

Student Handbook **2020** including Standards of Student Conduct **2021**



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Student Handbook

including Standards of Student Conduct

2020 | 2021



Dear Parents/Guardians and Students:

I am pleased to welcome you to the 2020-2021 school year! A new school year is always exciting, but this year promises to be particularly historic and filled with teachable moments. Faced with the challenges of managing and living with the ongoing COVID-19 pandemic, flexibility and patience will be key to a successful school year. We are beginning the year using a virtual learning format; however, we will be regularly assessing at what point it may be safe to return students and staff to school buildings. And we pledge to keep you informed every step of the way.

Just like our students, the administration and staff of Norfolk Public Schools (NPS) pondered important lessons during the school closure. A critical concept that was reinforced for us was that students' access to technology needs to extend beyond the in-school experience. Consequently, staff has worked diligently over the summer to ensure that this type of learning experience can take place during times of extreme need, such as starting our school year in the midst of a pandemic. Thus, one of the decisive steps the school division has taken has been to establish an initiative to ensure that all of our students [prekindergarten (age 4) through grade 12] have access to a mobile device. This level of access will not only be helpful in classrooms, but will also help ensure that students can still connect and engage with teachers and classmates during their remote learning from home. In addition, the school division has committed to professional development for instructional staff that will help them refine and improve their teaching practices. Technology can be transformative when teachers use it in a way that is meaningful and engaging to students.

Truly, having valuable resources in place helps support an encouraging and equitable school environment. However, within NPS, we are ever conscious that the school-to-home partnership is perhaps the most crucial contributor to the academic and social-emotional well-being of every student. That is one reason why it is so important for parents/guardians and students to familiarize themselves with the **2020-2021 NPS Student Handbook** (including the *Standards of Student Conduct*). This guide will help you understand how the school division is working to ensure the learning environment is positive, affirming, and free of disruption. Parents/guardians, we want you to be aware of the expectations in place for appropriate student behavior so you can reinforce these behaviors. When you encourage your children to follow the NPS guidelines and procedures, you contribute to a safe school and learning environment.

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

In closing, please know that NPS wishes all of our students and their families a productive and exciting school year. Together, we can make this a year of progress! As always, your partnership is deeply appreciated.

Sincerely,

Dr. Sharon I. Byrdsong
Superintendent

Governance Team 2020-2021



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Miss Georgia Simpson

Student Representative

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Norfolk Public Schools 2020-2021 Academic Year Calendar

Summer: NPS Closed Fridays
3: Independence Day
 Holiday – **NPS Closed**

JULY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1: New Year's Day – **NPS Closed**
4: Students Return
6: Grade Reports Distributed
18: MLK Day – **NPS Closed**
28: Quarter 2 Grades Close
29: Teacher Records Day (No students)

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

24-25: New Teacher Orientation
26: Professional Development – Division
27: Professional Development – Building Level with CAB support for new teachers
31: Teacher Pre-service Week

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1: Beginning of 3rd Quarter
10: Grade Reports Distributed
15: President's Day – **NPS Closed**
17: 100th Day of School
25: Professional Development: in building
 Early Release Day

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

1-4: Teacher Pre-service Week
7: Labor Day – **NPS Closed**
8: Beginning of 1st Quarter
17: Professional Development: in building
 Early Release Day

SEPTEMBER 2020						
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			

5: Interim Progress Grades Close
17: Grade Reports Distributed
18: Professional Development – Division
 Early Release Day

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

9: Interim Progress Grades Close
12: Columbus Day – **School in session**
15: Professional Development – Division
 Early Release Day
21: Grade Reports Distributed

OCTOBER 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	*	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2: Good Friday
 Early Release Day
 Quarter 3 Grades Close
5-9: Spring Break
12: Beginning of 4th Quarter
14: Grade Reports Distributed

APRIL 2021						
S	M	T	W	T	F	S
				1	*	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	

2: Quarter 1 Grades Close
3: Election Day – Virtual Teacher Day (No Students)
4: Beginning of 2nd Quarter
11: Veterans Day – **NPS Closed**
13: Grade Reports Distributed
25: Early Release Day
26-27: Thanksgiving Break – **NPS Closed**

NOVEMBER 2020						
S	M	T	W	T	F	S
1	*	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					

14: Interim Progress Grades Close
26: Grade Reports Distributed
31: Memorial Day – **NPS Closed**

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

11: Interim Progress Grades Close
21-31: Winter Break
25: Christmas – **NPS Closed**

DECEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14-17: High School Exams
 Early Release Day
17: Students' Last Day
 Quarter 4 Grades Close
18: Teacher Records Day (No Students)
 Teachers' Last Day
30: Grade Reports Distributed

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

NPS Closed

Students Not in School

Early Release Day

Winter/Spring Break

* Interim Progress / Quarterly Grade Close ⊙ Grade Reports Distributed

NPS 2020-2021 Calendar Notes

Calendar updates: Calendar updates are made periodically throughout the school year, so check the www.npsk12.com web address for the latest, printable version of the calendar.

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

Day 1: Banked Day	Day 4: October 15 Early Release Day
Day 2: September 17 Early Release Day	Day 5: Banked Day
Day 3: Banked Day	Day 6: February 25 Early Release Day

Early Release Days would be moved to Full Days

High School Graduations are scheduled to take place on June 14 and 15 at ODU’s Chartway Arena.

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

End-of-Year Early Release Schedules for June 2021 are as follows. High school exam schedules will be announced. Breakfast and lunch will be served on early release days.

SCHOOL STAGGERS	Dates
First-Stagger Schools	June 14-17 – 11:30 a.m.
Second-Stagger Schools	June 14-17 – 12:10 p.m.
Third-Stagger Schools	June 14-17 – 12:50 p.m.
Fourth-Stagger Schools	June 14-17 – 1:25 p.m.

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

2021 Graduation Schedule	
High School	Date / Time
Norview	Mon., June 14, 2021 @ 1:00 p.m.
Booker T. Washington	Mon., June 14, 2021 @ 4:00 p.m.
Maury	Tues., June 15, 2021 @ 1:00 p.m.
Lake Taylor	Tues., June 15, 2021 @ 4:00 p.m.
Granby	Tues., June 15, 2021 @ 7:00 p.m.

High School Graduation Rehearsals – Friday, June 11, 2021
Chartway Arena, 4320 Hampton Blvd. Norfolk, VA 23529

Rehearsal Timeline: Remind students to report 30 minutes early

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

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



School Hours

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

E/O BLOCK SCHEDULE

2020-2021

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Sept							Labor Day	Begin 1 st QTR	E	O	E			O	E	O	Prof DEV EARLY Release	O			E	O	E	O	E		O	E	O		
Oct	E	O			E	O	E	O	E	Interim Progress Grades Close		O	Columbus Day	O	Prof DEV EARLY Release	E	O		E	O	E	O	E	O		O	E	O			
Nov		E	Virtual Teacher Election Day	O	E	O			E	O	Veteran's Day	E	O	Grade Reports Distributed		E	O	E	O	E	O		O	E	O	Early Release	Thanksgiving Holiday		E		
Dec	O	E		E			O	E	O	E	O			E	O	E	O	E			Winter Break				Winter Break		Winter Break				
Jan					E	O	E	O			E	O	E	O	E			MLK DAY	O	E	O	E			O	E	O	E	Teacher Records Day		
Feb	O	E		E	O			E	O	E	O	E			Presidents Day	O	E	O	E				O	E	O	Prof DEV EARLY Release					
Mar	E	O		O	E			O	E	O	E	O			E	O	E	Prof DEV EARLY Release	O	E		O	E	O	E	O	E	O	E	O	E
Apr	O	E					Spring Break					O	E	O	E	O			E	O	E	O	E			O	E	O	E	O	
May			E	O	E	O	E		O	E	O	E	E	O	Grade Reports Distributed				E	O	E	O	E	O	O	E	O	E	O		Memorial Day

2020-21 Pacing Guide Dates

Quarter 1	September 8 – November 2 (8 Weeks)
Week 1	September 8 – 11
Week 2	September 14 – 18
Week 3	September 21 – 25
Week 4	September 28 – October 2 *Grades Close
Week 5	October 5 – 9
Week 6	October 12 – 16
Week 7	October 19 – 23
Week 8	October 26 – 30
Week 9	November 2 *Grades Close

Quarter 3	February 1 – April 2 (9 Weeks)
Week 20	February 1 – 5
Week 21	February 8 – 12
Week 22	February 16 – 19
Week 23	February 22 – 26
Week 24	March 1 – 5 *Grades Close
Week 25	March 8 – 12
Week 26	March 15 – 19
Week 27	March 22 – 26
Week 28	March 29 – April 2 *Grades Close
Week 29	Spring Break (April 5 – 9)

Quarter 2	November 4 – January 28 (11 Weeks)
Week 9	November 4 – 6
Week 10	November 9 – 13
Week 11	November 16 – 20
Week 12	November 23 – 25
Week 13	November 30 – December 4 *Grades Close
Week 14	December 7 – 11
Week 15	December 14 – 18
Week 16	January 4 – 8
Week 17	January 11 – 15
Week 18	January 19 – 22
Week 19	January 25 – 28 *Grades Close

Quarter 4	April 12 – June 17 (10 Weeks)
Week 30	April 12 – 16
Week 31	April 19 – 23
Week 32	April 26 – 30
Week 33	May 3 – 7
Week 34	May 10 – 14 *Grades Close
Week 35	May 17 – 21
Week 36	May 24 – 28
Week 37	June 1 – 4
Week 38	June 7 – 11
Week 39	June 14 – 17 *Grades Close



Standard Diploma Course Requirements (8VAC20-131-51) for Students Entering Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	3	1	Courses completed to satisfy this requirement shall include at least two different course selections from among: algebra I, geometry, algebra functions, and data analysis, algebra II, or other mathematics courses approved by the board to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	3	1	<p>Courses completed to satisfy this requirement shall include course selection from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
History and Social Sciences	3	1	<p>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for either a laboratory science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.</p>
Health and Physical Education	2	0	N/A
World Language, Fine Arts or Career and Technical Education	2	0	Per the Standards of Quality, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical course credit.



Economics & Personal Finance	1	0	N/A
Electives	4	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total	22	5	N/A

Additional Requirements for Graduation

- **Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential** - In accordance with the Standards of Quality, students shall either (i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.
- **Virtual Course** - Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.
- **Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)** - Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in [8VAC20-131-420 B](#).
- **Demonstration of the five Cs** - Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.

Advanced Studies Diploma Course Requirements (8VAC20-131-51) for Students Entering the Ninth Grade for the First Time in 2018-2019 and Beyond

Subject Area	Standard Credits	Verified Credits	Specifications
English	4	2	N/A
Mathematics	4	1	Courses completed to satisfy this requirement shall include at least three different course selections from among: algebra I, geometry, algebra II, or other mathematics courses above the level of algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.
Laboratory Science	4	1	Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple



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			academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.
History and Social Sciences	4	1	Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.
World Language	3	0	Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.
Health and Physical Education	2	0	N/A
Fine Arts or Career and Technical Ed	1	0	Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.
Economics & Personal Finance	1	0	N/A
Electives	3	0	Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.
Total Credits	26	5	N/A



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 23, 2020.

By signing and returning this page, you acknowledge you have received the Student Handbook including Standards of Student Conduct 2020-2021. This booklet is required by law and contains the following:

- **Acceptable Use Procedure (AUP) for Computer Systems pages 155-156**
- **Behavior in a Virtual Classrooms page 104**
- **COVID-19 Education Acknowledgment pages 167-168**
- **Parental Responsibility and Involvement Requirements pages 151-153**
- **Photo Release Form page 170**
- **Safety Expectations for Students Riding School Buses pages 119-122**
- **Interventions and Consequences and NPS Leveled Responses to Student Behavior pages 142-152**

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

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

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

Parent or Guardian’s Name

Parent or Guardian’s Signature

Student Name

Student’s Signature

Student’s Grade

Student’s Teacher or Counselor

School’s Name

Date

SCHOOL BOARD GOALS & PRIORITIES

SCHOOL BOARD GOALS

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

SCHOOL BOARD PRIORITIES:

1. Increase the percentage of schools earning full accreditation (100% fully accredited by 2022)
2. Increase the percentage of VDOE Continuous Improvement Schools and NPS High Academic Performing Schools
3. Decrease all subgroup achievement gaps (5% or less by 2024)
4. Increase the On-Time graduation (85% by 2024)
5. Provide Educational Equity, Options, and Opportunities
6. Attract and retain highly qualified & effective staff (fully staffed at start of school)
7. Expand Educational Planning and create a Five Year Capital Improvement Plan for facilities and technology
8. Promote a culture of safety, high attendance rates, decreased dropout rate, positive organizational culture, and student behavior
9. Attract and retain community partnerships and strengthen family engagements
10. Strive to Improve Relationships and Increase Governance Capacity (School Board only)



Norfolk School Board Accountability Plan Time-Line

PLANNING YEAR: 2018 – 2019: FOCUS ON ACCOUNTABILITY PLANNING AND INITIAL TRAINING

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

YEAR 1: 2019 – 2020: PLAN IMPLEMENTATION / INTERIM PROGRESS MONITORING TARGETS

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

YEAR 2: 2020 – 2021: INTERIM PROGRESS MONITORING TARGETS

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

YEAR 3: 2021 – 2022: ABSOLUTE GOAL (MOON SHOT- ALL SCHOOLS FULLY ACCREDITED)

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

YEAR 4: 2022 – 2023: INTERIM PROGRESS TARGETS

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

YEAR 5: 2023 – 2024: ABSOLUTE GOALS (MOON SHOT):

- GOAL 1: PRIORITY 2: ALL SCHOOLS HIGHLY PERFORMING
- GOAL 1: PRIORITY 3: ALL ACHIEVEMENT GAPS CLOSED TO 5% OR LESS
- GOAL 1: PRIORITY 4: ON-TIME GRADUATION RATE AT 90% OR HIGHER



Norfolk Public Schools

The cornerstone of a proudly diverse community



Drive for 5

Improving Academic Achievement

Attracting and Retaining Highly Qualified
Teachers and Staff

Improving Aging Infrastructure

Developing and Sustaining Community and
Engaging Stakeholders

Creating a Culture of Caring in Norfolk Public Schools

PROFILE OF A VIRGINIA GRADUATE





Norfolk Public Schools

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School Information

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

School Name

School Telephone Number

Principal's Name

Homeroom Teacher

Guidance Counselor

Attendance Office/Secretary



The Department of Student Support Services

(757) 628-3931

Mrs. Carol W. Hamlin, Senior Director

Mrs. Sophia Allmond, Senior Coordinator

Vacant , Senior Coordinator

Ms. Dehon Mack, Safe Schools Specialist

Ms. Renee Parker, Senior Coordinator

Mrs. Felencia Skeeter, Transition Support Specialist

Vacant, Senior Coordinator

Mrs. Michele Johnson-Young, Administrator

The Department of School Wellness

Dr. Dennis Moore, Senior Director

Ms. Shelley Lewis, Nursing Administrator

Mrs. Monica Williams, Wrap Around Services &
PBIS Coordinator

IMPORTANT NUMBERS

DROPOUT PREVENTION

628-3931

POLICE DEPARTMENT

441-5610

BULLYING AND SAFE SCHOOLS HOTLINE

628-1171

TRANSPORTATION

892-3320

CRIME LINE

1-888-LOCK-U-UP

NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)

