid confrontation. The key elements of self-defense as recognized by our school include:

Key Elements of Self-Defense

1. Imminent Threat:

- Self-defense is only considered legitimate if there is an immediate and unavoidable threat of physical harm. The danger must be imminent, meaning it is about to happen or is in progress.

2. Proportional Response:

- The force used in self-defense must be reasonable and proportional to the threat faced. Excessive force beyond what is necessary to stop the threat is not considered self-defense.

3. No Available Alternative:

- Self-defense is justified only when there is no safe alternative to avoid the threat. This includes attempts to de-escalate the situation or escape the confrontation if possible.

4. Intent:

- The intent behind the action should solely be to protect oneself from harm. Actions taken out of anger, revenge, or to escalate the conflict are not considered self-defense.

Examples of Self-Defense

To provide a clearer understanding, here are some scenarios illustrating what is and isn't considered self-defense:

1. Appropriate Self-Defense:

- **Scenario 1:** A student is cornered by a bully who begins to punch them. The student uses their arms to block the punches and pushes the bully away to create distance and escape.
- **Scenario 2:** A student is grabbed from behind and unable to break free. The student stomps on the attacker's foot and runs to find a teacher.

2. Inappropriate Actions (Not Self-Defense):

- **Scenario 1:** A student is called names by a peer and, in response, decides to hit the peer. Verbal insults alone do not justify physical self-defense.
- **Scenario 2:** A student who was pushed earlier in the day finds the person who pushed them during lunch and starts a fight. This is considered retaliation, not self-defense.
- **Scenario 3:** A student is punched more than once by a peer. Instead of using reasonable force to repel and stop the attack, the student responds by unleashing a series of punches, even after the original aggressor has stopped. This excessive and retaliatory response is not considered self-defense.

Responsibilities and Reporting

Students are encouraged to:

- **Seek Help:** Whenever possible, seek assistance from school staff to resolve conflicts before they escalate to physical confrontations.
- **Report Incidents:** Immediately report any instances of bullying, threats, or violence to a teacher, counselor, or school administrator.

The school is committed to:

- **Investigation:** Thoroughly investigating all reports of violence or bullying. Specific facts in every physical altercation will be considered in regard to self-defense.
- **Support:** Providing support to students involved in self-defense situations, ensuring they understand the appropriate ways to handle threats and offering counseling if needed.

Retaliation

Retaliation against individuals who report or participate as witnesses in investigations of bullying, discrimination, harassment, or sexual misconduct is strictly prohibited. Retaliation includes any adverse actions taken against someone for making a report or participating in an investigation. This includes, but is not limited to, threatening, intimidating, harassing, or coercing behavior that would discourage someone from reporting or participating.

Social Media

Social media is a powerful platform for engaging students and fostering conversations that enhance their school and life experiences. When using social media to interact with Norfolk Public Schools (NPS), students are expected to adhere to the following guidelines:

- Be polite and respectful.
- Avoid using profanity and racial or ethnic slurs.
- Remember that once a message is posted online, it cannot be taken back.
- Represent yourself honestly; do not create fake NPS social media accounts.
- Remain truthful in your messaging.

School administrators may be notified if a student behaves inappropriately when communicating with the school division or others via social media. Additionally, if it appears that a student may be in crisis, administrators or other NPS staff members may be informed.

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.



Teacher Responses to Manage Student Behaviors

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*.

<p>Examples of Proactive Teacher Supports for Classroom Managed Behaviors:</p>	<p>Examples of Instructional Teacher Responses for Classroom Managed Behaviors:</p>
<ul style="list-style-type: none"> • Develop, teach, and maintain clearly defined classroom expectations that are always consistent with school-wide behavioral expectations culturally relevant and applicable across all classroom settings. • 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).

Leveled Responses to Student Behaviors

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.

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

Code	BAP	Elementary					Secondary				
		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			
BAP2	Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X				X	X	X			
BAP3	Scholastic dishonesty (cheating, plagiarism)					X	X				
BAP4	Unexcused tardiness to class					X					
BAP5	Unexcused tardiness to school					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
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
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 (cell phones)	X	X				X	X	X	

BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X			X	X	X	X
BSO15	Student is not going to class as assigned	X					X			
BSO16	Student is in an unauthorized area of the campus	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	X	X	X			X	X	X		
RB2	Cyberbullying		X	X				X	X		
RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	X	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	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 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	X	X	X	X			X	X	X	
BSC7	Cyberbullying that continues after intervention			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 that creates a risk of injury to self or others	X	X	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	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
BSC22	Stealing money or property using physical force (no weapon involved)			X	X				X	X	

BSC24	Leaving school grounds without permission	X					X	X			
BSC25	Trespassing		X	X				X	X	X	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another			X	X	X			X	X	X
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1 .				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) not including written threats	X	X	X	X				X	X	X

BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) in writing	X	X	X	X				X	X	X
BESO15	Using an object not usually considered a weapon to threaten or attempt to injure school personnel			X	X	X					X
BESO16	Using an object not usually considered a weapon to threaten or attempt to injure student(s) or other(s)			X	X	X					X
BESO17	Bomb threat –Making a bomb threat	X	X	X	X	X	X	X	X	X	X
BESO18	A crime in the community where the student was charged with an offense relating to the Commonwealth’s laws, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)										

Category P: Behaviors Used to Determine Persistently Dangerous Schools

Code	PD	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Sub-Category I											
PD1	Homicide – Firearm					X					X
PD2	Homicide - Other Weapon					X					X
PD3	Sexual Assault					X					X
PD4	Attempted Sexual Assault					X					X
PD5	Use of a Bomb					X					X
Sub-Category II											
PD6	Assault with Firearm or Weapon					X					X
PD7	Actual or Attempted Robbery					X					X
PD8	Kidnapping/Abduction					X					X
PD9	Malicious Wounding without a Weapon					X					X
PD10	Aggravated Sexual Battery on a Student					X					X
Sub-Category III											
PD11	Illegal Possession of Handgun					X					X
PD12	Illegal Possession of Rifle or Shotgun					X					X
PD13	Illegal Possession of Any Other Projectile Weapon					X					X
PD14	Illegal Possession of Bomb					X					X
PD15	Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per § 18.2-85 , or explosive incendiary devices, as defined in § 18.2-433.1 , or chemical bombs per § 18.2-87.1					X					X
PD16	Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell					X					X

Levels of Interventions/Consequences

Revised 6/24/24

Level	Behavioral Interventions	Instructional Supports	Discipline Sanctions
1	<ul style="list-style-type: none"> - Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Written Letter of Apology (Restorative Practice) - Written Reflection (Restorative Practice) - 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 - Community service (appropriate to correct behavior) 	<ul style="list-style-type: none"> - Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Classwork provided during a class removal or Saturday School when no teacher is supervising the work when used with CR; may be used with DS (Detention Sanction) if classwork is provided 	<ul style="list-style-type: none"> - Restitution - Seat Change - Loss of school privileges - School based community service - Confiscation by administrator - In-class time out (Class Removal =CR) - Time-out in another classroom setting - Detention (before school, at lunch, after school) <p>For all class removals, the teacher is responsible for working with appropriate staff to develop a plan for the student to return to class.</p>
	<p>Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school. 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>		
2	<ul style="list-style-type: none"> - Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Behavior contract - 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"> - Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher 	<ul style="list-style-type: none"> - Schedule Change - Confiscation by administrator - Loss of school privileges - Restitution - Detention (before school, at lunch, or after school) - Saturday Detention - Bus Suspension up to 5 days - In-school suspension with behavioral interventions and/or restorative practices (1-3 days) <p>It is not permitted by law to issue ISS or OSS for attendance/truancy related codes (BAP4, BAP5 or BSO15)</p>
	<p>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.</p>		

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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	Instructional Supports	Discipline Sanctions
<ul style="list-style-type: none"> - Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - 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"> - Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher - Graded Work Provided without face-to-face teacher contact (include in Days Absent on SRC/affects chronic absenteeism) 	<ul style="list-style-type: none"> - Schedule Change - Revocation of privileges - Restitution - Detention (before school, at lunch, or after school) - Saturday School - In-school suspension with restorative practices (3+ days not to exceed 5 days) - Referral to alternative education programs - Short-term out-of-school suspension - (1-3 days for elementary students / 1-5 days for secondary students) with restorative circle or conference upon return - Referral to law enforcement where required <p>PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, <u>students in preschool through grade three</u> from being suspended for <u>more than 3 school days</u> or expelled from attendance at school without a tribunal.</p>