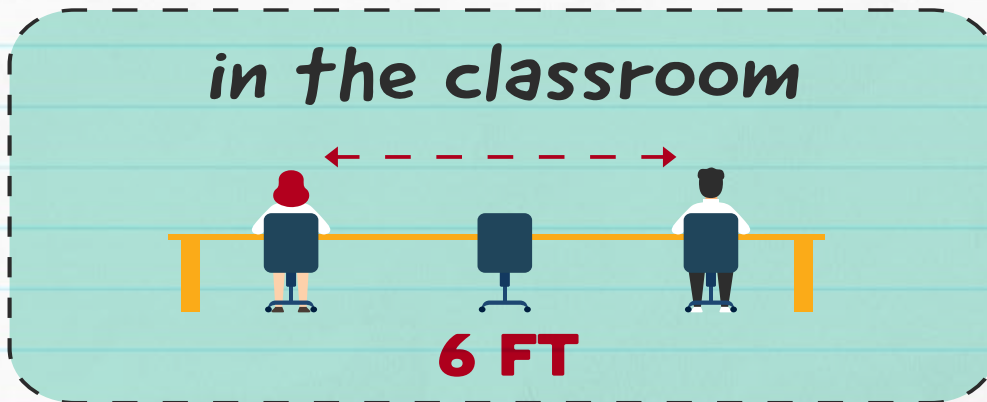
Students: Let's work together to stop the spread of COVID-19

KEEP SPACE BETWEEN YOU AND OTHERS

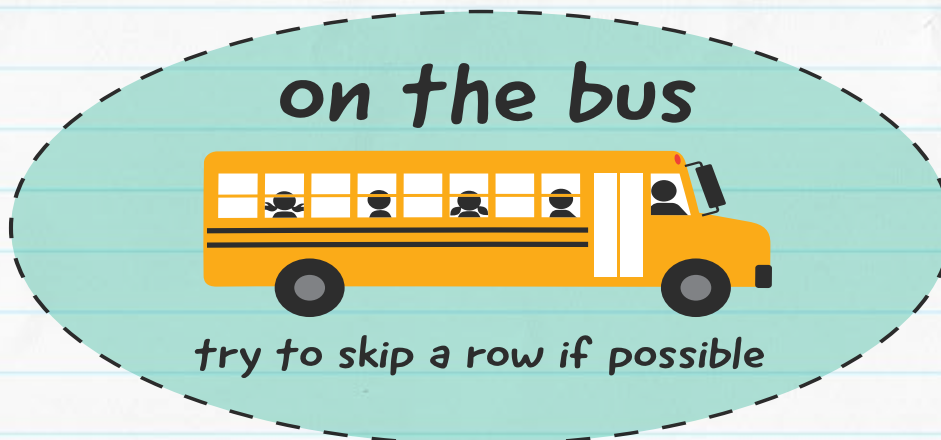
when outside



in the classroom



on the bus



cdc.gov/coronavirus

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Stop the spread of germs that can make you and others sick!



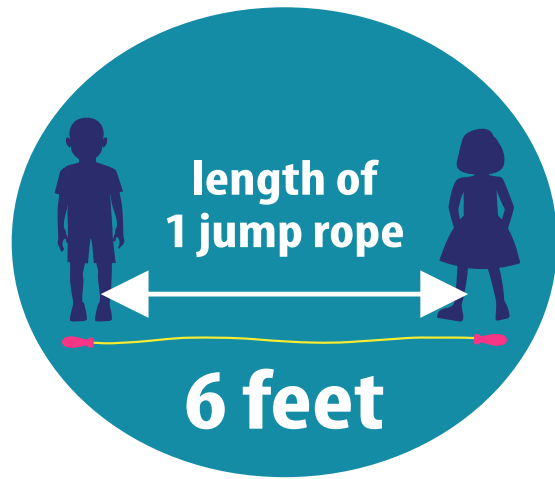
Wash your
hands often



Wear a cloth
face cover



Cover your coughs
and sneezes



Keep **6 feet** of space
between you and
your friends



Major Themes when Addressing COVID-19 Infections

- Encourage employees who have symptoms of COVID-19 or who have a sick family member at home with COVID-19 to notify their supervisor and stay home.
- Encourage the parents of students, who have symptoms of COVID-19, or who have a sick family member at home with COVID-19, to notify their child's teacher/principal and have the child stay home.
- Employees and students who appear to have symptoms when they arrive at school buildings / school offices or who become sick during the day should immediately be separated from others, provided a face mask if they are not using one, and sent home with instructions and guidance on how to follow-up with a healthcare provider.
- Sick employees and students should follow CDC-recommended steps. Employees should not return to work until they meet the criteria to discontinue home isolation, in consultation with their healthcare provider.
- Perform enhanced cleaning and disinfection after anyone suspected or confirmed to have COVID-19 has been in the workplace.

Protocols for Investigating Suspected Student and Staff Infections

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

1. Individual students that are suspected of having Covid-19, have failed a temperature check, or have been significantly exposed to another that is positive for Covid-19 infection, will be separated from classmates and isolated in a designated area.
2. The nurse should be made aware that a student with a potential Covid-19 infection is being escorted to the Nurse's Office so that the nurse can properly prepare for the student's arrival.
3. The student should be isolated (but still monitored) away from others during the assessment process.
4. The nurse will prepare him/herself with appropriate PPE equipment and find a safe place to evaluate the student (away from other students and staff).
5. While the nurse will serve as the clinical lead on this task and will be the individual interacting with the potentially infectious student, the nurse will consult with the school's administration to discuss potential results.
6. The NPS Covid-19 Risk Assessment Form will be completed by a Student Wellness representative (school nurse). This document should be maintained for future reference after completion. The NPS Covid-19 Risk Assessment Form should be completed in all potential cases as it helps to drive the decision-making process.



7. If the investigating team suspects a possible COVID-19 infection, the student's parent will be called and told to pick up the child. The parent will be told that they should seek medical attention for the child.
8. Any individual presenting with emergency signs/symptoms of COVID-19 (i.e. acute respiratory distress) will be given emergency treatment and care.
 - a. The parent should be called immediately to notify them of the concerns.
 - b. Emergency contacts may need to be used if the parent cannot be contacted.
 - c. The designated crisis plan at each school facility will be utilized, and the individual will be transported to the nearest emergency department via ambulance.
9. Information gathered should be used to do appropriate contact tracing, if it is deemed to be necessary.
10. The Administrator will fill out the Communication Overview – Potential COVID-19 Exposure Checklist Form with basic information related to the concern and email the form to Health_Incident_Report@nps.k12.va.us.
11. A Department of School Wellness administrator should be contacted for further guidance.
12. For contact tracing purposes, the NPS Possible Covid-19 Exposure Instrument form will be completed. The NPS Possible Covid-19 Exposure Instrument form should be completed in all potential cases as it helps to determine possible levels of risk and assists in decision making.
13. The student should follow the advice of their physician.
14. The student that tests positive or is strongly suspected of being infected with COVID-19 will be quarantined away from school.
 - a. Those without symptoms or a positive test result should quarantine for 14 days prior to returning to any Norfolk Public Schools sponsored activity.
 - b. Any individual who has been found to be positive for COVID-19 infection must meet one of the two following conditions for return:
 - i. 10 days of quarantine that are capped by 2 consecutive negative tests for Covid-19 infection at least 24 hours apart.
 - ii. 10 days of quarantine with at least 24 hours with no fever and only residual symptoms from the prior infection.

Symptoms of Coronavirus (COVID-19)

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



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

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

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

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





STATEMENT OF POLICY

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

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

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

FACULTY/STAFF RESPONSIBILITIES

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



STUDENT RIGHTS

Administrative Inspection

You have the right to:

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

Assembly

You have the right to:

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

Due Process

You have the right to:

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

Flag Salutes, Patriotic Ceremonies, and Moments of Silence

You have the right to:

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





STUDENT RIGHTS (cont'd)

Freedom from Discrimination

You are free from:

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

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

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

Locker Use

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

School Records

You have the right to:

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

Special Education Procedural Safeguards

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

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

Prevention and Early Intervention

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

- Meeting with the school counselor, psychologist, or social worker.
- Meeting with the school team that monitors student behavior and success.
- Contacting the Norfolk Public Schools Parent Resource Center (PRC) for books, videos, and presentations that might be helpful. Information regarding the PRC can be found at <https://www.npsk12.com/Page/14660>.
- Contacting the Department of Student Support Services at (757) 628-3931 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 Section 504 Plan. The team may want to consider initiating a Functional Behavior Assessment (FBA)¹ that requires identification of specific target behavior(s), the purpose of the behavior(s), and what factors maintain the behavior(s) that is interfering with the student's educational progress. After review of data or additional data is collected, the IEP or Section 504 team will analyze the FBA data, while working with you, and may decide:

- To amend the IEP that addresses the target behavior(s) and determine if a goal and services are needed OR a revision of the Section 504 Plan to address the behavior by providing accommodations and supports, or
- To develop a behavior intervention plan (BIP) to reduce the problem behavior and increase appropriate/positive replacement behavior.

Discipline of Students with an IEP or Section 504 Plan

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

¹ The team will determine what specific data collection is needed to determine the cause of the behavior. The collected information will be analyzed to determine next steps.

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

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

Manifestation Determination Review

If a student who receives special education services under an IEP is suspended for 10 or more days in a school year, NPS must continue to provide services that enable the student to continue to work in the general education curriculum and progress toward meeting his or her IEP goals. This may be done through home-based services or another arrangement agreed to by the IEP team. In addition, a manifestation determination review (MDR) must be held as soon as possible, but no later than the 10th day of the suspension. The MDR requirement is also applicable to students supported under Section 504. The provision of services during the suspension does not apply to Section 504 students. The IEP or Section 504 MDR team includes the parent and other relevant members of the IEP or Section 504 team, as determined by the parent and the school. The team meets to review the behavior, information about the student's disability, current IEP or Section 504 Plan, any recent assessments, observations, and other information shared by the parents or the school. The team must determine the answers to 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 IEP?

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 a "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 will develop or update a BIP. In the case of a student with an IEP, the IEP team can remove the child to an *interim alternative education setting* for up to 45 days in cases of weapons, drugs, or serious bodily injury. (In such matters, please contact your school assigned Senior Coordinator/Program Administrator of Learning Support –Special Education Services.)

In the event that a student with an IEP or Section 504 Plan is referred to the Tribunal Panel, the findings of the MDR are sent to the Tribunal Panel as a part of the hearing. Only students whose

MDR findings determined that the behavior was not a manifestation of the disability should continue with a referral to the Tribunal Panel if the behavior warrants.

Special Education and Section 504 Due Process

Parents who disagree with a change in special education placement or the MDR team's conclusions may request a local administrative review within NPS. The parents may also request an expedited due process hearing through the Virginia Department of Education (VDOE) according to the VDOE Special Education Procedural Safeguards Requirements.

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

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

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

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

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

Child Find

Section 504 of the Rehabilitation Act of 1973

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

Child Find and Section 504

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

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



Student Expression

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



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.” These shared understandings reflect the organizational, instructional, and interpersonal expectations and experiences that set the parameters for behavior within a school and serve as the context for how students, staff, parents, and community report on the quality of the educational and social culture and climate of the school.²

Policies that focus on creating and maintaining a positive school climate are 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 make reference to incorporating discipline options and alternatives “to preserve a safe, non-disruptive environment for effective teaching and learning.”³

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 by reducing violence and bullying.”

Emmons et al., 1996; Johnson, Pas, & Bradshaw, 2015; La Salle, Meyers, Varjas, & Roach, 2014 as cited in Technical Brief, School Climate: Academic Achievement and Social Behavior Competence Center for Positive Behavioral Interventions and Supports, September 14, 2016.
§ 22.1-279.6. of *The Code of Virginia*



Commitment to Equity and Accountability for Equity

The United Nations Convention on the Rights of the Child states:

To guarantee the human right to education, schools shall provide all children and youth with the learning tools and content necessary to reach their full potential, to participate fully and effectively in a free society, to live and work in dignity, to improve the quality of their lives, to make informed decisions and to continue learning throughout life. ⁴

Norfolk School Board's Policy- DAB. EQUITY

I. PURPOSE

With the aim of being the cornerstone of proudly diverse community, the School Board of the City of Norfolk believes that all students, regardless of their background, deserve a high quality and respectful learning environment where diversity is valued and used toward achieving positive academic and social outcomes. The School Board recognizes that to achieve its vision of becoming the cornerstone of a proudly diverse community, it must improve achievement for all students, particularly subgroup populations of students such as socio-economically disadvantaged, African-American, Hispanic, English Language Learners (ELL), students with disabilities, and identified gifted students. The School Board is committed to creating, building, and sustaining a racially, ethnically, culturally, and economically sensitive environment that provides equitable access to a high standard of educational success for all students. The School Board recognizes that the concept of educational equity is not the same as equality; equity refers to fostering a barrier-free environment whereby all students, regardless of background, have the opportunity to benefit from the establishment of high standards and the provision of support, effective learning environments, and resources required for a high quality education.

II. FACTORS TO BE CONSIDERED

The School Board recognizes that a number of critical factors must be considered as the school division works to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the goal of high expectations for all students; (2) the quality, effectiveness, and stability of school leadership; (3) the quality and retention of highly effective teachers in a school; (4) the allocation of differentiated resources, including human, fiscal, operational, and structural that are necessary to support high levels of student achievement; and (5) the provision of school and classroom environments with students from diverse backgrounds. In recognizing these critical factors, the School Board reaffirms its commitment to the goals of educational excellence and equitable opportunities for all students.

[A Model Code on Education and Dignity: Presenting a Human Rights Framework, Dignity in Schools](#), 2013 p. 7; U.N. Convention on the Rights of the Child art. 29 cmt. 1.12 .

III. GOALS

Within the school division's overall priorities, mission, vision, and goals, the School Board's goals will serve as guidance to promote the equitable distribution of the division's resources and opportunities.

- A. Student enrollment should not exceed school capacity. School capacity will be based upon the division's most recent available school capacity study. Schools that are either over or under capacity will be evaluated to assess future use.
- B. All teachers at each school will be highly qualified and highly effective.
- C. The school division will strive to establish and maintain an equitable distribution of teacher experience within each school. This distribution will be reported annually to the Board in October.
- D. The school division will meet the Standards of Quality as established by the Virginia Department of Education (VDOE) as well as the staffing standards established by the school division and will strive to provide additional personnel as resources allow.
- E. Each school will have a successful, functioning Parent Teacher Association.
- F. Mobile units for classroom use will be temporary and limited.
- G. The division will adhere to the Virginia Department of Education's standards as it relates to the construction and renovation of facilities and establish local standards for new construction and the renovation of facilities.
- H. The school division will maintain an equitable distribution of resources and opportunities, including access to high quality and effective curriculum and materials.