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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	Instructional Supports	Discipline Sanctions
<ul style="list-style-type: none"> - Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - 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) - Revisions to current FBA and/or BIP - Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students) - Revisions to current FBA and/or BSP - 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"> - Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Classroom provided during a class removal or Saturday School when no teacher is supervising the work when used with CR; may be used with DS (Detention Sanction) if classroom is provided - Alternative Hours of Attendance with face-to-face certified teacher contact - Home-based instruction with face-to-face teacher contact (IEP required). Home-based Instruction as defined in 8VAC20-81-10 - Graded Work Provided without face-to-face teacher contact (include in Days Absent on SRC/affects chronic absenteeism) 	<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: <ul style="list-style-type: none"> o PreK-3rd grade: 1-3 days, o 4th grade – 6th grade: 4-10 days o 7th grade to 12th grade: 5-10 days - Suspension with Tribunal Hearing - 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) - Referral to alternative education programs <p>PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, <u>students in preschool through grade three</u> from being suspended for <u>more than 3 school days</u> or expelled from attendance at school without a tribunal.</p>

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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	Instructional Supports	Examples of Superintendent or Designee Responses
<ul style="list-style-type: none"> - Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - 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"> - Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher 	<ul style="list-style-type: none"> - Return the student to the school setting with appropriate supports and interventions. - Long term suspension: 11 to 45 days - Long term suspension with Aggravating Circumstances: 46-364 days - Expulsion: 365 days - Alternative placement <p>PK-3: State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being suspended for more than 3 school days or expelled from attendance at school without a tribunal.</p>

BEHAVIORAL INTERVENTIONS

In addition to the use of leveled disciplinary responses to student behavior, NPS uses a variety of behavioral interventions in order to work as a community to address inappropriate behavior, with a focus on teaching appropriate behavior, restoring harm and repairing relationships. The following behavioral interventions may be used when responding to student behavior:

Parent/Legal Guardian Contact - Parent/legal guardian contact may be in the form of verbal communication (e.g., phone call) or written communication (e.g., letter or email).
Conference - A conference may be held in person or by virtual means and may include any combination of the following participants: student, parent/legal guardian, administrator, counselor and other school staff. After a first conference is held, additional conferences may be necessary in order to continue to provide support and guidance to the student.
Behavioral Contract - The contract is a written agreement between the student, parent/legal guardian and the school, listing requirements for improvement.
Referral to Support Staff - A referral to support staff may be made in order to gain targeted assistance to meet a student’s specific behavioral needs. Support staff may include any of the following: school social worker, school counselor, school psychologist and other support staff (e.g., mentor).
Referral to Student Response Team (SRT) - The student response team includes school staff and others who are able to closely examine a student’s needs in order to make recommendations for improvement and develop a plan of support.
Referral to IEP Team - A student who receives Special Education services may be referred to his/her IEP team in order to determine what actions are needed to support the student. For more information on Special Education services, please visit Learning Support on the school division’s website.
Functional Behavior Assessment (FBA) - The FBA examines the student’s behavior and potential reasons for the behavior.
Behavioral Intervention Plan (BIP) - The BIP is a plan developed with information from the FBA. It is designed to put strategies in place to assist the student with changing inappropriate behavior.
Progress Monitoring - Methods to monitor and support a student’s behavioral progress include strategies such as the check-in/check-out system and/or a behavior progress chart.
Seat or Schedule Change - A student’s immediate environment may be altered in order to assist the student in behavioral success. This may include actions such as assigning a seat, changing the student’s seat and/or changing the student’s schedule.
Restorative Practices - Restorative practices may be used in order for a student to understand the impact of their actions on others and give the student an opportunity to repair the harm that was done and/or repair relationships. Examples of restorative practices are mediation, formal restorative conferences, restorative circles or groups, and restitution.
Referral to Outside Support Agency - A referral to an outside support agency may be made by the school in order to assist the parent/legal guardian with finding additional resources to assist their student. The cost for participation in programs and/or services by agencies outside of the school division are the responsibility of the parent/legal guardian.
Referral to Threat Assessment Team - In circumstances involving a threat to students or staff, a school threat assessment team will meet to evaluate the seriousness of the threat in order to take appropriate action. Members of the team may include the school’s administration, resource officer, psychologist and counselor.

- Criminal sexual assault, pursuant to Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia (1950), as amended;
- Manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances, pursuant to Article 1 (§ 18.2-247 et seq.) of Chapter 7 of Title 18.2 of the Code of Virginia (1950), as amended;
- Manufacture, sale or distribution of marijuana pursuant to Article 1 (§ 18.2-247 et seq.) of Chapter 7 of Title 18.2 of the Code of Virginia (1950), as amended;
- Arson and related crimes, pursuant to Article 1 (§ 18.2-77 et seq.) of Chapter 5 of Title 18.2 of the Code of Virginia (1950), as amended;
- Burglary and related offenses, pursuant to §§ 18.2-89 through 18.2-93 of the Code of Virginia (1950), as amended;
- Robbery pursuant to § 18.2-58 of the Code of Virginia (1950), as amended;
- Prohibited street gang participation pursuant to § 18.2-46.2 of the Code of Virginia (1950), as amended;
- Prohibited criminal street gang activity pursuant to § 18.2-46.2 of the Code of Virginia (1950), as amended;
- Recruitment of other juveniles for a criminal street gang activity pursuant to § 18.2-46.3 of the Code of Virginia (1950), as amended; or
- Recruitment of juveniles for criminal street gang pursuant to § 18.2-46.3 of the Code of Virginia (1950), as amended.
- Suspensions or expulsions

This policy does not affect the ability to offer the opportunity or require a student to attend alternative school pursuant to a suspension or expulsion. In those cases, the procedures required for the particular type of discipline imposed shall be followed.

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.

The School Board may impose this requirement regardless of where the crime occurred.
See Virginia Code [§22.1-277.2:1](#)

POLICIES AND PROCEDURES

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.

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 CFR § 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.

Please refer to the complete School Board Policy regarding student records, [Code JO](#).

CELL PHONES AND OTHER DEVICES IN SCHOOLS

Norfolk Public Schools acknowledges parental concern for the safety and well-being of their children while they are attending school or school-sponsored activities. Norfolk Public Schools also understands the parental belief that students' possession of cell phones enhances their safety and security. The school division realizes, however, that student misuse of cell phones and PCDs may:



- (1) undermine the learning environment;
- (2) disrupt academic instruction and distract students;
- (3) compromise the integrity of student testing;
- (4) increase disciplinary problems;
- (5) violate privacy rights of students and school staff; and
- (6) increase the school division's exposure to opportunistic litigation and potential legal liability.

In light of the foregoing, the school division permits student possession and use of cell phones and PCDs as set forth below.

Elementary School - Elementary students are not permitted to possess cell phones, PCDs (iPads, Kindle Fire, Nook, etc.) or other EDs (MP3- players, iPods, laser lights, etc.) and are subject to disciplinary action for any violation of this prohibition. Note: Devices, which are incapable of a wireless connection, are strictly prohibited unless used for security purposes or reasons (i.e., Gizmo Gadget or similar type device).

Middle and High School - Middle and high school students may possess cell phones, PCDs, and/or EDs on school property subject to the following restrictions: (1) students must not display, use, activate or permit cell phones, PCDs or EDs to be activated during the instructional day; (2) students' cell phones, PCDs, and/or EDs must be turned off and kept out of sight; cell phones, PCDs and/or EDs, may be stored in book bags, purses, lockers or on one's person.

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

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

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

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

BYOD is an acronym for Bring Your Own Device. For BYOD, a "device" is a privately owned mobile personal computing device (i.e., laptop, tablet, notebook, e-Reader, 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.

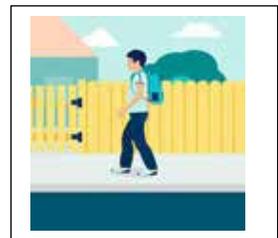
3rd Offense – The cell phone shall be confiscated for one (1) month. The parent/guardian must retrieve the cell phone from the school office and sign the Acknowledgement of Further Consequences Form.

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.

SCHOOL JURISDICTION

The School Board will be responsible for maintaining good order and discipline of students while traveling to and from or attending school or school sponsored events. The Superintendent is authorized to take appropriate action against students who are not in compliance with compulsory attendance laws and regulations. The School Board may exercise jurisdiction over students for activities that happen off of school property, outside of school hours or days, and/or through online or social media when such activity disrupts or has the potential to disrupt the educational environment and the operation of school services.



Students are under the jurisdiction of the rules and regulations governing school activities while:

- in transit to and from school as a pedestrian;
- in transit to, from, or at the bus stop

- while riding on a school bus, in a School Division vehicle, or a vehicle being used for school activities;
- while using School Division equipment, computers, School Division provided online resources or networks;
- while outside of school hours or school days if school administrators determine that the student's conduct causes or has the potential to cause substantial and material disruption to the educational environment or the operation of the school or School Division;
- when a student is the subject of investigation, arrest, petition for review, probation and sentencing for criminal conduct unrelated to school matters;
- when public attention or scrutiny of the student causes or has the potential to cause substantial and material disruption to the educational environment; and
- when school authorities determine that there are unique circumstances that justify the need to take action against the student.

DUE PROCESS



With the requirements of fair and equitable treatment of all students and within the guidelines of applicable caselaw, and federal and state law and regulation, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

1. The student, and parent(s)/legal guardian(s) of minor students shall be given oral or written notice of the charges.
2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred.
3. The student and parent(s)/legal guardian(s) of minor students shall be informed in writing of the conditions of the disciplinary action.
4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion,
 - a. The hearing officer, the discipline committee members, or the School Board members should not be persons with the direct involvement in the incident or the recommended discipline and should not have a personal or professional relationship with the student, the student's family, or the student's attorney.
 - b. The hearing officer, discipline committee members, or the School Board members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.
 - c. If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.
5. The adult student or the parent/legal guardian of a minor student may appeal the decision as described in the section below, Suspension Appeal Procedures.

Note: The parent/legal guardian/adult student may be notified about the existence of community-based educational, training, and intervention programs. The cost for participation in programs not offered by the school division is borne by the parent/legal guardian of the student.



STUDENT SEARCHES

A student's individual right to privacy and freedom from unreasonable search and seizure is balanced against the school's responsibility to protect the health, safety and welfare of all persons within the school community.

Designated school officials may search any student and their property (including privately owned electronic

devices) and/or an impairment assessment completed when there is reasonable suspicion that a law or school rule has been or is about to be broken, or there is reasonable basis to believe that the student possesses an item which violates local, state or federal law, school board policies or division regulations, or which may be harmful to the school or its students and staff. Any illegal materials discovered by school administrators will be seized and turned over to appropriate law personnel.

Metal detectors and other types of surveillance equipment will be used in the schools and at school activities for both random searches and where reasonable suspicion to search is present. Police dogs will be used on school property to detect the presences of weapons, drugs, and/or other contraband. Depending on the infraction, appropriate legal charges can be pressed against a student. [Virginia Code §16.1-269.1](#) permits juveniles, 14 years of age or older at the time of an alleged offense to be prosecuted as adults for specific crimes under certain circumstances.

For more information about student searches, see [Norfolk School Board Policy JFG](#).

QUESTIONING OF STUDENTS

Why Schools May Question or Interview Students Without Parent Consent

There are several situations in which school staff might need to question or interview students without first obtaining parental consent:

1. Ensuring Student Safety: If there is an immediate concern for a student's safety or well-being, school staff must act quickly to assess the situation. This can include situations involving bullying, harassment, or potential harm to the student or others.
2. Investigating Misconduct: Schools have a responsibility to maintain a safe and orderly environment. If there are allegations of misconduct or violations of school rules, staff may need to question students to gather accurate information and resolve the issue promptly.
3. Legal Obligations: In some cases, schools are legally required to cooperate with law enforcement or child protective services, which may include interviewing students as part of their investigations.

Our Commitment to Your Child's Privacy and Rights

NPS wants to assure parents and guardians that any questioning or interviewing of students is conducted with the utmost care and respect for their privacy and rights. Our staff is trained to handle these situations sensitively and professionally. Additionally:

- Confidentiality: Information gathered during these interviews is kept confidential and is only shared with those who have a legitimate need to know.
- Support: Students are provided with appropriate support during and after the interview process to ensure they feel safe and heard.
- Communication: While there may be instances where we cannot notify parents beforehand, we strive to inform you as soon as possible after the interview, especially if it involves significant concerns or actions.

GPS AND LISTENING DEVICES

Devices such as AngelSense, which offer GPS tracking and listening capabilities, are not permitted on school grounds for the following reasons: (1) legal concerns regarding privacy and confidentiality; (2) potential disruption and distraction in the educational environment; and (3) the fact that such devices are not necessary for the school division to discharge its duties to students during the school day.

Parents who have specific safety concerns are encouraged to communicate directly with the school principal. Norfolk Public Schools staff are dedicated to working with you to ensure that all students are safe and supported. If there are specific needs or concerns regarding your child, please do not hesitate to reach out to the administration to discuss alternative solutions.

Guidance for Parents of Students with Disabilities Regarding Virginia Regulations Related to Student Discipline

Prevention and Early Intervention

Students with an Individualized Education Program (IEP) have been identified as a student with a disability under IDEA. Students supported under a Section 504 Accommodation Plan have been identified as a student with a disability under Section 504. 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, you may consider some of the following prevention and early intervention options (examples are not all-inclusive):

- Request a parent-teacher conference to discuss resources that might be available to address your concerns.
- Meet with the school counselor, psychologist, or social worker.
- Meet with the school team that monitors student behavior and success.
- Contact 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/20476>.
- Request an IEP or Section 504 Accommodation Plan meeting.
- Contact 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, collaborating 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).
 - o 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 increases the chance that it will happen again.
 - o 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. Some special considerations apply as follows:

- Accommodation 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:
 - o consult with the student's IEP case manager, another member of the IEP team, or in the case of the Section 504 Accommodation Plan, the appropriate teacher/school staff knowledgeable of the student,
 - o review the student's IEP or Section 504 Plan, including any BIP in place, and
 - o take into consideration additional exceptional circumstances if applicable.

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. For students with disabilities transferring between NPS schools or enrolling in NPS from another school district, the 10 cumulative days includes all documented suspensions that have occurred within the current school year.

Manifestation Determination Review

If a student with a disability eligible for services or supports under 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 access services or supports to progress towards IEP goals as agreed to by the IEP. 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 students eligible under Section 504.

The IEP or Section 504 MDR team includes the parent/guardian and other relevant members of the team, as determined by the school and parent/guardian. 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 parent/guardian or 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 an 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. However, if the MDR team determines that the incident involves a special circumstance (cases of weapons, drugs, or serious bodily injury), a referral to the Tribunal Panel is required for a hearing. The Tribunal Panel will then provide a recommendation to the IEP team to include an interim alternative education placement for up to 45 days.

If 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, excluding matters involving special circumstances, should continue with a referral to the Tribunal Panel if the behavior warrants.

Special Education and Section 504 Due Process

Parents/guardians who disagree with a change in special education placement or the MDR team's conclusions may request a local administrative review within NPS. Parents/guardians 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/guardian may also contact Learning Support-Special Education Services directly at (757) 628-3950 to make this request. This request will initiate an expedited due process hearing through the Virginia Department of Education (VDOE). If the behavior warrants a referral to the Tribunal Panel, the referral process should proceed for the scheduling of a hearing.

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 support at the time of the incident. They may be eligible for protection given to students with disabilities if the school had reason to suspect 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/guardians 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/guardians requested the student be evaluated for eligibility for special education under IDEA or support and accommodation under Section 504.

- The parents/guardians 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/guardian refused consent to have the student evaluated or refused services, or
- The student was evaluated and determined not to have a disability.

Special Education Procedural Safeguards

The Individuals with Disabilities Education Act (IDEA) is a federal law governing the education of students with disabilities. IDEA 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 your local director of special education, local Parent Resource Center at parentresourcecenter@nps.k12.va.us, the Virginia Department of Education (VDOE) Parent Ombudsman at 804-371-7420, or the Parent Educational Advocacy Training Center at 1-800-869-6782 or by e-mail: partners@peatc.org.

You may also access the Virginia Procedural Safeguards Notice or the Virginia Family’s Guide to Special Education.

- Virginia Procedural Safeguards Notice (ENGLISH)- <https://bit.ly/3xCEvPF>
- Virginia Procedural Safeguards Notice (SPANISH)- <https://bit.ly/45F4ToK>
- Virginia Family’s Guide to Special Education (ENGLISH)- <https://bit.ly/3XASRuB>
- Virginia Family’s Guide to Special Education (SPANISH)- <https://bit.ly/3VX6h2B>

Medical Homebound Services

What is Homebound?

Homebound instructional services are for students who are confined at home or in a health care facility due to medical needs. “Confined at home or in a health care facility” means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and absences from home are infrequent, of short duration, or only to receive health care treatment. These students are medically unable to participate in extracurricular activities or work outside the home.

Overview of Homebound



Application Process

Homebound Application



Components of the Homebound Application

1. Parent/Guardian Section (1 page)
2. Medical Certification (2 pages)
3. School Recommendation (2 pages)

The parent completes components one and two above. Once Parent and Medical forms are complete, please return them to your child's school and the homebound liaison will submit the medical certification of need to the school nurse for review within 48 hours after the application has been submitted by the parent. Once reviewed by the school nurse, the homebound liaison will complete the school's portion within 24 hours.

Only when ALL portions of the homebound application are complete can it be submitted to the homebound office. Incomplete applications will not be processed and will be issued a denial.