IV. MEASUREMENTS

Although pertinent data will be reviewed on a quarterly basis, on at least an annual basis, NPS shall measure critical factors in student achievement. The measurements shall include, but not necessarily be limited to, the following:

- A. access to educational opportunities;
- B. student achievement data at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- C. student enrollment at each school, disaggregated by race, ethnicity, socio-economic status, English Language Learners, special education, and identified gifted;
- D. student suspension/discipline data for each school and student average daily attendance data for each school;
- E. the amount of federal funding allocated to each school;
- F. the annual funding allocated to each school outside of federal funding;
- G. the number of highly qualified teachers at each school as defined by the Virginia Department of Education (VDOE) and the number of highly effective teachers;
- H. the experience level of teachers at each school;
- I. the teacher retention rate at each school;
- J. the allocation of funding for resources (personnel and non-personnel) will be provided based upon student enrollment (baseline data);
- K. a differentiated funding formula for schools with significant percentages of students in subgroups such as race/ethnicity, socioeconomic status (SES), English language learners (ELL), students with disabilities (SWD), and identified gifted will be developed and implemented;

- L. the facilities condition index;
- M. the placement of mobile units;
- N. the allocation of experienced teachers;
- O. the annual funding allocation to each school; and
- P. the extent of family and community engagement and involvement

TO THE STUDENT

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

To ensure a positive school experience, begin by asking yourself five simple but essential questions:

(1) What are my personal choices? (2) Who can help me? (3) What will happen if I fail to abide by the rules and regulations? (4) What will happen if I obey all rules and regulations? (5) What kind of character-building traits should I demonstrate?

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

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

(3) What will happen if I fail to abide by the rules and regulations? Failing to abide by the rules will result in some form of disciplinary action. Depending on the seriousness or frequency of the violation, the discipline may vary from simple teacher detention to suspension or recommendation for expulsion. Norfolk Public Schools is based on the tenet of mutual respect. You must demonstrate respect for yourself. In respecting yourself, you will find it easier to respect your fellow classmates and staff members who are dedicated to helping you obtain a world-class education. You must monitor your behavior and actions. **Threats and/or assaults may result in your removal from the regular school setting. Such removal may require you to re-think your educational goals since extracurricular education activities, technical education, advanced studies, and participation in sporting events may no**



longer be afforded to you. A list of both Rule and Law Violations is included in this handbook. Be sure you understand and avoid these infractions that may lead to suspensions and/or expulsions. **Remember, failing to abide by the rules may have serious and far-reaching consequences, including losing the opportunity to receive an education.**

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

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

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

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

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

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



Norfolk Public Schools

The cornerstone of a proudly diverse community

- I will respect laws, rules, and school authority.
- I will protect and safeguard the ownership and condition of the property of others, as well as books, equipment, and other school materials, returning them in the best state possible.
- * Demonstrating ***SAFETY*** for all persons and property.
 - I will engage in safe activities.
 - I will keep my body and mind healthy.
 - I will choose only those things that are truly good for me.
 - I will solve conflicts maturely without physical or verbal violence.
 - I will display good sportsmanship in/on the athletic field, gymnasium, or playground.
 - I will keep social activities safe and report any safety hazards.
- * Demonstrating ***TRUSTWORTHINESS*** towards all persons.
 - I will be honest in all aspects of school-related activities.
 - Without being asked to do so, I will volunteer fully accurate, reliable information to all persons at all times.
 - In school-related work, I will use, accept, and give only help authorized and permitted by my teachers and other persons in authority.
- * Demonstrating exemplary ***CITIZENSHIP*** in everything I do.
 - I will remain drug, alcohol, and tobacco-free, even avoiding the presence of any person illegally or wrongfully possessing or using alcohol, tobacco, or other similar substances.
 - I will present myself and dress in a manner which recognizes, demonstrates, and promotes safety, cleanliness, good grooming, and modesty in my attire and other items of fashion, in order to avoid any possible disruption to the learning environment.
 - I will promptly report, verify, and document to a person in authority any information I have which may indicate that there has been, or will be, a violation of this Standards of Student Conduct.
 - I will participate in safe activities and avoid danger.
- * Demonstrating a ***CARING*** attitude toward all individuals.
 - I will demonstrate an attitude that everyone is an individual of worth.
 - I will listen to the opinions of others, recognizing that they may be different than my own.
 - I will promote and participate in school activities and get involved in the school community.
- * Demonstrating ***FAIRNESS*** in all my activities.
 - I will examine my actions and thoughts with respect to fairness toward another party.
 - I will always deal with others in a fair manner.

Students' Responsibilities and Expectations

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

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



Teachers' Responsibilities and Expectations

Teachers are entitled to:

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

Teachers are expected to:

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



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 and Expectations

Central Office Administrators and Staff have the responsibility to:

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



Families' Responsibilities and Expectations

Families are entitled to:

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

Families are expected to:

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



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. As schools work to decrease the use of exclusionary practices, the role of SISP becomes more critical.

School Counselors

School counseling programs support the Virginia Standards of Learning by providing guidance to students in their academic, career and personal and social development. School counselors collaborate with parents, teachers, administrators, 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. Furthermore, school counselors help students to acquire the academic, career and personal/social competencies they need to successfully access exciting options and opportunities upon graduation in order to become successful productive contributors to society.

School Social Workers

School social workers “have special expertise in understanding family and community systems and linking students and their families with the community services that are essential for promoting student success. School social workers’ training includes specialized preparation in cultural diversity, systems theory, social justice, risk assessment and intervention, consultation and collaboration, and clinical intervention strategies to address the mental health needs of students. They work to remedy barriers to learning created because of poverty, inadequate health care, and neighborhood violence. School social workers often focus on providing supports to vulnerable populations of students that have a high risk for truancy and dropping out of school, such as homeless and foster children, migrant populations, students transitioning between school and treatment programs or the juvenile justice system, or students experiencing domestic violence. They work closely with teachers, administrators, parents, and other educators to provide coordinated interventions and consultation designed to keep students in school and help their families access the supports needed to promote student 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 student progress. They may consult with teachers and parents to coordinate services and supports for students’ academic, social, and behavioral needs. They are critical members of the student support teams and the crisis intervention teams. Their training in conducting risk and threat assessments and in evaluation, data collection, and interpretation can facilitate identifying and implementing the supports that students may need to ensure their success.

School Nurses

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

Role of the Community

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.

The School Resource Officer and School Security Officer

Who is charged with keeping our schools safe?

In addition to traditional school personnel, (administration, staff, and teachers) schools also have designated assistance to ensure safety: **School Resource Officers** and **School Security Officers**.

What is a School Resource Officer?

A school resource officer is a sworn law enforcement officer who is assigned, by their hiring agency, to work at a school either full- or part-time. School Resource Officer (SRO) is defined in the *Code of Virginia* § 9.1-101 as follows:

“School resource officer means a certified law-enforcement officer hired by the local law enforcement agency to provide law-enforcement and security services to Virginia public elementary and secondary schools.”

What do School Resource Officers (SROs) do?

In accordance with the statutory definition, 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. Additional recognized roles include law related educator, community liaison (especially related to the juvenile justice system), and role model.

What is a School Security Officer?

A School Security Officer (SSO) is an employee of the local school system and is defined in the *Code of Virginia* §9.1-101 as:

“School security officer means an individual who is employed by the local school board for the singular purpose of maintaining order and discipline, preventing crime, investigating violations of school board policies, and detaining students violating the law or school board policies on school property or at school-sponsored events and who is responsible solely for ensuring the safety, security, and welfare of all students, faculty, staff, and visitors in the assigned school.”

What do School Security Officers do?

In accordance with the statutory definition, 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.

Additional information about the SSO Certification Program can be obtained from the Virginia Center for School and Campus Safety at www.dcjs.virginia.gov/vcscs.





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The Team

The WNPS team, as part of the Office of Communications, offers video production support for the district and manages the NPS television station, Channel 47. The station staff are responsible for live streaming School Board meetings and other events, producing content for the website and assisting with the promotion of NPS happenings.

The team produces NPS Now, a newscast that features segments on academic achievements, sports and more. The Office of Communications in concert with WNPS TV-47 has plans to win a number of awards in the near future, including an Emmy!



WNPS-TV

YOUR STATION FOR SCHOOL INFORMATION



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NORFOLK
PUBLIC
SCHOOLS

**equity &
excellence
for all**

Student Handbook

including Standards of Student Conduct

2020 | 2021

TO THE PARENT

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

Each parent of a student enrolled in a public school has a duty to assist the school in enforcing the Standards of Student Conduct and compulsory school attendance in order that education may be conducted in an atmosphere free of disruption and threat to persons or property, and supportive of individual rights (§22.1-279.3).

Each parent of a student shall sign and return (to the school in which the student is enrolled) a statement acknowledging the receipt of the School Board's Standards of Student Conduct, which can be found on page 13-14 of this Handbook.

The school principal may request the student's parent or parents, if both parents have legal and physical custody of such student, to meet with the principal or his designee to review the School Board's Standards of Student Conduct and the parent's or parents' responsibility to participate with the school in disciplining the student and maintaining order, to ensure the student's compliance with compulsory school attendance law, and to discuss improvement of the child's behavior, school attendance, and educational progress (§22.1-279.3).

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

Upon the failure of a parent, with the provisions of this section, the principal shall report in writing such failure to the 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:

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

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

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior.

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

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

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

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



Parent Involvement in Education

Parental Rights

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

1. View the child's school records, in accordance with policy JO.
2. Receive school progress reports, the school calendar, and notices of major school events.
3. Visit the school in accordance with policy KK.
4. Participate in parent-teacher conferences (in the case of the noncustodial parent, after a timely request is made) 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. Further, the noncustodial parent may make timely requests to participate in parent-teacher conferences.

False Statements Concerning Residency

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

STUDENT REGISTRATION

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

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

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

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

• **Birth Certificate**

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

• **Residence**

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

Documents accepted for proof of residence

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

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

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

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

- **Comprehensive Preschool Physical Examination**

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

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

- **Immunizations**

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

- **Homeless Students**

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

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



CUSTODY

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

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

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

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

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

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

• Students in Foster Care

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

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

HANDWASHING

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FOREIGN EXCHANGE STUDENTS

Classifications of Foreign Exchange Students

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

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

Program Approval for J-1 Foreign Exchange Students

1. All students must have J-1 exchange visa status.
2. Approved exchange programs must have local (Hampton Roads area) representatives to coordinate, supervise, and monitor placement and progress of students.
3. All J-1 foreign exchange students must enroll in the Norfolk Public Schools System through an exchange program which has been approved by DSSS, in collaboration with the Departments of Curriculum and Instruction, and is included on the list of approved sponsoring organizations and the Council on Standards for International Education Travel.
4. Approved programs must submit student applications by July 1st to be processed and approved by the DSSS no later than August 15th of the year of attendance.
5. Norfolk Public Schools does not allow enrollment for foreign exchange students for less than one full school year.



PREKINDERGARTEN IN NORFOLK PUBLIC SCHOOLS

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

HOW DO I APPLY FOR MY CHILD TO ATTEND PREKINDERGARTEN?

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

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



BASIC INFORMATION ABOUT NPS' PREKINDERGARTEN PROGRAM

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

AS A PARENT, WHAT ARE MY RESPONSIBILITIES?

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

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

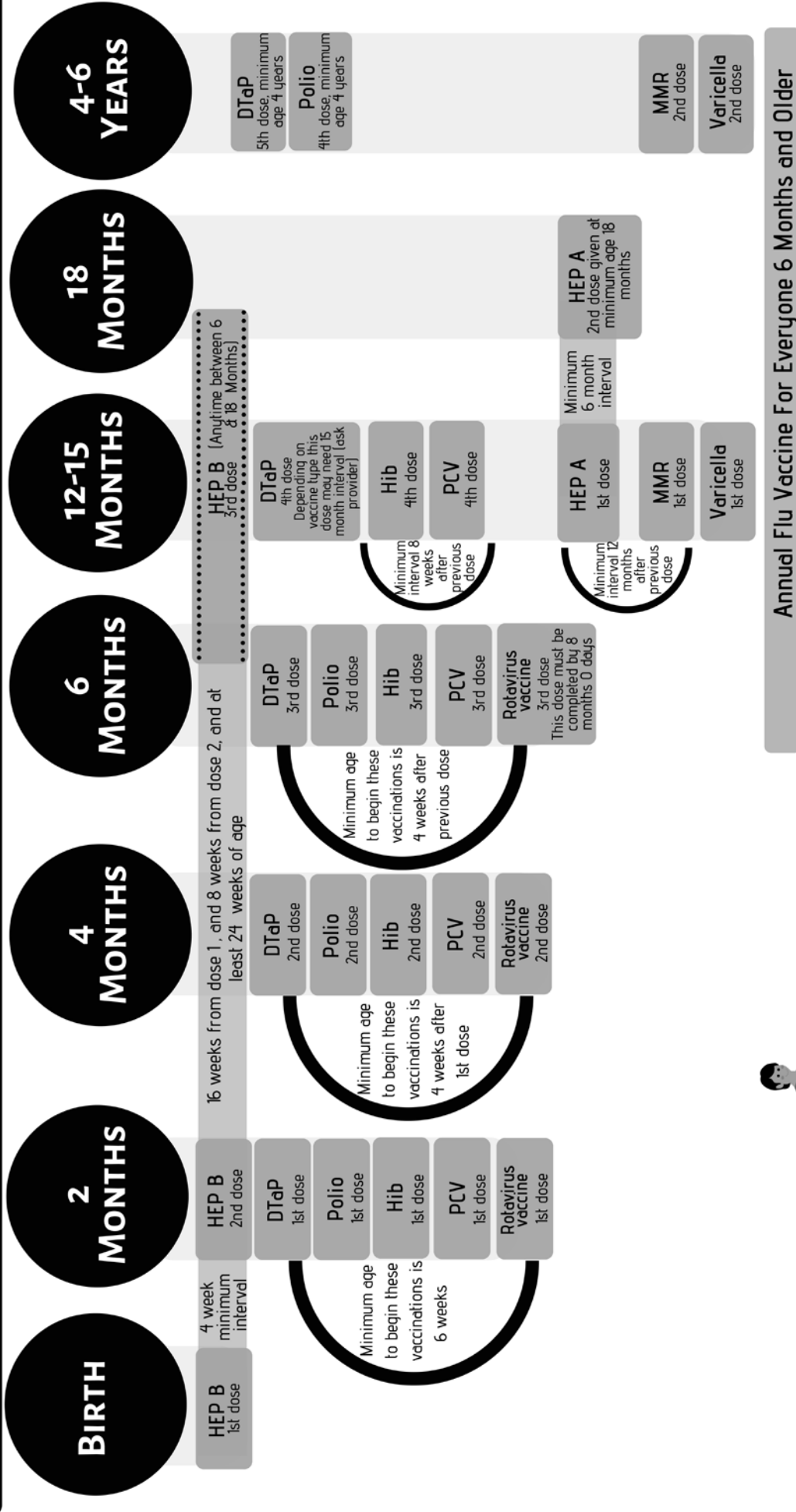
For more information, please contact:

Tracie Kunkel, Preschool Coordinator: 757-628-3944 or tkunkel@nps.k12.va.us



VIRGINIA CHILDHOOD VACCINATION SCHEDULE

BIRTH - 6 YEARS



Combination Vaccines

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



Herd Immunity

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

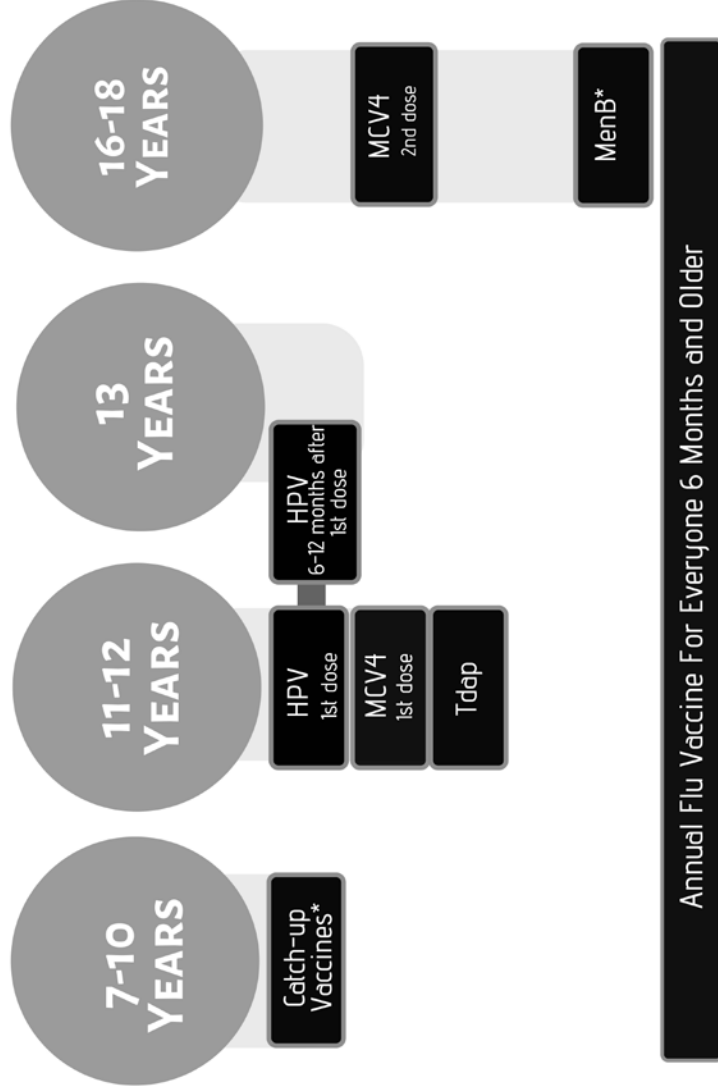


See current Centers for Disease Control (CDC) recommended schedule for children and adolescents for additional information www.cdc.gov/vaccines/schedules

Annual Flu Vaccine For Everyone 6 Months and Older

VIRGINIA ADOLESCENT VACCINATION SCHEDULE

7 YEARS-18 YEARS



Vaccine Catch-Up*

If your child is missing any vaccines, be sure to ask your provider about the catch-up schedule so your child is fully protected.

HPV Vaccine

The HPV vaccine is the only vaccine that helps to prevent cancer! In Virginia, it is required for entry into 6th grade. Please be sure your child finishes the HPV vaccine by age 13, for the most protection. If your child is 15 years or older at the time of the first shot of HPV, they will need 3 doses for full protection.

Meningococcal & MenB*

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

School Requirements

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

Vaccine Abbreviations

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



COMMONWEALTH of VIRGINIA
Department of Education

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

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

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

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

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

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

JFL/TLW/rge

Attachment

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

FAQ – Tdap School Vaccination Requirement

What are the changes regarding the Tdap school vaccination requirement?

In April 2018, the Advisory Committee on Immunization Practices (ACIP) changed the minimum recommended age for the tetanus, diphtheria, and acellular pertussis (Tdap) adolescent booster vaccine from 10 to 11 years. Although the vaccine is approved by the FDA to be given at a younger age as part of a catch-up-schedule, a routine adolescent booster dose of Tdap should be administered at no younger than 11 years of age.

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

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

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

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

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

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

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

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

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

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

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

ATTENDANCE/TRUANCY

ATTENDANCE

Overview

Norfolk Public Schools is committed to working with students and parents/guardians to provide a framework that supports consistent and regular attendance for all children. Our staff urge you to make daily attendance a priority. Most experts acknowledge that good school attendance increases academic success and reduces the likelihood of criminal and other anti-social behavior such as substance abuse, promiscuity, running away, and parent-child conflict. We value the education of our students, recognizing the relationship between regular attendance and student achievement. We work with our families to ensure that whenever possible, their children attend school.

These next few pages provide information about the laws and regulations governing school attendance, and the procedures followed by the division to maintain compliance with these mandated policies. These procedures help ensure students attend school on a regular basis and reinforce consistent implementation of attendance procedures across all grade levels, Pre-K through 12th grade. Please read the following information with care so you are fully informed of school policies, practices, and procedures.

Virginia Compulsory Attendance Law

The Virginia Compulsory Attendance Law indicates children between ages 5 and 18 are required to attend school whether it is public school, private school, home instruction, or another state-approved option (See §22.1-254 *Code of Virginia*). Every parent, guardian, or other person in the Commonwealth, having control or charge of any child who will have reached the fifth birthday on or before September 30th of any school year, and who has not passed the 18th birthday, shall ensure that the student in their charge is enrolled and actively attending a public, private denominational, or parochial school. Home

Instruction is addressed under this regulation; however, a *Notice of Intent to Provide Home Instruction* is required to be on file with the Department of Student Support Services for the current school year.

Absence from School

Students are expected to attend school on a regular basis, unless otherwise excused in accordance with School Board policy or regulation (See Policy JED *Student Absences/Excuses/Dismissals*). If a student does not attend school for at least a portion of the day, he/she is counted absent for that day. During a school year that includes virtual and/or intermittent face-to-face instructional sessions, only daily attendance is counted across all grade levels using evidence of contact with the student such as:

- Face-to-Face interactions
- StudentVue access
- Approved online program access/log-in
- Telephone contact
- Email contact
- Text message contact
- Zoom contact
- Google Classroom contact

During a traditional school year, in secondary schools, a student must attend 75% of a class to be considered present in that class for the day as absences are recorded for each class period. Students are encouraged to arrive to class on time and remain for the entire class period. We discourage late arrivals and early dismissals, except for medical reasons, as they may affect students' academic performance. Under extenuating circumstances, parents and legal guardians may request an administrative review of a student's attendance record. There is an appeal process for all grade levels; parents/guardians may submit an Attendance Appeal form with supporting

documentation. Appeals are addressed with the building principal or designee.

Unexcused Absence

Parents/guardians must provide a written explanation for the absence of their student. All absences will be treated as unexcused until the school receives a written excuse explaining the reason(s) for an absence. Parents/guardians and students must submit a written explanation the next school day following the absence, not to exceed three (3) school days after the absence. If no written explanation is provided, the absence will remain unexcused. Likewise, if a written explanation offers an excuse for absence that is not allowable under Policy JED-R *Regulation of Student Absences/Excuses/Dismissals*, the absence will remain unexcused. **Unexcused absences may include, but are not limited to repeated absences due to minor illnesses without medical documentation, family trips/vacations/non-school related extra-curricular trips (pre-planned or unscheduled), childcare for younger siblings/relatives, repeated absences due to lack of transportation, and any absences without parental consent.** If a written explanation raises concern regarding authenticity or includes a repeated excuse without documentation supporting the continuing circumstance, the absence will be investigated at the discretion of the building principal or designee. Students under the age of 17, with an unexcused absence where their whereabouts are unknown and not supported by their parent(s), as per the Virginia Department of Education definition, are considered truant.

Excused Absence

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

- ◆ Personal illness
- ◆ Medical, dental, clinic, or hospital appointment
- ◆ Observance of student's religious holiday
- ◆ Court appearances

- ◆ Death/Funeral of close family member (parent/guardian, sibling, grandparent, parent/guardian's sibling)
- ◆ Exposure to contagious disease(s); Medical documentation required
- ◆ School-sponsored trips/activities
- ◆ Family emergencies per principal discretion
- ◆ Extreme inclement weather identified by school district official
- ◆ Active Duty Military Function

Parents/guardians must provide written documentation to the school about the excused absence the next day the student physically attends school. A maximum of five (5) days of cumulative excused absences verified by parental notification is permitted during a semester. All cumulative excused absences for illness verified by parent note beyond five (5) days will require documentation from a physician. Students who have excused absences have the opportunity to make up any work missed. It is expected that students complete the work within the pre-determined period allotted by school staff.

Medical Appointments

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

Tardiness and Early Dismissals

Tardiness is defined as arriving to school after the official start time of the class or the school day. Tardiness can have a significant negative impact on student achievement. Students are expected to arrive to school on time, every day, and attend all classes. When a Norfolk Police Officer brings late students to school, they will be searched. Designated school staff will meet with these students and contact their parents/guardians.

Early dismissals occur when parents/guardians pick up students prior to the school's schedule dismissal time. Early dismissals, as well as tardiness, can add up to hours of lost instructional time. Repeated occurrences of tardiness and early dismissals (excess of two (2) days per quarter) may result in disciplinary action such as after school detention or Saturday school to make up instructional time.

Written Notification for Absences

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

General Attendance

- Absences are treated as unexcused until the school receives a written excuse, to be submitted within three (3) days of the absence. Chronic absenteeism includes all absences regardless of reason.
- When a student is absent from school, the parent/guardian will receive an automated voice call concerning the absence at the number identified as the primary contact number.
- After a student has two (2) absences, the teacher will make a reasonable effort to notify the parent/guardian of the student's absence.

- After a student has three (3) or more absences, the parent/guardian will receive written notification of the absences to include the dates of the absences. If the letter is returned, the school will send another one using certified mail. If these absences reach fifteen (15) consecutive days, regardless of reason, the student will be dropped from the roll and the parent will be notified in writing. Designated school personnel will make a reasonable effort to contact parent, including making a home visit.
- If a middle or high school student has ten (10) absences in a semester, the student may fail. Students assigned to a block schedule who are absent seven (7) or more days in a semester course, or fourteen (14) or more days in a year-long course, will not be promoted or granted course credit, regardless of their grades. If an elementary school student has twenty (20) absences, the student may not be promoted to the next grade.
- Parents of students who miss five (5) or more days each quarter may be asked to complete an Attendance Agreement; students may be required to participate in an attendance recovery program.

Unexcused Absences/Truancy

- When a student misses five (5) or more unexcused days, the principal or designee will make a reasonable effort to have direct contact with the parent/guardian, through telephone conversation, other electronic means or home visit to obtain an explanation of the student's absence. Parents/guardians will be required to complete an Attendance Agreement with the school.
- When a student continues to miss additional unexcused days from school (7 or more), the principal or designee will schedule an Attendance Conference to address concerns and plan additional interventions to address nonattendance. The attendance conference team will establish a review date and continue monitoring the student's attendance. If a student, who is under 18 years of age, has ten (10) or more unexcused absences from

- school on consecutive school days, the principal may notify the Juvenile and Domestic Relations Court, which may take action to suspend the student's driver's license
- Upon the review date, the attendance conference team will determine if the student is making progress in improving attendance, or if the parent/guardian/student is intentionally noncompliant. When noncompliance and/or poor attendance continues, the Attendance Technician will refer the parent/guardian and/or student to the Norfolk Court Service Unit (NCSU). If the NCSU places the family on the Truancy Interdisciplinary Team (IDT) agenda, a meeting will be scheduled at the Norfolk Consolidated Court. Parents/Guardians will be notified, in writing, of the IDT meeting date and time. Parents/Guardians are required to attend IDT meetings to discuss their reasons for their child(ren)'s nonattendance. Secondary students are required to attend IDT meetings with their parents/guardians to discuss reasons for nonattendance. Families will be given an opportunity to enter into a *Diversion Agreement and Plan*.
- For circumstances in which the parent is intentionally noncompliant, or fails to enroll their child(ren) in school, the parent is referred to court by the NCSU and charged with a Class 3 misdemeanor. For circumstances in which the student is resisting parental efforts to comply with compulsory attendance requirements, and the student is not eligible for diversion, then student will be referred to court under a Child in Need of Services/Supervision (CHINS) petition.

Truancy Interdisciplinary Team (IDT)

The Truancy Court Initiative was established as a partnership between Norfolk Public Schools and the Norfolk Juvenile and Domestic Relations Courts in an effort to ensure all students comply with Virginia's compulsory attendance laws. The initiative attempts to help students with excessive unexcused absences to improve their attendance by providing support, and to help families in crisis secure needed services. The Truancy Interdisciplinary

Team (IDT), which consists of representatives from Norfolk Public Schools, Norfolk Court Service Unit, and community agency representatives, meets regularly to review truancy cases. The goal is to have students attend school regularly, and to avoid court involvement whenever possible. While the goal is to avoid filing petitions when possible, Parental Participation petitions and/or Child in Need of Services/Supervision (CHINS) petitions are court options and will be used to address parents/guardians and students who are unwilling to comply with the compulsory school attendance laws of Virginia.

IDT engages all participants to explore possible solutions to increase the student's school attendance; it provides an opportunity to identify, understand, and explore all issues contributing to the student's truant behavior. Discussions during IDT include but are not limited to the following topics:

- Academic progress (current grades, test scores)
- Discipline history (patterns of behavior)
- Enrollment/attendance history
- Current number of unexcused days
- Social, emotional, physical, mental, and behavioral health concerns, if applicable
- Information based on IEPs, Section 504 Plans, or Chronic Health Care Plans, if applicable
- School's efforts to reduce truancy / supports provided by the school and/or community organization(s)

The IDT substantiates efforts made by the school, family, and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future legal action be required.

Drop-Out Retrieval

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

Preschoolers

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

Homebound

Homebound is not an intervention for truancy. The provision of homebound services is based on a temporary medical condition, certified by a licensed physician, or a mental health condition certified by a licensed psychiatrist or psychologist, for a maximum of 45 days. Parents/guardians may obtain a homebound application from their child(ren)'s



school. All components of the application must be completed and submitted for approval. All applications are reviewed and vetted thoroughly. If homebound services are needed beyond the 45-days, an extension application must be completed and submitted prior to the end of the initial timeframe. Submission of a complete homebound application does not guarantee approval. Pregnant students are eligible for homebound services.