Completed homebound applications are to be submitted by the school via email to:

homeboundapplications@norfolkpublicschools.samanage.com

A helpdesk ticket will be generated for the school to track and respond to requests. Processing time can take up to two weeks once a **fully completed** application is received.

Applications are **valid for 30 days from the date of the doctor's signature**. Applications older than 30 days will be denied, and an updated medical certification will be required.

Students with a Disability

If a student with a disability is found eligible for homebound services, you will be notified by the homebound office to schedule the Individualized Education Program (IEP) meeting.

Questions?

Contact the Norfolk Public Schools Department of Learning Support-Special Education Services at (757) 628-3950. Your questions will be directed to the appropriate administrator.



SUSPENSION PROCEDURES

Except as provided in subsection C of Virginia Code § [22.1-276.2](#) (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.

Short-Term Suspension

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.

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.

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.

The parent/legal guardian should continue to pick up and turn in the student's work while they are out of the building, unless the student is able to access academic assignments through the use of technology. (The student will still have access to their Chromebook while on a short-term suspension.)

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.

Long-Term Suspension

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.

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.

Expulsion

Except as provided in subsection C of Virginia Code § [22.1-276.2](#) (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. Students may be required to attend alternative school during and after a period of expulsion.

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.

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.

Readmission After Expulsion

During the period of expulsion, expelled students may apply for readmission to school after the end of the period of expulsion. The schedule for hearing such applications will be designed to ensure that any timely-filed initial petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the start of the expulsion. The superintendent or a board committee (at the choice of the board) will 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.

For the complete NPS School Board Policy on Suspensions/Expulsions, see [JGDZ/JGEZ](#).

SUSPENSION APPEAL PROCEDURES

In-school Disciplinary Actions Appeals

Should a parent/legal guardian disagree with an in-school disciplinary action of the school (e.g., detention, In-School Suspension), the parent/legal guardian may appeal the school's decision using the following guidelines:

1. The parent/legal guardian must submit a written appeal to the principal. The principal must receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the discipline decision.
2. The principal will meet with the student or the parent/legal guardian of a minor student and respond in writing within five (5) school days of the receipt of the appeal.

Note: The principal may assign a designee to meet with a student or the parent/legal guardian of a minor student and to respond in writing within five (5) days of the receipt of the appeal if the principal will be absent during the five (5) day appeal period.

3. The decision of the principal is final.

Note: Some schools may not have assistant principals. If the principal issued the disciplinary action, the parent/legal guardian may appeal the decision to Mrs. Carol Hamlin, Senior Director of Student Support Services, 800 E. City Hall Ave. Norfolk, VA 23510 or chamlin@nps.k12.va.us.

Short-Term Out-of-School Suspension Appeals - Ten Days or Fewer

Should a parent/legal guardian disagree with an out-of-school disciplinary action of ten days or fewer, the parent/legal guardian may appeal the school's decision using the following guidelines:

First Level – Appeal to the School Principal

1. The parent/legal guardian must submit a written appeal to the principal. The principal must receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the discipline decision.
2. The principal will meet with the student and the parent/legal guardian of a minor student and respond in writing within five (5) school days of the receipt of the appeal. Students who are 18 or older may appeal without a parent/guardian.

Note: The principal may assign a designee to meet with a student or the parent/legal guardian of a minor student and respond in writing within five (5) days of the receipt of the appeal if the principal will be absent during the five (5) day appeal period.

3. If the parent/legal guardian disagrees with the principal's decision, the parent/legal guardian may follow the steps under the second level appeal (below).

Second Level – Appeal to the Department of Student Support Services

1. The parent/legal guardian must submit a written appeal to the Senior Director of Student Support Services, Mrs. Carol W. Hamlin, 800 E. City Hall Ave. Norfolk, VA 23510 or chamlin@nps.k12.va.us. The Department of Student Support Services must receive the appeal within three (3) school days of the parent/legal guardian receiving notification of the principal's (or principal's designee's) decision.
2. A designee in the Department of Student Support Services will meet with the student and parent/legal guardian, investigate the matter and respond in writing within five (5) school days of the receipt of the appeal.
3. The decision of the designee of the Department of Student Support Services is final.

The parent/legal guardian should continue to pick up and turn in the student's work while they are out of the building, unless the student is able to access academic assignments through the use of technology. (The student will still have access to their Chromebook while going through the appeal process.)

Long-Term Out-of-School Suspension Appeals (Eleven to 364 Days)

Following a tribunal hearing (See procedures below) before a hearing officer and tribunal panel, the parent/legal guardian or student aged 18 or older may appeal the decision to a three-member panel of the School Board as follows:

Such requests to appeal must be filed in writing by the parent/legal guardian or students age 18 or older with the Director of Student Support Services, Mrs. Carol W. Hamlin, 800 E. City Hall Ave. Norfolk, VA 23510 or chamlin@nps.k12.va.us within five (5) school days of receipt of the decision, or the right to appeal is waived. The appeal process for a long-term suspension is conducted before a three-member panel of the School Board. The district's attorney will present the case to the Board members, and parents/guardians (or their legal counsel) will present their child's case. School Board members may ask questions. If the three-member panel of the School Board is unanimous in their decision, then the decision is final. Should the three-member panel not render a unanimous decision, the parent/legal guardian may request a further hearing in front of the full School Board. The decision of the full School Board is final.

Expulsion Appeals (365 days Out-of-School Suspension)

Following a tribunal hearing (See procedures below) before a hearing officer and tribunal panel, the parent/legal guardian or student aged 18 or older may appeal the decision to a three-member panel of the School Board as follows:

Such requests to appeal must be filed in writing by the parent/legal guardian or students age 18 or older with the Director of Student Support Services, Mrs. Carol W. Hamlin, 800 E. City Hall Ave. Norfolk, VA 23510 or chamlin@nps.k12.va.us within five (5) school days of receipt of the decision, or the right to appeal is waived. The appeal process for an expulsion is conducted before a three-member panel of the School Board. The district's attorney will present the case to the Board members, and parents/guardians (or their legal counsel) will present their child's case. School Board members may ask questions. If the three-member panel of the School Board is unanimous in their decision, then the decision is final. Should the three-member panel not render a unanimous

decision, the parent/legal guardian may request a further hearing in front of the full School Board. The decision of the full School Board is final.

DISCIPLINE TRIBUNAL HEARING PROCEDURES

Once the principal or designee issues an out-of-school suspension with a tribunal hearing, the parent/legal guardian will be contacted by phone and in writing with the hearing date and time. Parents/legal guardians should make sure their contact information is up-to-date with the school.

The student's hearing will be scheduled within ten (10) school days of the incident.

If the student has an IEP or in some instances a 504 plan, a manifestation meeting will be scheduled by the school prior to the hearing date.

The parent/legal guardian should continue to pick up and turn in the student's work while they are out of the building, unless the student is able to access academic assignments through the use of technology. (The student will still have access to their Chromebook while going through the hearing process.)

The student is not permitted on school property while going through the hearing process and awaiting the decision. A student who enters school property without prior authorization during a suspension will be disciplined accordingly and may face trespassing charges. If there are any tests or exams that need to be completed at the school, for example SOL's, the parent/legal guardian should communicate with the school, and they will work out a day and time and provide authorization for the student to complete them.

The parent/legal guardian and the student are expected to attend the hearing. In cases of extenuating circumstances, accommodations may be permitted for alternative forms of hearing participation. If the parent/legal guardian does not attend the hearing, the hearing will be held in their absence.

The hearing will occur in front of a tribunal panel. The tribunal panel's decision will be provided at the conclusion of the hearing. If the parent/guardian is not present, a copy of the decision and appeal procedures will be mailed home. The decision may be emailed upon request once it is available.

If the parent/legal guardian disagrees with the tribunal panel's decision, then at that time, the parent/legal guardian may appeal the decision to a three-member committee of the School Board. (See procedures above.)

Any questions regarding the hearing process should be directed to the Department of Student Support Services at (757) 628-3931.



Forms





Norfolk Public Schools

The cornerstone of a proudly diverse community

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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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

© 2015 Department of Information Technology, Norfolk Public Schools

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

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BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

VECTOR ALERT TICKET # _____

TARGET STUDENT INFORMATION :

STUDENT'S NAME		STUDENT ID:
AGE/GRADE:		
SCHOOL:		
PARENT NAME:		Parent Contact No.:
TODAY'S DATE:		

Person Reporting Incident:

Name: _____
 Telephone _____ - _____ - _____ E-mail _____
 Check an appropriate box:
 Student Parent/Guardian of a student School Staff Bystander Relative

Incident Information: (As reported by person giving information)

1. Name(s) of Alleged Aggressor	Age	School (if known)	Is alleged aggressor a student?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

2. Name(s) of alleged witness(s)	Age	School (if known)

3. On what date(s) did the incident happen? ___/___/___ ___/___/___ ___/___/___
 Has the incident happened before? Mo. Day Year Mo. Day Year Mo. Day Year

4. Where did the incident happen (choose all that apply)?
 On school property At a school-sponsored activity Via internet-sent on school property Via internet-sent off school property
 On a school bus or bus stop On the way to/from school Other _____

5. Check the statement(s) that best describes what happened (choose all that apply).

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression (specify) _____ <input type="checkbox"/> Getting another person to hit or harm the student <input type="checkbox"/> Teasing, name-calling, making critical remarks, in person or by other means <input type="checkbox"/> Demeaning and making the victim of jokes <input type="checkbox"/> Making rude and/or threatening gestures <input type="checkbox"/> Excluding or rejecting the student <input type="checkbox"/> Intimidating, extorting, or exploiting <input type="checkbox"/> Relationship/Sexual in nature | <ul style="list-style-type: none"> <input type="checkbox"/> Related to the student's disability <input type="checkbox"/> Spreading harmful rumors or gossip <input type="checkbox"/> Related to the student's perceived sexual orientation <input type="checkbox"/> Cyber bullying (e.g., social media including Facebook, Twitter, Snapchat, Periscope, Kik, Instagram, etc.) <input type="checkbox"/> Electronic communications (e.g., e-mail, text, sexting, etc.) <input type="checkbox"/> Gang related <input type="checkbox"/> Gang recruitment <input type="checkbox"/> Racial Harassment <input type="checkbox"/> Other (specify) _____ |
|---|--|

Incident Information Continued: (As reported by person giving information)

6. Why did the bullying, intimidation or harassment occur? Alleged motive for bullying, actual or perceived as reported.

- | | |
|---|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Race/Ethnicity/Color |
| <input type="checkbox"/> Sex/Gender | <input type="checkbox"/> Gender Identity/Gender Expression/Sexual Orientation |
| <input type="checkbox"/> Family/Parental Status | <input type="checkbox"/> Physical/Mental Disability |
| <input type="checkbox"/> Poverty/Socioeconomic Status | <input type="checkbox"/> Language |
| <input type="checkbox"/> Retaliation | <input type="checkbox"/> Other _____ |

7. Did a physical injury result from this incident?

- No Yes, Required no medical attention Yes, Required medical attention

8. Did a psychological injury result from this incident?

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

9. **Did the target student express any suicidal ideation?** No Yes (If yes, were a mental health assessment or resources sought? Explain _____)

10. Indicate the effects of the bullying incident(s):

- ___ Disruption of educational process ___ Physical Harm ___ Absenteeism ___ Damage to Relationships/Reputation
___ Other (specify) _____

11. Did the alleged incident of bullying result in the target student being absent from school? No Yes
If yes, how many days? ___

12. Describe the incident(s), including what alleged aggressor(s) said or did. (Attach separate sheet, if necessary)

Questions concerning this form, and to provide documentation of completed investigation, submit to:

D. Mack Safe Schools and Mental Health Specialist dmack@nps.k12.va.us (0)757-628-3931 (C) 757-418-1421

**COMMONWEALTH OF VIRGINIA
SCHOOL ENTRANCE HEALTH FORM
Part II - Certification of Immunization**

Check if the student's
Immunization
Records are attached
using a separate form
signed by HCP

Section I

See Section II for conditional enrollment and exemptions.

A copy of the immunization record signed or stamped by a physician or designee, registered nurse, or health department official indicating the dates of administration including month, day, and year of the required vaccines shall be acceptable in lieu of recording these dates on this form as long as the record is attached to this form. Form must be signed and dated by the Medical Provider or Health Department Official in the appropriate box. Please contact your local health department for assistance with foreign vaccine records.

Student Name: _____	Date of Birth : / /	Sex: _____
Race (Optional): _____	Ethnicity: <input type="checkbox"/> Hispanic <input type="checkbox"/> Non-Hispanic	

IMMUNIZATION	RECORD COMPLETE DATES (month, day, year) OF VACCINE DOSES GIVEN				
	1	2	3	4	5
Diphtheria, Tetanus, Pertussis Vaccine (DTP, DTaP)					
Diphtheria, Tetanus (DT) or Tdap or Td Vaccine (given after 7 years of age)					
Tdap Vaccine booster					
Poliomyelitis Vaccine (IPV, OPV)					
Haemophilus influenzae Type b Vaccine (Hib conjugate) only for children <60 months of age					
Rotavirus Vaccine (RV) only for children < 8 months of age					
Pneumococcal Vaccine (PCV conjugate) only for children <60 months of age					
Varicella Vaccine			Date of Varicella Disease OR Serological Confirmation of Varicella Immunity:		
Measles, Mumps, Rubella Vaccine (MMR vaccine)					
Measles Vaccine (Rubeola)			Serological Confirmation of Measles Immunity:		
Rubella Vaccine			Serological Confirmation of Rubella Immunity:		
Mumps Vaccine			Serological Confirmation of Mumps Immunity:		
Hepatitis B Vaccine (HBV) <input type="checkbox"/> Merck adult formulation used					
Hepatitis A Vaccine					
Meningococcal ACWY Vaccine					
Meningococcal B Vaccine					
Human Papillomavirus Vaccine (HPV)					
Influenza (Yearly)					
Other					
Other					

Certification of Immunization

I certify that this child is **ADEQUATELY OR AGE APPROPRIATELY IMMUNIZED** in accordance with the MINIMUM requirements for attending school, child care or preschool prescribed by the State Board of Health's *Regulations for the Immunization of School Children* (Reference Section III).

Signature of Medical Provider or Health Department Official: _____ **Date (Mo., Day, Yr.):** ___/___/___

Section II
Conditional Enrollment and Exemptions

Complete the medical exemption or conditional enrollment section as appropriate to include signature and date. This section must be attached to Part I Health Information (to be filled out and signed by parent).

Student's Name: _____ Date of Birth: |____|____|____|
Parent or Legal Guardian Name: _____
Parent or Legal Guardian Name: _____
Phone Number: _____

MEDICAL EXEMPTION: As specified in the *Code of Virginia* § 22.1-271.2, C (ii), I certify that administration of the vaccine(s) designated below would be detrimental to this student's health. The vaccine(s) is (are) specifically contraindicated because (please specify):

DTP/DTaP/Tdap :[____]; DT/Td:[____]; OPV/IPV:[____]; Hib:[____]; PCV:[____]; RV:[____]; Measles :[____];

Mumps:[____]; Rubella :[____]; VAR:[____]; Men ACWY:[____]; Men B:[____]; Hep A:[____]; HBV:[____]

This contraindication is permanent: [] , or temporary [] and expected to preclude immunizations until: Date (Mo., Day, Yr.): |____|____|____|.

Signature of Medical Provider or Health Department Official: _____ **Date (Mo., Day, Yr.):** __/__/__

RELIGIOUS EXEMPTION: The *Code of Virginia* allows a child an exemption from receiving immunizations required for school attendance if the student or the student's parent/guardian submits an affidavit to the school's admitting official stating that the administration of immunizing agents conflicts with the student's religious tenets or practices. Any student entering school must submit this affidavit on a CERTIFICATE OF RELIGIOUS EXEMPTION (Form CRE-1), which may be obtained at any local health department, school division superintendent's office or local department of social services. Ref. *Code of Virginia* § 22.1-271.2, C (i).

CONDITIONAL ENROLLMENT: As specified in the *Code of Virginia* § 22.1-271.2, B, I certify that this child has received at least one dose of each of the vaccines required by the State Board of Health for attending school and that this child has a plan for the completion of his/her requirements within the next 90 calendar days. Next immunization due on _____.

Signature of Medical Provider or Health Department Official: _____ **Date (Mo., Day, Yr.):** |____|____|____|

Section III Requirements

For Minimum Immunization Requirements for Entry into School and Day Care, consult the Division of Immunization web site at <https://www.vdh.virginia.gov/immunization/requirements/>

Children shall be immunized in accordance with the Immunization Schedule developed and published by the Centers for Disease Control (CDC), Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP), otherwise known as ACIP recommendations (Ref. *Code of Virginia* § 32.1-46(a)).
(Requirements are subject to change.)