Home Instruction

Home Instruction or “home schooling” is a legal option parents/guardians have to comply with the Compulsory Attendance Law. A *Notice of Intent to Provide Home Instruction* must be on file with the Department of Student Support Services for the current school year. Parents/guardians are strongly encouraged to follow all *Guidelines for Home Instruction in Virginia* revised July 1, 2018 by the Virginia Department of Education (VDOE). If students accrue five (5) or more unexcused absences and a *Notice of Intent to Provide Home Instruction* has not been submitted for the current school year, principals or their designees must initiate truancy procedures. Parents/guardians may call the Department of Student Support Services at 757-628-3931 to inquire if their *Notice of Intent to Provide Home Instruction* has been received.

Homelessness or Families in Transition

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

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

SCHEDULE OF FEES

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

Fees may be charged for:

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

Fees may not be charged:

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

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

Fees are reduced or waived for economically disadvantaged students and students whose families are undergoing economic hardships and are financially unable to pay them including but not limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless.

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

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

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

STUDENT RECORDS

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

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, SW
Washington, D.C. 20202-8520

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

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



- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members

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

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

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

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

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

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

Student Transcripts

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

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

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

The information required for this request is as follows:

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

Transcripts

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

GETTING HELP WITH A PROBLEM

School Problems

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

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



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

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

Personal Problems

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

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

Academic Problems

For help with an academic problem, the student should:

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

Extracurricular Activities

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

1. See the advisor assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics 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.

Bullying, Harassment, Intimidation, Hazing, and Bias Behavior

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

Confidentiality in Counseling

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

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

Where to Get Help

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

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



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Norfolk Public Schools Counseling Program

Mission Statement

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

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

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

Academic counseling involves the school counselors assisting the students and parents in learning about available curriculum options to aid in planning a program of studies, researching post-secondary academic and career opportunities, as well as interpreting academic tests. Additionally, counselors assist students in grades 2-12 in developing individual academic and career plans.

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

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

NPS School Counseling Curriculum adheres to the Standards for School Counseling Programs in Virginia Public Schools as prescribed by Virginia Department of Education, as well as the American School Counselors' Association.

Suicide Awareness Prevention and Postvention

Protecting the health, safety, and well-being of all students is of utmost importance to Norfolk Public Schools. Recognizing that suicide is a leading cause of death among youth ages 10-24, the impact of suicide on the emotional wellness of students and its effect on school attendance and educational success, and in order to attempt to reduce suicidal behavior and its impact on students and families, the School Board of the City of Norfolk adopted policy JHH Suicide Prevention and Postvention. Policy JHH sets forth procedures whose focus is to safeguard students against suicide attempts, deaths, and other trauma associated with suicide.

POLICY JHH. SUICIDE PREVENTION AND POSTVENTION

PURPOSE AND SUPERINTENDENT AUTHORITY

A. Purpose

The School Board of the City of Norfolk believes it is the collective responsibility of all staff and administration to protect the health, safety and well-being of all students, to promote healthy development, to safeguard against the risk or attempt of suicide among school-aged youth, and to address barriers to learning.

B. Superintendent Authority

The superintendent is hereby directed to promulgate comprehensive regulations consistent with this policy concerning student suicide, including but not limited to, regulations concerning attempted suicide, suicide, and training of students and staff.

SUICIDE PREVENTION EDUCATION

Students will receive age-appropriate lessons in their classrooms through health education on the importance of safe and healthy choices, as well as help seeking strategies for self or others. Lessons will take place during the student's 4th, 6th, and 9th grade years. Students will be taught appropriate supportive responses toward the goal of seeking help with suicidal ideation when they are concerned about a peer or significant other.

Student support workers (counselor, psychologists, social workers) from Norfolk Public Schools will work with all educational sites to provide guidance, support, interventions, and assistance with connecting students in need with school and community resources as needs arrive. The student support workers will also be utilized to train school staff members regarding suicide prevention background information, recognitions of students in need, and appropriate processes and procedures once a student with suicidal ideation is identified.

STAFF PROFESSIONAL DEVELOPMENT

All faculty and staff will receive training annually regarding the school's protocols for suicide prevention and awareness. School personnel will be educated on the importance of suicide prevention and recognition, risk factors, and warning signs of depression, as well as strategies to enhance protective factors, resilience, and school connectedness. The training will be provided by the school's mental health support staff, such as the school counselor, school social worker, or school psychologist. In addition, all school personnel will receive additional training on a triennial cycle, regarding the importance of suicide prevention and recognition. The division will monitor the need to provide additional professional development and support for division personnel as circumstances dictate.

A suicide awareness and prevention campaign will coincide with National Suicide Prevention Week each school year. The campaign will involve all schools and departments, and include such items as posters, handouts, and video presentations.

SUICIDE CRISIS RESPONSE PROCEDURES - CONTACTING THE PARENT/GUARDIAN

If the section below titled “Abuse or Neglect” does not apply, then the staff member shall call at least one of the student’s parents/guardians. When contacting a parent/guardian, the staff member should:

1. Provide his/her name and position in the school;
2. Tell the parent/guardian that he has reason to believe, as a result of direct communication from the student, that the student is at imminent risk of suicide;
3. Assure the parent/guardian that the student is currently safe;
4. State the legal requirement for the call, citing Va. Code § 22.1-272.1;
5. Ask the parent/guardian whether he or she is aware of the student’s mental state;
6. Ask the parent/guardian whether he or she wishes to obtain or has obtained mental counseling for the student;
7. Provide names of community counseling resources, if appropriate, and offer to facilitate the referral; and
8. Determine the parent/guardian’s intent to seek appropriate services for the student.

A. Inability To Reach Parent/Guardian

If the staff member is unable to make contact with the parent/guardian by the end of the school day, then he shall follow the school’s crisis management plan.

B. Additional Concerns

If parental/guardian contact is made and, in the course of this contact, relevant issues of abuse or neglect are discovered (e.g., a parent/guardian acknowledges the child’s suicidal intent but indicates no intent to act for the well-being of the child), the staff member shall report the abuse or neglect in accordance with policy JHG/GAE. Child Abuse and Neglect Reporting.

C. Duty To Keep Student Safe And Secure

A student who is at imminent risk of suicide shall remain under adult supervision until a parent/guardian or other authorized individual accepts responsibility for the student’s safety.

ABUSE OR NEGLECT

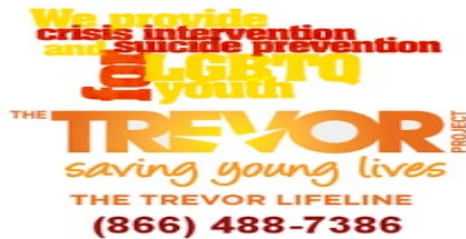
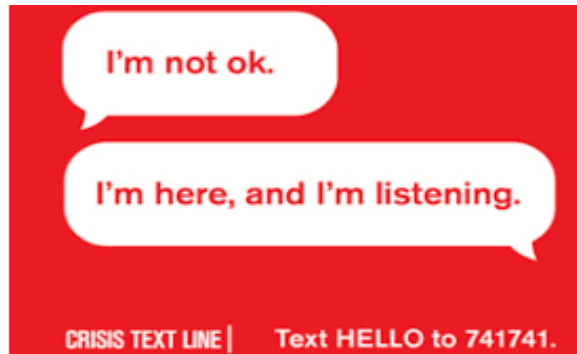
If the student has indicated that the reason for being at imminent risk of suicide relates to parental/guardian abuse or neglect, contact shall not be made with the parent/guardian. Instead, the staff person shall, as soon as practicable, notify the local department of social services of the county or city wherein the child resides or wherein the abuse or neglect is believed to have occurred or the state Department of Social Services' toll-free child abuse and neglect hotline as required by Policy JHG/GAE Child Abuse and Neglect Reporting and Va. Code § 63.2-1509. When giving this notice to the local or state department, the person shall stress the need to take immediate action to protect the child from harm.

Anyone in crisis should know that help is always available. Access to crisis resources is available by contacting:

National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

www.suicidepreventionlifeline.org

Crisis Textline: 741741



S: Spread the word. Raise awareness of mental wellness and youth suicide.

A: Access help! Learn of resources available to support students (and staff) in emotional distress.

F: Flag or tell an administrator or trusted adult about concerns with fellow students/staff.

E: Engage in self-care. Mentally healthy students are successful students!

National Suicide Prevention Lifeline 1-800-273-TALK | safe@npsk12.com | www.npsk12.com/S.A.F.E.

Norfolk Public Schools Department of Student Support Services

www.npsk12.com/S.A.F.E

If in an acute crisis, call 911 or visit the nearest Emergency Center

Suicide Warning Signs, Risk Factors, and Protective Factors

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

Recognizing and Reporting Child Abuse and Neglect in Virginia

Section 63.2-1509A of the *Code of Virginia* requires teachers or other persons employed in a public or private school, kindergarten, or nursery school, when acting in their professional roles, to immediately report suspicions of child abuse or neglect that may have occurred both *within* and *outside* of the school



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setting. Reports can be made by calling your local social services department or the Child Abuse and Neglect Hotline at 1-800-552-7096.



School Wellness

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

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

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

Wraparound Services

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

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

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





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References and Resources



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CENTRAL ADMINISTRATION DEPARTMENTAL LISTINGS

800 E. City Hall Avenue, Norfolk, VA 23510

Academic Affairs 800 E. City Hall Avenue - 1100	James Pohl, Ed.D, Chief Academic Office	(757) 628-3834
Academic Rigor 7000 West Tanners Creek Road	Karla Stead, Senior Coordinator	(757) 852-4674
Art Education 7000 West Tanners Creek Road	Georgeanna Fellio, Senior Coordinator	(757) 852-4674
Athletics 800 E. City Hall Avenue - 1000	Stephen Suttmiller, Senior Coordinator	(757) 628-3477
Career and Technical Education (CTE) 1330 North Military Highway	Kenyetta Goshen, Senior Director	(757) 892-3964
Communications and Media Relations 800 E. City Hall Avenue - 1008		(757) 628 -3459
Counseling/Guidance 800 E. City Hall Avenue - 1102	April Harmon, Senior Coordinator	(757) 628-3901
Curriculum and Instruction 800 E. City Hall Avenue - 1102	Bruce Brady, Executive Director	(757) 628-3481
Early Learning and Title 1 / Preschool Program 800 E. City Hall Avenue - 709	Jamie Malinak, Senior Director	(757) 628-3944
English Education 800 E. City Hall Avenue - 1103	Gwen Collins, Senior Coordinator	(757) 628-3899
Foreign Language/English as a Second Language (ESL) 7000 West Tanners Creek Road	Meredith Hobson, Senior Coordinator	(757) 852-4630
Health, Safety, & Physical Education 800 E. City Hall Avenue - 1000	Darrick Person, Senior Coordinator	(757) 628-3866
History/Social Science 800 E. City Hall Avenue - 1102	Jennifer Lopez, Senior Coordinator	(757) 628-3898
Homeless and Foster Care 800 E. City Hall Avenue – 709	Ta-Tanisha Walton, Homeless Liaison	(757) 628-3944
Human Resources 800 E. City Hall Avenue - 900	Timothy Billups, Chief Human Resources Officer	(757) 628-3905
Information and Instructional Technology	Michael Cataldo, Ed.D, Chief Information and Technology Officer	(757) 628-2471
Learning Support/Special Education 800 E. City Hall Avenue - 800	Glenda Walter, Ed.D., Senior Director	(757) 628-3950
Mathematics Education 800 E. City Hall Avenue - 1102	Rhonda White, Senior Coordinator	(757) 628-3886
Media Services 800 E. City Hall Avenue - 1004	Valerie Ford, Senior Coordinator	(757) 628-3895
Music Education 7000 West Tanners Creek Road	Danielle F. Roby, Senior Coordinator	(757) 852-4674
NTC Evening School 1330 North Military Highway	Reba Jacobs-Miller, Ed.D., Evening School Principal	(757) 628-3450
Office of the Superintendent 800 E. City Hall Avenue - 1200	Sharon Byrdsong, Ed.D., Superintendent of Schools	(757) 628-3830
Preschool 800 City Hall Avenue – 709	Jamie Malinak, Senior Director	(757) 628-3944
Safe Routes to School	Theresa Pusateri, SRTS Program Specialist	(757) 628-3866



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800 E. City Hall Avenue - 1000

School Leadership Development

Lynnell Gibson, Ed.D, Chief Schools Officer

(757) 628-3989

800 E. City Hall Avenue - 1100

D. Jean Jones, Ed.D. Executive Director of Elementary
Barbara Kimzey, Executive Director of Secondary
Doreatha White, Ed.D., Executive Director Elementary

School Nutrition

974 Bellmore Avenue

Lisa Winter, Senior Director

(757) 628-2760

Science Education

800 E. City Hall Avenue - 1102

Adrienne Britton, Ed.D., Senior Coordinator

(757) 628-3878

Southeastern Cooperative Educational Programs (SECEP)