Part III -- COMPREHENSIVE PHYSICAL EXAMINATION REPORT

A qualified licensed physician, nurse practitioner, or physician assistant must complete Part III. The exam must be done no longer than one year before entry into kindergarten or elementary school (Ref. Code of Virginia § 22.1-270). Instructions for completing this form can be found at www.vdh.virginia.gov/school-age-health-and-forms/school-health-forms-and-action-plans/

Student's Name: _____ Date of Birth: _____ Sex: M / F /

Health Assessment	Date of Assessment: ____/____/____		Physical Examination											
	Weight: _____ lbs. Height: _____ ft. _____ in.		1 = Within normal 2 = Abnormal finding 3 = Referred for evaluation or treatment											
	Body Mass Index (BMI): _____ BP _____			1	2	3		1	2	3		1	2	3
	<input type="checkbox"/> Age / gender appropriate history completed		HEENT				Neurological				Skin			
	<input type="checkbox"/> Anticipatory guidance provided		Lungs				Abdomen				Genital			
		Heart				Extremities				Urinary				

Tuberculosis Screening

Check the box that applies:

<input type="checkbox"/> No risk for TB infection identified	<input type="checkbox"/> No symptoms compatible with active TB disease	<input type="checkbox"/> Risk for TB infection or symptoms identified
--	--	---

Test for TB Infection: TST IGRA Date: _____ TST Reading _____ mm TST/IGRA Result: Negative Positive
 CXR required if positive test for TB infection or TB symptoms. CXR Date: _____ Normal Abnormal

EPSDT Screens Required for Head Start – include specific results and date:

Blood Lead: _____ Hct/Hgb _____

Developmental Screen	<i>Assessed for:</i>	<i>Assessment Method:</i>	<i>Within normal</i>	<i>Concern identified:</i>	<i>Referred for Evaluation</i>
	Emotional/Social				
	Problem Solving				
	Language/Communication				
	Fine Motor Skills				
Gross Motor Skills					

Hearing Screen	<input type="checkbox"/> Screened at 20dB: Indicate Pass (P) or Refer (R) in each box. <input type="checkbox"/> Screened by OAE (Otoacoustic Emissions): <input type="checkbox"/> Pass <input type="checkbox"/> Referred				<input type="checkbox"/> Referred to Audiologist/ENT <input type="checkbox"/> Unable to test – needs rescreen <input type="checkbox"/> Permanent Hearing Loss Previously identified: <input type="checkbox"/> Left <input type="checkbox"/> Right <input type="checkbox"/> Hearing aid or another assistive device
		1000	2000	4000	
	R				
L					

Vision Screen	<input type="checkbox"/> With Corrective Lenses (Check if yes)					Dental Screen	<input type="checkbox"/> Problems Identified: Referred for Treatment																	
	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="4">Stereopsis <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Not tested</td> <td rowspan="3">Test used:</td> </tr> <tr> <td>Distance</td> <td>Both</td> <td>R</td> <td>L</td> </tr> <tr> <td></td> <td>20/</td> <td>20/</td> <td>20/</td> </tr> </table>						Stereopsis <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Not tested				Test used:	Distance	Both	R	L		20/	20/	20/	<input type="checkbox"/> No Problem: Referred for prevention				
	Stereopsis <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Not tested				Test used:																			
Distance	Both	R	L																					
	20/	20/	20/																					
<input type="checkbox"/> Pass <input type="checkbox"/> Referred to eye doctor <input type="checkbox"/> Unable to test-needs rescreen					<input type="checkbox"/> No Referral: Already receiving dental care																			
					<input type="checkbox"/> Unable to perform																			

Recommendations to (Pre) School, Child Care, or Early Intervention Personnel	Summary of Findings (check one):								
	<input type="checkbox"/> Well child; no conditions identified of concern to school program activities								
	Conditions identified that are important to schooling or physical activity (complete sections below and/or explain here):								
	Allergy: <input type="checkbox"/> food: _____ <input type="checkbox"/> insect: _____ <input type="checkbox"/> medicine: _____ <input type="checkbox"/> other: _____ Type of allergic reaction: <input type="checkbox"/> anaphylaxis <input type="checkbox"/> local reaction Response required: <input type="checkbox"/> none <input type="checkbox"/> epinephrine auto-injector <input type="checkbox"/> other:: _____ Individualized Health Care Plan needed (e.g., asthma, diabetes, seizure disorder, severe allergy, etc) Restricted Activity Specify: _____ : _____ Developmental Evaluation <input type="checkbox"/> Has IEP <input type="checkbox"/> Further evaluation needed for: _____ Medication. Child takes medicine for specific health condition(s). <input type="checkbox"/> Medication must be given and/or available at school. Special Diet Specify: _____ Special Needs Specify: _____								
	Other Comments: _____								

Health Care Professional's Certification (Write legibly or stamp) <input type="checkbox"/> By checking this box, I certify with an electronic signature that all of the information entered above is accurate (enter name and date on signature and date lines below).	
Name: _____	Signature/Date: _____
Practice / Clinic: _____	Address: _____
Phone: _____ - _____ - _____	Fax: _____ - _____ - _____ Email: _____



2024-2025

ATHLETIC PREPARTICIPATION FORMS

Sudden Cardiac Arrest In Sport

What is cardiac arrest?

Cardiac arrest is the sudden loss of heart function that results in an individual’s loss of consciousness. Cardiac arrest is a true medical emergency and must be treated immediately to increase the likelihood of survival. Cardiac arrest can occur at any age and may appear suddenly, or after an individual experiences warning signs. It is not the same as a heart attack. Sudden cardiac arrest is the number one cause of exercise related death in youth athletes.

Who is at risk for sudden cardiac arrest?

Risk Factors	Warning Signs That May Lead to Cardiac Arrest
<ul style="list-style-type: none"> ▪ Family history of heart disease, attack, or cardiac death ▪ Cardiac conditions such as high blood pressure, diabetes, obesity, smoking or high cholesterol ▪ Underlying or unknown cardiac condition 	<ul style="list-style-type: none"> ▪ Unexplained fainting or near fainting ▪ Chest Pain or Tightness ▪ Heart racing (chest palpitations) ▪ Abnormal shortness of breath ▪ Lightheadedness

Sudden Cardiac Arrest Association (n.d.). Fact Sheet: Sudden Cardiac Arrest [Fact sheet]. Microsoft Word - Fact Sheet SCA 2011.doc (associationdatabase.com)

What Should you do if you think your child is at risk?

If you think your child may have risk factors, or has exhibited warning signs of cardiac arrest, you should -

- ✓ Remove your child from physical activity
- ✓ Schedule an appointment to see your primary care physician or family doctor
- ✓ Do not allow your child to participate in any physical exertion until cleared by a physician

What is done in a sudden cardiac arrest emergency?

- ✓ Check the scene and for a response from patient
- ✓ Call 911
- ✓ Ask someone to get an Automated External Defibrillator (AED), if available
- ✓ Begin CPR (cardiopulmonary resuscitation)

How does Norfolk Public Schools Athletics prepare for a sudden cardiac arrest emergency?

As with all emergencies, Norfolk Public Schools Athletics works to prepare for sudden cardiac arrest:

- ✓ Each High School & Middle School has an *Emergency Action Plan* in place that is reviewed annually by coaches, medical personnel, and staff
- ✓ Each coach and athletic staff member must hold a First Aid, CPR, and AED certification from a nationally recognized organization
- ✓ Automated External Defibrillators are available within each of our schools
- ✓ Policies in place to encourage safe participation in various environmental hazards
- ✓ Preparticipation exams (physicals) are required annually for each student-athlete prior to participation in activity

While these prevention strategies are in place for everyone’s safety, Norfolk Public Schools cannot guarantee that a cardiac emergency will not occur. Furthermore, participating in athletics could increase your child’s risk.

By signing this document, I have received the educational information above and that I have reviewed the risk factors and warning signs of cardiac arrest.

Print Name: Parent/Guardian

Signature: Parent/Guardian

Date

Print Name: Athlete

Signature: Athlete

Date

The code of Virginia requires all school divisions to provide educational material regarding cardiac arrest to student-athletes and their parent or guardian on an annual basis. This fact sheet is provided in accordance with § 22.1-271.8. Sudden cardiac arrest prevention in student-athletes.

CONTINUE TO NEXT PAGE



Concussions In Sport

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 always practice good sportsmanship
- Properly wear the right protective equipment that is required for their sport
- Learn the signs and symptoms of a concussion

How can a concussion affect 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. Each stage of the NPS Concussion Graduated Return to play Protocol
3. Receive clearance by a physician who has been trained in concussion management, as deemed necessary by the Athletic Trainer
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

Parent/Guardian Signature

Date

Print Name: Athlete

Athlete Signature

Date

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

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.

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 tam, 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?	<input type="checkbox"/>	<input type="checkbox"/>
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: _____	<input type="checkbox"/>	<input type="checkbox"/>
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: _____		
BONE AND JOINT 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			
MEDICAL QUESTIONS				#	>>		
				#	>>		
				#	>>		
				#	>>		
				#	>>		
				#	>>		
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.



School Year 2024 - 2025

Dear Parents/Guardians:

Norfolk Public Schools is committed to children's health and well-being, and therefore we are happy to provide you with important educational information regarding scoliosis. While screening is not routinely performed in Norfolk Public Schools, it is important that parents/guardians are aware of this health issue and current recommendations.