6160 Kempsville Circle, Suite 300 B, Norfolk, VA 23502

David Sadler, Director

(757) 892-6100

Student Support Services

800 E. City Hall Avenue – 904

Carol W. Hamlin Senior Director

(757) 628-3931

Student Wellness

Dennis Moore, Ed.D, Senior Director
800 E. City Hall Avenue – 905

Teacher Induction

800 E. City Hall Avenue - 1102

Laurel Masterson, Senior Coordinator

(757) 377-0609

Testing

800 E. City Hall Avenue – 700

Karren Bailey, Ed.D., Senior Director

(757) 628-3850

Transportation

5555 Raby Road

Robert Clinebell, Director

(757) 892-3320

SCHOOL	TELEPHONE	FAX	SCHOOL ADDRESS	PRINCIPAL
HIGH SCHOOLS (GRADES 9-12)				
Booker T. Washington (304)	628-3575	628-3566	1111 Park Ave., 23504	Dr. Margarietta Stallings
Granby (301)	451-4110	451-4118	7101 Granby St., 23505	Mr. Thomas Smigiel
Lake Taylor (305)	892-3200	892-3210	1384 Kempsville Rd., 23502	Mrs. Latesha Wade-Jenkins
Maury (302)	628-3344	628-3359	322 Shirley Ave., 23517	Ms. Karen Berg
Norview (303)	852-4500	852-4511	6501 Chesapeake Blvd., 23513	Mr. Walter Brower
MIDDLE SCHOOLS (GRADES 6-8)				
Azalea Gardens (206)	531-3000	531-3013	7721 Azalea Garden Rd., 23518	Dr. James Kirk
Blair (207)	628-2400	628-2422	730 Spotswood Ave., 23517	Mr. Patrick Doyle
Lake Taylor (216)	892-3230	892-3240	1380 Kempsville Rd., 23502	Dr. Melanie Patterson
Northside (211)	531-3150	531-3144	8720 Granby St., 23503	Update
Norview (212)	852-4600	852-4590	6325 Sewells Point Rd., 23513	Ms. Brandi Melvin
Ruffner (214)	628-2466	628-2465	610 May Ave., 23504	Ms. Jeryl Scott
Academy of International Studies at Rosemont (213)	852-4610	852-4615	1330 Branch Rd., 23505	Mrs. Dorie Banks
ELEMENTARY SCHOOLS (GRADES K-5)				
Academy for Discovery at Lakewood (3-8) (172)	628-2477	628-2486	1701 Alsace Ave., 23509	Update
Bay View (121)	531-3030	531-3025	1434 Bay View Blvd., 23503	Dr. Laura Baez-Akbik
Calcott (123)	531-3039	531-3041	137 Westmont Ave., 23503	Mrs. Danielle McIntrye
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	Update
Coleman Place (128)	852-4641	852-4648	2445 Palmyra St., 23513	Dr. Pamela M. Tatem
Crossroads (PreK-8) (129)	531-3050	531-3046	8021 Old Ocean View Rd., 23505	Mr. Kristen Nichols
Fairlawn (PreK-2) (168)	892-3260	892-3255	1132 Wade St., 23502	Mrs. June Lightfoot
Ghent (K-8) (135)	628-2565	628-2564	200 Shirley Ave., 23517	Dr. Danielle Belton
Granby (134)	451-4150	451-4157	7101 Newport Ave., 23505	Mrs. Kathryn M. Verhappen
Ingleside (136)	892-3270	892-3265	976 Ingleside Rd., 23502	Dr. Alana Balthazar
Jacox (108)	628-2433	628-2435	1300 Marshall Ave., 23504	Dr. Lucy Litchmore
Lake Taylor (3-5) (216)	892-3230	892-3240	1380 Kempsville Rd., 23502	Update
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	Mr. Dennis Holland
Little Creek (146)	531-3080	531-3083	7900 Tarpon Pl., 23518	Mrs. Cheryl Coghlan
Monroe (150)	628-3500	628-3563	520 W. 29 th St., 23508	Dr. Julia James
Norview (151)	852-4660	852-4658	6401 Chesapeake Blvd., 23513	Mrs. Kathryn Caple
Ocean View (154)	531-3105	531-3111	350 W. Government Ave., 23503	Mrs. Kirstin New
Oceanair (153)	531-3095	531-3099	600 Dudley Ave., 23503	Update
P. B. Young, Sr. (PreK-2) (165)	628-2588	628-2582	543 E. Olney Rd., 23510	Dr. Dwana B. White
Richard Bowling (122)	628-2515	628-2512	2700 E. Princess Anne Rd., 23504	Mr. Eric Goodman
St. Helena (131)	494-3884	494-3888	903 S. Main St., 23523	Mrs. Angel Robinson
Sewells Point (137)	451-4160	451-4165	7928 Hampton Blvd., 23505	Ms. Mary Wrushen
Sherwood Forest (156)	852-4550	852-4532	3035 Sherwood Forest Ln., 23513	Mrs. Cheryl R. Jordan
Southside STEM Academy at Campostella (K-8) (173)	494-3850	494-3860	1106 Campostella Rd., 23523	Update
Suburban Park (159)	531-3118	531-3120	310 Thole St., 23505	Mrs. Brenda D. Shepherd
Tanners Creek (161)	852-4555	852-4553	1335 Longdale Dr., 23518	Mrs. Rhonda Harris
Tarrallton (118)	531-1800	531-1802	2080 Tarrallton Dr., 23518	Mr. Michael Swan
Tidewater Park (3-5) (119)	628-2500	628-2501	1045 E. Brambleton Ave., 23504	Dr. Sharon Phillips
W. H. Taylor (160)	628-2525	628-2531	1122 W. Princess Anne Rd., 23507	Mrs. Charlene Feliton
Willard (115)	628-2721	628-3997	1511 Willow Wood Dr., 23509	Mrs. Julie H. Honeycutt
AUXILIARY EDUCATION FACILITIES				
Berkley/Campostella ECC (130)	494-3870	494-3390	1530 Cypress St., 23523	Dr. Doreatha B. White, Principal
Camp E.W. Young (307)	436-6832	549-1931	145 Deepwater Dr., Ches. 23320	Dr. Veronica E. Haynes, Site Coordinator
Easton Preschool (171)	892-3290	892-3285	6045 Curlew Dr., 23502	Dr. Tami M. White, Principal
Granby Evening School	451-4050		7101 Granby St., 23505	Dr. Nathaniel Morris, Program Leader
Hospital Ed. Program @ CHKD (850)	668-7061	668-7497	601 Children's Lane, 23507	Ms. Janice Teagle, Director
Madison Alternative Center (392)	628-3418	628-3406	3700 Bowdens Ferry Rd., 23508	Mrs. Doris Langhorne, Site Coordinator
NET Academy (851)	892-3310	892-3311	1260 Security Lane, 23502	Update, Site Coordinator
Norfolk Technical Center (NTC) (396)	892-3300	892-3305	1330 N. Military Highway, 23502	Mr. Brandon Bell, Site Coordinator
NTC Evening School	892-3300	892-3305	1330 N. Military Highway, 23502	Dr. Reba Jacobs-Miller, Principal
Open Campus (394)	892-3223	892-3224	1330 N. Military Highway, 23502	Ms. Sallie Cooke, Program Leader
Willoughby Preschool (PreK-2) (106)	531-3126	531-3125	9500 Fourth View St., 23503	Update

2020 – 2021
ASSISTANT PRINCIPALS INFORMATION SHEET

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



2020-2021 DEANS

School	Name	Office	Cell
Azalea Gardens Middle 531-3000			
	Tephanie Cotton	7th & 8th Grade Dean ext. 3009	469-9542
	Thomas Taylor	6th & 7th Grade Dean ext. 3010	237-9553
Blair Middle 628-2400			
	James Hill	7th & 8th Grade Dean ext. 3020	270-3929
	Robert Tripp	Dean ext. 3008	338-3172
Northside Middle 531-3150			
	Shayna Hart	6th & 7th Grade Dean ext. 3011	404-9778
	VACANT-	7th & 8th Grade Dean	
Norview Middle 852-4600			
	Laura Hulings	6th & 7th Grade Dean ext. 3014	724-5076
	Anthony Askew	7th & 8th Grade Dean ext. 3034	284-6427
	Nykole Franklin	8th Grade Dean ext. 3026	288-0905
Ruffner Middle 628-2466			
	Rodney Craig, Sr.	6th & 7th Grade Dean ext.3033	383-351
	Carolyn Jones	7th & 8th Grade Dean ext. 3047	560-8909



Auxiliary Facilities Directory

Facility Name:	Phone	Fax	Address
ACCESS College Foundation	962-6113	962-7314	7300 Newport Avenue, #500, 23505
Berkley/Campostella E.C.C.	494-3870	494-3290	1530 Cypress Street, 23523
Calvert Square E.C.C.	628-3412	625-7084	975 Bagnall Road, 23504
Camp E.W.Young	547-4245	549-1931	145 Deepwater Drive, Chesapeake 23320
Easton Preschool	892-3290	892-3285	6045 Curlew Drive, 23502
Even Start at Berkley/ Campostella	494-3868	494-3291	1530 Cypress Street, 23523
Even Start at Ingleside	455-6972	455-6970	976 Ingleside Road, 23502
Granby High Evening School	451-4050	451-4049	7101 Granby Street, 23505
Hospital Education Program at CHKD	668-7061	668-7497	601 Children's Lane, 23507
Lake Taylor Hospital School	461-5001	892-6124	1309 Kempsville Road, 23502
Madison Career Alternative	628-3417	628-3406	3700 Bowden Ferry Road, 23508
NET Academy	892-3310	892-3311	1260 Security Lane, 23502
Norfolk Technical Center (NTC)	892-3300	892-3305	1330 N. Military Highway, 23502
NORSTAR!Robotics Program	892-3300	892-3305	1330 N. Military Highway, 23502
Oceanair E.C.C.	531-3096	531-3099	600 Dudley Avenue, 23503
SECEP/Norfolk Re-Ed (Admin Office)	892-6100	892-6111	6160 Kempsville Circle, #300B, 23502
TRAEP	892-3960	852-4573	2861 East Princess Anne Road, 23504

GERMS

are all around you.



Stay healthy.
Wash your hands.





Norfolk Public Schools

The cornerstone of a proudly diverse community

Helpful Websites: Elementary, Middle and High School Reference Resources

DATABASES

ASCD Education Collection
Bartleby Quotations
Education World
Gale Virtual Reference Library
InfoTrac Religion & Philosophy
Kids InfoBits
MedlinePlus

ENCYCLOPEDIAS

Scholastic Go!
World Book Online

MULTIMEDIA

eMediaVA
NASA Digital Learning Network
Teacher Tube

LIBRARY CATALOGS

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

EBOOKS

ASCD Professional Collection
Destiny Discover
Gale Virtual Reference Library

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

COLLEGE/CAREER

College Directory by States
Virginia View

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

CURRICULUM & SOL RESOURCES

Center for Media Literacy
National Library of Virtual Manipulatives
PBS Curriculum Resources
PBS Kids Raising Readers
PBS Learning Media
Renaissance Place - Star Reading and Math
Schoolnet
Starfall
Teacher Direct
VA TV Classroom
WHRO Kids 24/7

INTERACTIVES

Elementary English
Elementary Fine Arts
Elementary Math
Elementary Science
Elementary Social Studies
Middle/High School Math
Middle/High School Social Studies



Standards of Student Conduct

2020 | 2021

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.

SOCIAL-EMOTIONAL LEARNING (SEL)

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 (8VAC20-131-20. Philosophy, Goals, and Objectives, 2018).

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 are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness for administrators, teachers, parents, and counselors of students’ social-emotional development and emphasize the importance of helping students achieve academically and develop SEL competencies.

- 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.

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

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

Delivering disciplinary responses to unwanted behaviors is often needed but never a sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies. The delivery of disciplinary responses 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 should 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. 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*.

Equity through Leveled Responses to Student Behavior

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



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 2020-2021. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2020-2021, 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.





Norfolk Public Schools

The cornerstone of a proudly diverse community

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 the SafeSchools Anti-Bullying Hotline (757) 628-1171
 - Email SafeSchools@npsk12.va.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 to the

SafeSchools Anti-Bullying Hotline (757) 628-1171 or Email SafeSchools@npsk12.va.us

www.ADL.org

www.StopBullying.gov

www.stompoutbullying.org

www.learnsafe.com

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

DISCIPLINARY RULES

Enforcing the Rules

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

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

RULE VIOLATIONS

Bullying (RB) (BSC)

Section § 22.1-276.01 of the Code of Virginia defines bullying as any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. This includes cyberbullying. It does not include ordinary teasing, horseplay, argument, or peer conflict. School boards are expected to include bullying as a prohibited behavior in their student codes of conduct.

Non-criminal behavior associated with bullying includes intimidation, taunting, name-calling, and insults.

Patterns of behavior associated with bullying that are criminal offenses are as follows:

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

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

Definition of Bullying, Harassment, and Intimidation

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

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

JFCZ. BULLYING PREVENTION AND AWARENESS

I. PURPOSE AND SUPERINTENDENT AUTHORITY

A. Purpose

Bullying creates an atmosphere of fear and intimidation, is unproductive and unacceptable, and harms school culture and climate. It further harms the individual lives of the students who are bullied, the bystander and the bully. Bullying should be prevented and intervention should be taken in cases where bullying has been reported or is suspected. The School Board of the City of Norfolk, recognizing the negative impact of bullying on student health, safety, and on the learning environment, is committed to the provision of school settings that are safe, secure and free from bullying of any kind.

B. Superintendent Authority

The superintendent is hereby authorized to promulgate comprehensive regulations consistent with this policy concerning bullying, cyberbullying and intimidation, including but not limited to, regulations concerning bullying and intimidation, and training of students and staff.

II. BULLYING

“Bullying” means 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 student who is bullied; and is repeated over time or causes severe emotional trauma. “Bullying” includes conduct that is based on a student’s actual or perceived race, color, sex, disability, national origin, sexual orientation, gender identity, gender expression, religion, or any other characteristic protected by law. Cyberbullying is a form of bullying. Bullying does not include ordinary teasing, horseplay, argument or peer conflict.

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, or instant messaging systems. Prohibited conduct includes, but is not limited to physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities.

III. DISSEMINATION

To promote school settings that discourage and prohibit bullying, it shall be included in codes of student conduct, policies and procedures that include a prohibition against bullying. Policy should be prominently displayed on the divisions' and individual schools' websites and in every school building.

IV. BULLYING PREVENTION COORDINATION

The Department of Student Support Services should be designated to oversee program planning and implementation that includes: (1) annual training for faculty, staff and students on how to prevent and identify bullying, how to report suspected bullying, and how to take developmentally appropriate steps to intervene with bullying (2) procedures for receiving, reporting and investigating complaints; (3) parental involvement; (4) privacy and confidentiality for all involved individuals; and (5) notification of law enforcement when it is suspected a criminal offense may have occurred.

V. BULLYING EDUCATION

Students shall receive annual age-appropriate character education programs. The purpose of the character education program is to “instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic minded students with high character.” The program shall also address the inappropriateness of bullying.

Information about the Anti-Bullying and Safe Schools Hotline, established for students to anonymously report incidents and concerns of bullying, should be included in these character education programs. Also, district provided posters displaying Bullying Awareness information and the Anti-Bullying and Safe Schools Hotline should be prominently displayed in high traffic areas of all schools.

The district shall implement research based bullying prevention and intervention programs and provide annual training of school personnel in examples of appropriate management of student conduct on how to identify, respond to, and report incidents of bullying.

A bullying awareness and prevention campaign will coincide with National Bullying Prevention Month each year. The campaign will involve all schools and departments.

VI. REPORTING BULLYING

Reports of bullying may be made by anyone, including, but not limited to, targeted students, the parent/guardian of a targeted student, or a close relative of a targeted student, and staff members either orally, written or electronically, with the understanding that all reports will be taken seriously and handled with confidentiality. Anyone who sees an incident of bullying or believes to be the subject of a bullying incident is encouraged to report the matter immediately.

Reports may be made anonymously. No disciplinary action will be taken solely on the basis of an anonymous report. Students intentionally making false accusations of bullying may be subject to disciplinary action. Steps should be taken at the time of reporting to assure the protection of the person reporting bullying or witness(es) from retaliation. The confidentiality of the person reporting bullying or witness(es) should be maintained.

Reports of alleged bullying should be responded to or investigated by the building principal/designee as promptly and thoroughly as possible, within five (5) business days after receiving the report. All reports investigated shall be documented using a form made available for documentation by the district.

The building principal/designee shall, within five (5) business days, notify the parent of any student involved in an alleged incident of bullying of the status of the investigation.

VII. INVESTIGATION

The investigation of a reported incident of bullying is initiated when deemed to be a school related activity and shall begin upon receiving a complaint of such an act. The building principal or designee is to be responsible for conducting the investigation.