Scoliosis is an abnormal curvature of the spine. If untreated, the curvature of the spinal cord may progress and impair the body's range of motion and endurance, distort the position of the ribs, and impair the normal function of the heart and lungs. Fortunately, early detection and treatment can prevent the progression of scoliosis.

Scoliosis education and screening are recommended for students in grades 5 through 10. The American Academy of Pediatrics recommends scoliosis screening with the forward-bending test at routine health visits. The *Bright Futures Guidelines* recommend noting the presence of scoliosis during the physical examination of adolescents and children older than 8 years.

The procedure is a simple one and involves looking at your child's back while he or she is in a forward-bending position. The proper screening procedure is shown on the back of this letter. If you have concerns that your child has a possible abnormal curvature, please discuss this with your child's primary care physician.

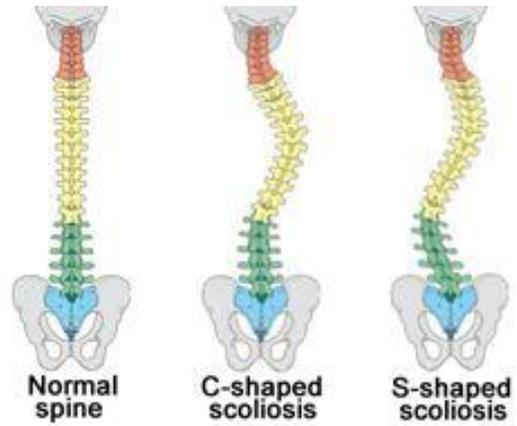
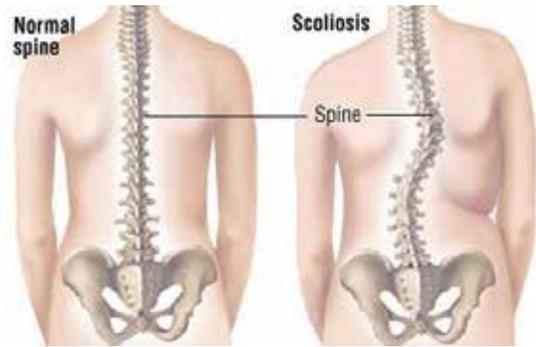
Sincerely,

Dr. Dennis Moore
Senior Director of Student Wellness

Steps to assess your child for scoliosis at home:

1. Are the shoulders even?
2. Do the shoulder blades appear to be even?
3. Do the arms hang evenly?
4. Is the backbone straight?
5. When bending over, is the back even or symmetrical?
6. Do the hips appear even?

** If there is a "no" answer to any of the above questions, it is recommended that your child be screened for scoliosis by their primary care provider.





Norfolk Public Schools
The cornerstone of a proudly diverse community

School Year 2024 – 2025

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.
Outgrown Allergy: _____

My child **has a non life-threatening** allergy or intolerance.
Current non life-threatening allergy or intolerance(s): _____

Allergy symptoms: _____

Actions to be taken when an allergic reaction is noted: (Read the reverse side of this form.) _____

My child has a life-threatening allergy. Read the reverse side of this form for information regarding the completion of a Life-Threatening Allergy Management Plan (LAMP).
Current life-threatening allergy or intolerance(s): _____

Parent’s signature

Parent’s printed name

Phone #: _____

Date: _____

If you have any questions, please feel free to call your child’s school nurse.

Sincerely,

School Nurse (over →)

Department of Student Wellness
800 East City Hall Avenue, Suite 905 • Norfolk, Virginia 23510
phone: (757) 628-3928 • fax: (757) 628-3466

Non Life-Threatening Allergies

If your child has a non life-threatening allergy and requires medical intervention (i.e. a medication or treatment), NPS requires a physician's order indicating the medication or treatment prescribed. If you are in need of this form, please notify the school nurse.

Life-Threatening Allergies

If your child has a life-threatening allergy, NPS requires the Life-Threatening Allergy Management Plan (LAMP) to be completed by a physician identifying the medication and treatment. Medication must be brought to the school nurse by a parent or legal guardian. If you are in need of this form please notify the school nurse.

During school, **if your child indicates or shows signs of anaphylaxis**, medication indicated on the LAMP will be administered without delay. **EMS 911** will also be called during this event.

Anaphylaxis Signs and Symptoms

- Itching, tingling, or swelling of lips, tongue, mouth
- Metallic taste in the mouth
- Swelling of arms or legs
- Hives (red wheals), itchy rash
- Tightening of throat, difficulty swallowing, drooling, hoarseness
- Hacking or persistent cough
- Difficulty breathing
- Wheezing
- Nausea, vomiting, abdominal cramps, diarrhea
- Pale or red color to face and body
- Weak pulse, low blood pressure, fainting

Life-Threatening Allergy Management Plan (LAMP)

Student:	School:	Effective Date:
Date of Birth:	Grade:	Homeroom Teacher:

Dear Parent/Guardian: please provide the information requested below to help us care for your child at school.

Part 1- Medical history and contact information. To be completed by parent/guardian.

Part 2- Have your child’s physician complete this section unless the physician’s office prefers to use his/her own Life Threatening Allergy Management Plan which must include all components.

Please note: A physician’s order must be submitted to the school nurse at the beginning of each school year and whenever modifications are made to this plan.

Return completed forms to the school nurse as quickly as possible. Thank you for your cooperation.

PART 1—TO BE COMPLETED BY PARENT/GUARDIAN		
Contact Information:		
Parent/Guardian #1:		
Address:		
Telephone-Home:	Work:	Cell:
Parent/Guardian #2:		
Address:		
Telephone-Home:	Work:	Cell:
Other emergency contact:		
Address:		Relationship:
Telephone-Home:	Work:	Cell:
Physician treating severe allergy:		Office #:
Please answer the following questions:		
1. What is your child allergic to?		
2. What age was your child when diagnosed?		
3. Has your child ever had a life-threatening reaction?		<input type="checkbox"/> Yes <input type="checkbox"/> No
4. What is your child’s typical allergic reaction?		
5. Does your child have asthma?		<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Does your child know what food/allergens to avoid?		<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Does your child recognize symptoms of his/her allergic reaction?		<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Will you be providing meals and snacks for your child at school?		<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Will your child always eat the school provided breakfast and/or lunch?		<input type="checkbox"/> Yes <input type="checkbox"/> No
10. How does your child travel to school?		<input type="checkbox"/> Bus # <input type="checkbox"/> Car <input type="checkbox"/> Walk

Life-Threatening Allergy Management Plan (LAMP)

I give permission to the school nurse and designated school personnel, who have been trained and are under the supervision of the school nurse of _____ School, to perform and carry out the severe allergy tasks as outlined in _____ (Child's name) Life Threatening Allergy Management Plan (LAMP) as ordered by the physician. I understand that I am to provide all supplies necessary for the treatment of my child's severe allergy at school. I also consent to the release of information contained in the LAMP to staff members and other adults who have custodial care of my child and who may need to know this information to maintain my child's health and safety. I also give permission to contact the above named physician regarding my child's severe allergy.

Parent's Name	
Parent 's Signature	Date
School Nurse's Name	
School Nurse's Signature	Date

Every effort possible will be made to keep your child away from the stated allergen. However, this does not guarantee that your child will never come into contact with the stated allergen in the school setting.

Whenever epinephrine is given at school, 911 is called and the student transported to the hospital.

Life-Threatening Allergy Management Plan

To be completed by MD: Valid for Current School Year _____

Name: _____ DOB: _____ Weight _____

Allergy to: _____

Asthma: Yes (high risk for severe reaction) No See Asthma Action Plan

Extremely Reactive to: _____

If known exposure, give epinephrine immediately and call 911.

Action for Mild Reaction:

Systems: Symptoms:

Mouth: itchy mouth
Skin: minor itching "and/or" a few hives
Gut: mild nausea/discomfort



Liquid

diphenhydramine (12.5mg/5ml) p.o.
(can be repeated q 4-6 hours)

cetirizine (5mg/5ml) p.o.
(do not repeat)

Dose: _____

Stay with student. Alert parent. If symptoms worsen then follow steps for major reaction.

Action for a Major Reaction: (two systems or single severe symptom)

Systems:

MOUTH
THROAT
LUNG
HEART
SKIN
GUT

Symptoms:

swelling of the lips, tongue, or mouth
tight throat, hoarseness, drooling, trouble swallowing
shortness of breath, repetitive cough and/or wheezing
thready pulse, faint, confused, dizzy, pale, blue
multiple hives, swelling about the face and neck
abdominal cramps, vomiting



1. Inject Epinephrine immediately intramuscularly

Epipen® Epipen® Jr Auvi-Q™ 0.30mg Auvi-Q™ 0.15mg _____

2. Call RESCUE SQUAD 911 ASK FOR ADVANCED LIFE SUPPORT

- Students should not suddenly sit up, stand or be placed in the upright position. This increases risk for sudden death.

3. Note time epinephrine was given and repeat dose after 5 minutes if no improvement or worsening symptoms.

- Antihistamines and inhalers are not first line therapy in a severe reaction.

4. Transport via EMS to the emergency department.

Emergency Contacts:

Parent/Guardian _____ Phone: _____

Other emergency contact _____ Phone: _____

Parents Signature

DATE

DOCTOR'S SIGNATURE

DATE:

Nurses Signature

DATE

Print MD Name:

Contact number:



School Year 2024 – 2025

Dear Parents/Guardians of Students in Grades Five through Twelve:

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

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

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

- Academy for Eating Disorders (AED)
<https://www.eatingdisorderhope.com/>
- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
<https://www.feast-ed.org/>
- National Eating Disorders Association
<https://www.nationaleatingdisorders.org/>
Toll free, confidential Helpline, 1-800-931-2237

Sincerely,

A handwritten signature in black ink that reads "Dennis Moore".

Dr. Dennis Moore
Senior Director of Student Wellness

Department of Student Wellness
800 East City Hall Avenue, Suite 905 • Norfolk, Virginia 23510
phone: (757) 628-3928 • fax: (757) 628-3466

What are Eating Disorders?

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

Eating disorders can be diagnosed based on weight changes, but also based on behaviors, and attitudes and mindset. Be alert for any of these signs in your child.

Eating disorders affect both males and females of all ages.

Key things to look for around food:

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

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

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

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

How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem
- Educate yourself on eating disorders
- Ask what you can do to help
- Listen openly and reflectively
- Be patient and nonjudgmental
- Talk with your child in a kind way when you are calm and not angry, frustrated, or upset
- Let him/her know you only want the best for him/her
- Remind your child that he/she has people who care and support him/her
- Be flexible and open with your support
- Be honest
- Show care, concern, and understanding
- Ask how he/she is feeling
- Try to be a good role model – don't engage in “fat talk” about yourself
- Understand that your child is not looking for attention or pity
- Seek professional help on behalf of your child if you have ANY concerns.

If Your Child Shows Signs of a Possible Eating Disorder

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

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 PEDIATRIC ASTHMA ACTION PLAN

Child Name: _____

DOB: _____

School Year: _____

Healthcare Provider _____

Contact Number: _____

EMERGENCY CONTACT

Name: _____ Phone: _____

Relationship: _____

Additional info: _____



GREEN ZONE: GO!

- No trouble breathing
- No cough or wheeze
- Sleeps well
- Can play as usual

Daily Maintenance/Controller

Day puffs	Night puffs
_____	_____
_____	_____

Montelukast/Singulair _____ Mg once daily.

Use controller daily, even when I feel fine. Use a spacer if recommended.

For Asthma with exercise add: _____ puffs (with spacer if needed) 15 minutes prior to exercise:

_____ And Ipratropium Only if needed



YELLOW ZONE: Add: quick-relief medicine—to your GREEN ZONE medicines. Caution!

- Cough, wheeze, chest tightness
- Waking at night due to asthma
- Problems sleeping, working, or playing



Your quick reliever medicine(s) is: _____ or _____

Take: _____ puffs or Nebulizer every – 20 minutes if needed for up to 1 hour. If your symptoms resolve return to GREEN ZONE.



If your symptoms continue or return within a few hours of above treatment, take: Puffs every 4-6 hours as needed until symptoms resolve. Continue every 4-6 hours daily for _____ days.

Add: _____

Call Healthcare Provider if you need quick-relief medicine for more than 24 hours or if quick-relief medicine does not work.

You should not use more than 8 puffs for ages 4-11 or 12 puffs ICS/formoterol for ages 12+ a day.



RED ZONE: DANGER!

- Can't talk, eat, walk well
- Medicine is not helping
- Breathing hard and fast
- Blue lips and fingernails
- Tired or lethargic
- Nonstop cough
- Ribs show

CALL 911 Now/Go to the Emergency Department!

Continue CONTROL & RELIEVER Medicines every 15 minutes for 3 treatments total – while waiting for help.

Take: _____ 2 puffs 4 puffs 6 puffs or nebulizer

I approve and give permission for school personnel to follow this asthma management plan of care for my child, contact my child's healthcare provider when needed, and administer medication per the healthcare providers orders. I assume full responsibility for providing the school with prescribed medication and delivery/monitoring devices. With HCP authorization & parental consent, the inhaler will be located: in clinic or with student (self-carry).

Parent/Guardian signature _____ Date _____

School Nurse/Staff Signature _____ Date _____

SCHOOL MEDICATION CONSENT & HEALTH CARE PROVIDER ORDER

- Student may carry and self-administer inhaler at school.
- Student needs assistance & should not self-carry.

MD/NP/PA signature _____ Date _____

References



REFERENCES

- A Model Code on Education and Dignity: Presenting a Human Rights Framework for Schools.* Dignity in Schools, (October 2013) Retrieved October 2017 from Dignity in Schools: http://dignityinschools.org/wp-content/uploads/2017/10/Model_Code_2013-1.pdf.
- Alternatives to Suspension. (2012) Hanover Research. District Administration Practice; 4401 Wilson Boulevard, Suite 400, Arlington, VA., cited from Losen, Daniel J. and Jonathan Gillespie. "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School." August 2012. The Civil Rights Project. Pg. 16. <https://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-crr-research/>
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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.

IMPORTANT
STANDARDS OF STUDENT CONDUCT SIGNATURE
AND ACKNOWLEDGMENT FORM

Please sign and return this form to your child’s school by **October 21, 2024.**

By signing and returning this page, you acknowledge you have received the Student Handbook including Standards of Student Conduct 2024-2025. This handbook is required by law and contains the following:

- Acceptable Use Procedure (AUP) for Computer Systems
- Compulsory School Attendance Law
- Graduation Requirements
- Behavior Supports and Code of Student Conduct
- Parental Educational Information on Scoliosis
- Parental Educational Information on Eating Disorders
- Photo Release Form
- Virginia State Police Sexual Offender and Crimes Against Minors Registry
- Section 504 of the Rehabilitation Act of 1973
- School Board Policies, Regulations and Procedures
- Family Educational Rights and Privacy Act (FERPA) Information – Note: Any parent/legal guardian/adult student who objects to the release of any directory information must notify, in writing, the principal of the school where the records are kept.

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. A copy of the Student Handbook is available on the School Division’s website: <https://www.npsk12.com/Page/1>

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

Notice of Non-Discrimination Policy

[Norfolk School Board Policy ACZ](#)

The Norfolk School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, gender expression, race, color, national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any characteristic protected by law. This commitment prevails 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.

It is the policy of the Norfolk School Board to maintain a working and learning environment for all its employees and students which provides for fair and equitable treatment, including freedom from sexual harassment. It is prohibited for any employee or student, male or female, to harass another employee or student by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical conduct of a sexual nature when (1) submission to or rejection of such conduct is used as a basis for employment or academic decisions affecting the employee or student; (2) such conduct creates an intimidating, hostile, or offensive working or learning environment; or (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

The School Board and staff shall work with other institutions and agencies to develop improved human relations in the schools and to make channels available through which citizens can communicate their human relations concerns to the Board and its employees.

Accordingly, the School Board will designate an individual(s) to act as the division's compliance officer under the provisions of Title IX, and of section 504 of the Rehabilitation Act. All students and employees will be notified annually of name(s), office address, and telephone number of the designee(s).

Legal Ref.:

20 U.S.C. §§ 1681-1688. 29 U.S.C. § 794. 42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff1. 34 C.F.R. 106.9.

Constitution of Virginia, article I, section 11.

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 22.1-23.3, 22.1-295.2.

Legal Ref. Updated: September 18, 2013, August 18, 2021

Cross Ref.:

GB Equal Employment Opportunity/Nondiscrimination

GBA/JFHA Prohibition Against Harassment and Retaliation

JB Equal Educational Opportunities/Nondiscrimination

Cross Ref. Updated: September 18, 2013, August 18, 2021

Adopted by Norfolk City School Board April 15, 1996.

Revised: January 28, 1999; September 18, 2013; September 16, 2015; August 15, 2018;

September 30, 2020, August 18, 2021.

VSBA Update © 02/2004, 10/2012, 05/13, 05/2015, 02/2018, 05/2020, 5/2021.



Norfolk Public Schools

The cornerstone of a proudly diverse community



Department of Student Support Services

800 E. City Hall Avenue, Suite 904

Norfolk, VA 23510

757.628.3931 | www.npsk12.com

At the time this handbook was printed, all information was complete and accurate.
For the latest information, please visit our website, www.npsk12.com/dsss, and click the link for student handbook.