The investigator, in a reasonable amount of time, shall conduct and document interviews with the alleged aggressor, targeted student, and witnesses to the complaint. The investigation will at no time allow the alleged aggressor and targeted student to be interviewed at the same time. Interviews with the alleged aggressor, targeted student, and witnesses should be conducted privately and separately. Interviews should be documented and kept confidential. The investigator may evaluate other sources of information and materials that may be considered relevant to the investigation.

The investigator shall attempt to secure the statements from all witnesses to the alleged incident and document the statements on the appropriate Witness Statement Form.

The investigator shall assess the needs of the alleged targeted student and create and implement a plan to secure the student's sense of safety.

The investigator shall collect and evaluate the facts of the complaint and apply the appropriate disciplinary action in a manner that is consistent with the Standards of Student Conduct.

A written record of the reported incident of bullying and disciplinary action shall be maintained.

VIII. RECORDKEEPING

All reported incidents of bullying and information related to the investigation of bullying complaints shall be documented in a file maintained by the school.

IX. ADDITIONAL CONCERNS

After identifying those who have been determined as having committed an act of bullying, the administrator will apply disciplinary action consistent with the Standards of Student Conduct. A student identified as an aggressor will further receive supports that include a school-based component to address intervention and assistance as determined appropriate that would include research-based counseling/interventions to address the behavior of the student who bullies and harasses others (e.g., empathy training, anger management).

Please refer to the associated regulation supporting this policy in furtherance of the procedures to prevent and mitigate acts of bullying, intimidation, and harassment.

Anti-Bullying and Safe Schools HOTLINE

“See Something, Say Something”

Call 757-628-1171 or

Email

safeschools@npsk12.com

Break the Silence, Make the Call!

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

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

What is bullying?

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

Ten Tips to follow if YOU are being Bullied...

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

the rest of your life.

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

Tips to Follow if Someone Else is being Bullied

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

Tips for Parents

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

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

References:

- www.stopbullying.gov
- www.pacerkidsagainstbullying.org
- www.stopbullyingnowfoundation.org
- www.pacer.org

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

**For more information about Norfolk Public Schools consult our Internet Home Page:
<http://www.npsk12.com>**

NO!2 SEE IT SPEAK UP HARASSMENT

SEX
DISABILITY
RACE

COLOR
NATION ORIGIN
RELIGION

GENDER
ANCESTRY
AGE

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

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

CONTACT US: SAFESCHOOLS@NPSK12.COM 757.628.1171

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

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

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Devices (PCDs) in Schools (BSO)



Norfolk Public Schools acknowledges parental concern for the safety and well-being of their children while they are attending school or school-sponsored activities. Norfolk Public Schools also understands the parental belief that students' possession of cell phones enhances their safety and security. The school division realizes, however, that student misuse of cell phones and PCDs may: (1) undermine the learning environment; (2) disrupt academic instruction and distract students; (3) compromise the integrity of student testing; (4) increase disciplinary problems; (5) violate privacy rights of students and school staff; and (6) increase the school division's exposure to opportunistic litigation and potential legal liability. In light of the foregoing, the school division permits student possession and use of cell phones and PCDs as set forth below.

Elementary School

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

Note: Devices, which are 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.



Norfolk Public Schools

The cornerstone of a proudly diverse community

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

CHARGING OF DEVICES

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

Cell Phones and Sexting

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

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

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

Use of Cell Phones, PCDs and EDs

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

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

Responsibility for Cell Phones, PCDs, and EDs

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

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

Cell Phones, PCDs and EDs on School Bus

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

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

Disciplinary Actions

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

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

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

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

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

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

Cheating (BAP)

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

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

Computer Access (BSO)

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

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

Damaging Property (BSO)

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

Disrespect (BAP)

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

Disruption (BAP)

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

Electronic Cigarettes/Vape Pens (BSC)

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

Fighting (BESO)

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

Gambling (BSO)

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

Gang Activity or Association (BESO)

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

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

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

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

Harassment (BSC)

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

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

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

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

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

Hazing (BESO)

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

Insubordination (BSO)

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

Misrepresentation (BAP)

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

Personal Property (BSO)

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

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

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

Retaliation

Retaliation against individuals who report or participate as witnesses in the investigation of a bullying, discrimination, harassment, and/or sexual misconduct complaint is strictly prohibited. Retaliation means any adverse action taken against a person for making a report of discrimination, harassment, and/or sexual misconduct; or participating in any activity related to the complaint. Retaliation includes threatening, intimidating, harassing, coercing, or any other conduct that would discourage someone from reporting or participating in a discriminatory harassment or sexual misconduct investigation.

Social Media

Social media is a powerful platform for engaging students and including them in conversations that affect their ability to thrive in school and life.

When using social media to interact with Norfolk Public Schools, students are expected to:

- Be polite.
- Refrain from using profanity and racial or ethnic slurs.
- Remain respectful.
- Remember that once a message is online, it can't be taken back.
- Only represent themselves when messaging. Creating fake NPS social media accounts is not acceptable.
- Remain truthful in their messaging.

School administrators may be notified if a student conducts him or herself inappropriately when communicating with the school division or others via social media.

Administrators and/or other NPS staff members may be notified if it appears that a student may be in crisis.

If you or someone you know is in crisis, please text Crisis Textline: 741741, call 1-800-273-TALK (8255), or dial 911.

STUDENT TRANSPORTATION

SCHOOL BOARD POLICY EEABZ. TRANSPORTATION

Free transportation to and from school shall be made available to elementary school students who live more than approximately one (1) mile from the school to which assigned, to middle and high school students who live more than approximately one and one-half (1.5) 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 forced.
- All pyrotechnic devices and incendiaries are banned from any school bus.
- Students may be assigned to DEFINITE seats and shall not be permitted to move from assigned seat except upon permission from the bus driver.
- No student is permitted to interfere with another student or to damage or destroy the property of another student.
- Bottles or glass containers are FORBIDDEN on the bus
- No student is permitted to drink, eat or smoke on the bus
- No cleats or other type of spikes are allowed to be worn on the bus by any students.
- **Large musical instruments or other large items that cannot be carried in a book bag or held on the lap, shall not be permitted inside the bus. Scooters and skateboards of any type and size are prohibited on school buses. Cell phones, iPods, and MP3 are permitted on the bus provided they are private and do not create a driver distraction. Cell phones may be used by middle/high school students. Headphones are required for listening to music.**
- **Unauthorized persons are not allowed on the bus.**

Motor Vehicles

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

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

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

Bicycle Riders

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

Safety Expectations for Students Riding School Buses

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

School Bus Safety and Discipline (BSC)

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

Being Responsible, Respectful, and Safe on the bus

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

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

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

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

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

3. While the bus is in motion,

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

4. When the bus is unloading,

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

5. If crossing the street

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

6. Other Conditions

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

Bus Discipline

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

Walkers

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

Removal of Students

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

- spreading communicable diseases
- being charged with criminal activity
- failing to abide by state laws for admission to school (examples: residence and immunizations)

Repeated and Continued Violations (BSO)

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

Student Attire (Dress Code)

JZZB. Dress Code Policy (BSO)

PURPOSE

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and that the student attire does not contribute to a hostile or intimidating atmosphere.

The community and all of Norfolk Public School staff are responsible for improving school climate, safety, and attendance of all Norfolk Public School students. Community members and NPS staff establish the environment, within which the students will learn to their intellectual potential, to develop appropriate and acceptable social/emotional skills, and to become productive members of the community and society as a whole.

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

For those schools with student uniform requirements, enforcement must be equitable, with no group experiencing disproportionate enforcement, specifically based on gender, gender expression sexual orientation, race, or body type. It is the responsibility of the principal or designee to determine if a student is dressed appropriately under the school's Uniform Dress Code.

GOALS

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified or self-expressed gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from displaying offensive images or language, including profanity, hate speech, and pornography on their clothing, accessories, on or about their person.
- Prevent students from displaying offensive images or language that denote, suggest, or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities on their clothing, accessories, on or about their person.
- Prevent students from displaying offensive images or language that interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights on their clothing, accessories, on or about their person.



Norfolk Public Schools

The cornerstone of a proudly diverse community

- Prevent students from displaying offensive images or language that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing speech that incites others to imminent lawless action, defamatory speech, or threats to others, on their clothing, accessories, on or about their person.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type.

RESPONSIBILITIES

1. Student Responsibility. Students are responsible for complying with the NPS dress code during school hours and school sponsored activities.
2. Staff Responsibility. Staff are responsible for communicating and equitably enforcing the division dress code during school hours and school-sponsored activities.
3. Parent Responsibility. Parents or guardians are responsible for ensuring student compliance with the NPS dress code. Parents or guardians of students requiring accommodation for religious beliefs, disabilities, or other good causes should contact the principal or principal's designee.

DRESS CODE

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

- Student choices do not interfere with the health or safety of any student.
- Student choices do not contribute to a hostile or intimidating atmosphere for any student.
- Dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type.

Any restrictions imposed upon a student's choices in this area must be necessary to support the overall educational goals of the school and must be explained clearly to the student and parent.

1. Basic Principle: Certain body parts must be covered for all students at all times.

Clothes must be worn in a way such that private parts, midriffs, buttocks, and breasts are fully covered with opaque fabric. All items listed in the "must wear" and categories below must meet this basic principle.

2. Students Must Wear:

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

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



3. Students Cannot Wear:

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

ENFORCEMENT

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

EXCEPTIONS AND WAIVERS

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



Law Violations

Alcohol (BSC)

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

Arson (BESO)

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

Assault and Battery (BESO)

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

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

Assault and Battery or Threats Against Staff (BESO)

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

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

JFCDA. STUDENT ASSAULT AND/OR BATTERY ON STAFF

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

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

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

Bombs (BESO)

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



Burglary (BSC)

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

Drugs (BSC) (BESO)

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

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

Distribution or Sale of illegal Drugs or Possession or Distribution with Intent to Sell (BESO)

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

Extortion (BSC)

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

Gangs (BESO)

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

Inciting a Riot (BSC)

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

Miscellaneous (RB) (BSO) (BSC)

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

Reports of Charges, Convictions, or Adjudication of Delinquency

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

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

Robbery (BSC)

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

Sexual Harassment Offenses (RB) (BSC)

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

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

Stalking (BSC)

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

Theft (BSC)

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

Threats (BESO)

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

Tobacco / Smoking Products (BSC)

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

Trespassing (BSO)

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

Vandalism (BSO)

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

Vaping (BSC)

The National Center on Addiction and Substance Abuse defines vaping as, “the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device.” Though it may look like water vapor, the aerosol actually contains many toxic chemicals which have been linked to cancer, as well as respiratory and heart diseases.

E-cigarettes are known by many other names, such as e-hookahs, mods, Juul pens, or vape pens.

The Juul “pen,” which looks like a flash drive, has become very popular with teens. A Juul “pod” contains the nicotine of 20 cigarettes, and rates of addiction to vaping are very high.

Please let your child know that vaping is **not** safe, and that you do not want them to start.

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

WEAPONS/ DANGEROUS INSTRUMENTS (BESO)

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

SUSPENSIONS AND EXPULSIONS

JGDZ/JGEZ. STUDENT SUSPENSION/EXPULSION

I. GENERAL PROVISIONS

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

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

- i. That a student engaged in misconduct which caused serious harm (including but not limited to physical, emotional, and psychological harm to another person(s) or posed a credible threat of serious harm to another person(s), as determined by a threat assessment; or
- ii. That a student’s presence in the school poses an ongoing and unreasonable risk to the safety of the school, its students, staff, or others in the school; or
- iii. That a student engaged in a serious offense that is:

- a) persistent (repeated similar behaviors are documented on the student’s disciplinary record), and
- b) unresponsive to targeted interventions as documented through an established intervention process.

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

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

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

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

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

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

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

“Full Board” means a majority of the Board.

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

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

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

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

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

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

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

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

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

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

“Sufficient Cause”. The phrase sufficient cause means any action of a student, whether on the school grounds or off, that:

Disrupts any school program or activity;

Threatens the health, safety or welfare of the student, other students, the faculty or staff of the school, or anyone else lawfully present at or participating in any school program or activity,

Threatens the maintenance of a safe, disciplined, drug-free, healthy school environment that is conducive to learning; or

Violates the Standards of Student Conduct as expressed in the policies, regulations or other directives of the Board or the Superintendent of the Norfolk Public Schools.

- B. Superintendent's Designee—Positions Authorized. For the purpose of this and related student discipline policies, the board authorizes the Superintendent appoint administrative employees of the Norfolk Public Schools holding positions within the Office of Student Support Services to function as trained hearing officers and/or superintendent's designees as defined within this policy. These people must meet the definition of Superintendent's designee contained within this policy. The board directs the superintendent to take whatever further actions, if any, are necessary to accomplish this purpose.

C. Virginia Code prevails. This policy enacts the provisions of the Virginia Code, 1950, as amended, concerning students and discipline within the public schools of the Commonwealth. In any instance of direct conflict between this policy and the Code concerning students and discipline, the Code shall prevail.

II. HEARINGS

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

A. Administrative Hearing

Administrative Hearing and notices. All long-term suspensions and expulsions are initiated with an Administrative Hearing before a Superintendent' designee and tribunal with notice and an opportunity to be heard to the student, his/her parent(s) and/or representative (if any). This hearing shall be held as soon as practical after the incident triggering the consideration of long-term suspension or expulsion.

Immediately upon considering a recommendation of long-term suspension or expulsion, the principal or other school official shall notify the Hearing Officer, a Superintendent's designee, in the Department of Student Support Services by telephone and e-mail, so that the administration can prepare for an Administrative Hearing.

At the Administrative Hearing, the disciplinary hearing officer and tribunals of school officials will review the facts of the case, including the student's entire prior disciplinary history with the student, his/her parent(s) and/or representative (if any), and make the final decision to recommend long-term suspension or expulsion.

At the conclusion of the Administrative Hearing, the disciplinary hearing officers, panels or tribunals of school officials shall notify in writing the student, his/her parent(s) and/or representative (if any) of the student's rights concerning the discipline recommended. This notice shall be provided via first class mail if no one attends the hearing for the student. The notice shall include the information required by Board policy or regulation for the specific type of discipline recommended.

Short term suspensions shall be conducted according to the provisions concerning them elsewhere within this policy.

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

C. Committee of the Board Hearings—Evidence. The chief hearing officer, at his/her discretion, may exclude any evidence as immaterial, irrelevant, or cumulative. All parties may introduce

evidence in the form of hearsay. All parties may offer testimonial evidence through witnesses, subject to the chief hearing officer's discretion to: (1) limit the time; and (2) limit the number of witnesses.

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

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



III. TIME LIMITS.

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

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

IV. SUSPENSIONS

Except as provided in subsection C of Virginia Code §277 (Teacher removal of student from class) or Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses), no student in preschool through grade three may be suspended for more than three school days or expelled from attendance at school, unless (i) the offense involves physical harm or credible threat of physical harm to others or (ii) the school board or the superintendent or the superintendent's designee finds that aggravating circumstances exist as defined by the Virginia Department of Education.

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

Students may be required to attend alternative school during and after a period of suspension or expulsion.

A. Short-term Suspensions

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

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

reviewed, because of its relevance to both whether to suspend and the period of suspension to impose.

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

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

The period of the suspension, including the date that the student may return to school, and whether a parental conference is required prior to the student's return to school;

Whether the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension;

Information about the availability of community-based, alternative or other educational options; and

The student's right to attend regular school, either the student's original school or some other, or to attend an alternative school, during and/or after the end of the suspension period.

Review. Upon a petition for review by any party in interest, the superintendent's designee shall forthwith review the action taken, and confirm or disapprove such action based on an examination of the written record of the student's behavior.

The superintendent's designee shall give his/her decision in writing to the student and/or the student's parent(s). If the superintendent's designee confirms the suspension, but alters the consequences in any fashion, the letter shall explain the alterations in detail.

The decision of the superintendent's designee shall be final.

B. Emergency Suspension.

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

C. Long-term Suspensions

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

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

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

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

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

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

V EXPULSIONS

Except as provided in subsection C of Virginia Code §277 (Teacher removal) or Virginia Code §22.1-277.07 (or 22.1-277.08, 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. A student may be expelled from attendance at school for sufficient cause. Subject to the above limits concerning students in pre-school through the third grade, a student may be expelled from attendance at school after written notice to the student and/or the student's parent(s) of the action and the reasons therefore and of the right to hearings before a Board Committee and the full School Board (if the Board Committee decision is not unanimous).

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

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

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

1. The nature of the proposed disciplinary action and the reasons for it. The notice shall include: the fact that the student's entire disciplinary record may be reviewed;

2. The availability of community-based educational, training, and intervention programs; an indication as to whether the student is eligible to return to regular school attendance, either his/her original school or some other, or to attend an alternative education program, or an adult education program, during or upon the expiration of his/her expulsion, and the terms and conditions of such readmission.

3. The length of the expulsion;

4. The student's right to a hearing before a committee of the board, when timely requested;

5. The student's right to an appeal of the committee's decision to the full school board if the committee's decision is not unanimous, when timely requested;

6. The committee's (or the full board's on appeal) authority to accept, reject or vary the proposals of the division.

7. The student's right to petition for readmission if the School Board determines the student ineligible to return to regular school attendance or to attend during the expulsion an alternative education program, or an adult education program in the division. The notice shall also advise the student and/or the student's parent(s) that they may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

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

VI. EXPULSIONS - READMISSION REGULATIONS

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

VI. FIREARMS

Pursuant to Virginia Code Section 22.1-277.07 (Firearms), the School Board shall expel from school attendance for a period of not less than one year any student whom the School Board has determined to have possessed a firearm on school property or at a school-sponsored activity as prohibited by Va. Code § 18.2-308.1, or to have possessed a firearm or destructive device as defined in this policy, a firearm muffler or firearm silencer or a pneumatic gun as defined in this policy on school property or at a school-sponsored activity. A school administrator, pursuant to School Board policy, or the School Board may, however, determine, based on the facts of a particular situation that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. The School Board may

promulgate guidelines for determining what constitutes special circumstances. In addition, the School Board may authorize the superintendent or superintendent's designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Nothing in this policy shall be construed to require a student's expulsion regardless of the facts of the particular situation.

The exemptions set out in Va. Code § 18.2-308 regarding concealed weapons apply, *mutatis mutandis*, to the provisions of this Policy. The provisions of this policy do not apply to persons who possess such firearm or firearms or pneumatic guns as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

VII. DRUG OFFENSES

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



Alternative School Placement of Court Involved Students

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

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

Additional Information

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

OTHER IMPORTANT INFORMATION

Concussions in Sports

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

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.

Food/Beverages in Plastic or Glass Bottles

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

School Clinic Services

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

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

- All 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 Request for Administration of Medications in Hampton Roads Schools Form is located in the Forms and Releases section of the Handbook.)
- 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 is available in your school and on the nps.k12.va.us website and is valid for one school calendar year.
- Medication must be in its prescribed bottle. Over-the-counter medication must be in a sealed, unopened bottle.
- A parent or guardian must deliver medication to the school nurse, as students will not be permitted to transport medication.
- For any changes in medication, the parent must provide written authorization signed by the prescriber.
- The parent/guardian (or adult parent designee) must pick up all medicine at the end of the school year.
- The school nurse must appropriately discard all left over medicine.

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

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

- There is a consultation with the student’s parent before any limitations or restrictions are imposed on a student’ 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.*



Levels of Interventions/Consequences 2020-2021

Level		
1	<p><i>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.</i></p>	
	<ul style="list-style-type: none"> • Warning Letter of Apology • Written Reflection • Loss of privileges • Use of Student Problem-Solving worksheet • Seat change • Parent contact • Teacher conference with student • Peer mediation of conflict resolution • Re-teaching or modeling of desired behavior • Administrator/Student conference and/or Administrator/Student/Teacher conference 	<ul style="list-style-type: none"> • In-class time-out • Behavior progress chart • Time-out in another classroom setting • Recognize/Reward appropriate behavior • Written reflection about incident Before or after school detention • Behavior contract • School-issued uniform • Suspension of computer privileges • Restitution • In-school suspension (one-two days) with behavioral instruction and academic support • Community service (appropriate to correct behavior)
2	<p><i>Level 2 Responses: Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student in school. Depending on the severity of the behavior, short-term removal of the student from the classroom may be appropriate.</i></p>	
	<ul style="list-style-type: none"> • Student Conference • Phone call/letter to parent or guardian • Confiscation of an item • Behavior contract • Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior) • Administrator/Teacher/Parent/ • Guardian conference • Check-In/Check-Out • Mediation or conflict resolution • Detention (before school, at lunch, after school) • Restitution 	<ul style="list-style-type: none"> • Referral to Individualized Education Plan (IEP) team • Schedule change • Parent or guardian accompany student to school or classes • Community service (appropriate to correct behavior) • Saturday school • Referral to Support Staff (counselor, therapeutic support, mentor...) • Class or schedule change • Temporary loss of privileges • Referral for community-based services • In-school suspension with behavioral interventions and/or restorative practices (one-three days)
3	<p><i>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.</i></p>	
	<ul style="list-style-type: none"> • Administrator/Teacher Parent Conference • Detention • Behavioral Essay • Referral to support services (e.g. School Counselor, Behavior Interventionist, Mentor Program, Therapeutic Day Treatment (TDT), Substance Use and Intervention Program) 	<ul style="list-style-type: none"> • In-school suspension with behavioral interventions and/or restorative practices (three plus days not to exceed five days) • Referral to 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)
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one-three days for elementary students /one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

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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.

- Threat Assessment as indicated by the behavior
- Suspension with Tribunal Hearing
- Referral to alternative education programs
- Referral to law enforcement as required
- Parent-Administrator-Teacher-Student behavior contract
- Long-term revocation of privileges
- Restitution via written contract
- Referral for community-based services
- Schedule change
- Short-term out-of-school suspension (for preschool to grade three students one to three days, four to ten days for fourth- to sixth-grade students, or five to ten days for seventh- to twelfth-grade students)
- Recommendation for a long-term suspension as determined by local policy or by Code. *Link: [\(11 to 45 days as defined in § 22.1-276.01\)](#)*



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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

- Threat Assessment as indicated by the behavior •
- Suspension with Tribunal Hearing
- Referral to law enforcement as required
- Referral to Superintendent or designee
- Long term suspension¹ Link: ([11 to 45 days as defined in § 22.1-276.01](#))
- Alternative placement
- Expulsion
- Return the student to the school setting with appropriate supports and interventions.

Leveled Responses to Student Behaviors

Behaviors that Impede Academic Progress (BAP)

Behaviors that Impede the Academic Progress (BAP) of the student or of other students	Elementary					Secondary					DCV Behavior Infraction Identifier
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
	Interfering with learning in the classroom (talking, excessive noise, off-task, out of seat, possessing items that distract)	X	X				X	X	X		
Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.)	X	X				X	X	X			Disrespect, Defiance, Disruptive, Class/Campus Disruption
Scholastic dishonesty (cheating, plagiarism)	X					X	X				Misrepresentation
Unexcused tardiness to class	X					X	X				Minor Insubordination
Unexcused tardiness to school	X					X	X				Minor Insubordination

Behaviors related to School Operations (BSO)

Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures	Elementary					Secondary					DCV Behavior Infraction Identifier
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
	Altering an official document or record	X	X				X	X	X		
Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X	X	X			X	X	X			Trespassing, Minor Insubordination
Dress Code Violation	X	X				X	X				Defiance, Disruptive
Failure to be in one's assigned place on school grounds	X	X				X	X	X			Defiance, Minor Insubordination

Leveled Responses to Student Behaviors

Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday School)	X	X								X	X					Defiance, Minor Insubordination
Gambling (games of chance for money or profit)	X	X								X	X					Gambling
Giving false information to staff	X	X								X	X					Defiance, Disrespect, misrepresentation
Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X								X	X					Inappropriate Personal Property
Possession of stolen items	X	X								X	X					Miscellaneous, Theft
Refusal to comply with requests of staff in a way that interferes with the operation of school.	X	X					X			X	X				X	Defiance/Refuses Request, Disruptive Repeated and Continued
Stealing money or property without physical force	X	X								X	X					Theft
Unauthorized use of school electronic or other equipment	X	X					X			X	X					Unauthorized use of technology/information
Unwanted or inappropriate physical contact	X	X					X			X	X					Harassment
Vandalism, graffiti or other damage to school or personal property	X	X					X			X	X					Vandalism
Violation of the Acceptable Use of Technology/internet policy	X	X					X			X	X					Violation of Internet Policy
Violation of school board policy regarding the possession or use of portable communication devices	X	X					X			X	X					Electronic Devices/Violation of Acceptable Use Policy

Leveled Responses to Student Behaviors

Relationship Behaviors (RB)

Relationship Behaviors (RB) create a negative relationship between 2 or more members of the school community (No physical harm is done)	Level 1					Level 2					Level 3					Level 4					Level 5					Behavior Infraction Identifier DCV
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X	X			X	X	X			X	X	X			X	X	X			X	X	X			Bullying/Allegation (gender, race, color, origin, disability)
Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X																							Cyberbullying/Allegation (gender, race, color, origin, disability)
Failure to respond to questions or requests by staff	X	X				X	X				X	X				X	X				X	X				Defiance/Refuses request
Posting, distributing, displaying or sharing material or literature that is libelous, including using electronic means to post such material	X	X				X	X				X	X				X	X				X	X				Possession of obscene/disruptive literature
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				X	X				Sexual Offenses, Harassment, Cyberbullying
Speaking to another in an uncivil, discourteous manner	X	X				X	X				X	X				X	X				X	X				Disrespect, disruptive demonstrations, Altercation/Confrontation
Stealing money or property without physical force	X	X				X	X				X	X				X	X				X	X				Theft
Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X				X	X				X	X				X	X				X	X				Bullying, Altercation/Confrontation, Disruption
Unwanted or inappropriate physical contact	X	X				X	X				X	X				X	X				X	X				Harassment
Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X				X	X				X	X				X	X				X	X				Gang Activity Obscene/inappropriate language/gestures

Leveled Responses to Student Behaviors

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			Harassment , Bullying
	X								X			
	X								X			
	X								X			
	X								X			
	X								X			

Behaviors of Safety Concern (BSC)

Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)	Elementary						Secondary						DCV Behavior Infraction Identifier					
	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement						
	Alcohol: Possessing or using alcohol	X	X	X			X	X	X	X	X			X	X	X	X	X
Alcohol: Distributing alcohol to other students		X	X	X		X						X					X	Alcohol sale/distribution
Bullying Behavior without physical injury that continues after intervention (See Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.	X	X	X	X								X						Bullying/Allegation (gender, race, color, origin, disability) Harassment
Bus: Distracting the bus driver	X	X										X						Disruption/other violation
Bus: Endangering the safety of others on the bus	X	X										X						Disruption/other violation
Cyberbullying that continues after intervention (See Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that			X	X	X													Cyberbullying/ Allegation (gender, race, color, origin, disability)

Levelled Responses to Student Behaviors

	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement		Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement			Behavior Identifier	
relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.																	
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					Bullying, Harassment, Repeated and Continued Violations of Rules and Regulations
Drugs: Possessing drug paraphernalia	X	X	X					X	X	X	X						Other drug possession/paraphernalia possession
Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)																	DCV Behavior Infraction Identifier
Drugs: Violating school board non-prescription (Over the counter) medication policy	X	X	X					X	X	X	X						Over-the-Counter Med/use/possession/sale/distribution
Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X					X	X	X							Disruption Harassment
Exposing body parts, lewd or indecent public behavior	X	X	X					X	X	X	X						Sexual Offenses without force, Lewd/Indecent Exposure
Fire alarm: Falsely activating a or other disaster alarm		X	X					X	X	X	X						False fire alarm
Fighting that results in no injury as determined by the school administration	X	X	X					X	X	X	X						Fighting
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						Lighted firecrackers/cherry bombs/stink bombs

Leveled Responses to Student Behaviors

	Level 1	Level 2	Level 3	Level 4	Level 4	Level 4	Level 4	Level 4	Notify Law Enforcement	Level 1	Level 2	Level 3	Level 4	Notify Law Enforcement	Behavior Identifier
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			Inciting a riot
Leaving school grounds without permission	X									X					Minor Insubordination
Physical contact of a sexual nature – patting body parts, pinching, tugging clothing,	X	X	X							X	X	X			Sexual Harassment Offensive Touching
Physical sexual aggression and/or forcing another to engage in sexual activity				X					X				X		Sexual offenses
Possessing dangerous instruments/substances that could be used to inflict harm upon another	X	X	X							X	X	X			Threatening, Weapons, Miscellaneous
Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school (Elementary Schools)	Level 1	Level 2	Level 3	Level 4	Level 4	Level 4	Level 4	Level 4	Notify Law Enforcement	Level 1	Level 2	Level 3	Level 4		DCV Behavior Infraction Identifier
Shoving, pushing striking a student with no visible injury biting	X	X	X							X	X	X			Harassment
Stalking as described in the Code of Virginia section 18.2.-60.3	X	X	X										X		
Stealing money or property without physical force	X	X								X	X	X			Theft/No force
Stealing money or property using physical force (no weapon involved)		X	X	X							X	X	X	X	Actual/Attempted Robbery, Assault Extortion
Stealing money or property using weapons or dangerous instruments			X	X					X				X	X	Actual/Attempted Robbery, Weapons
Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X							X	X	X			Disruption, Assault/Battery
Tobacco: Possessing/Using tobacco products, electronic cigarettes, vaping equipment		X	X								X	X			Tobacco use, possession, sale/distribution, paraphernalia, electronic cigarettes, vaping

Leveled Responses to Student Behaviors

	X	X	X	X	X	X	X	X	X	Trespassing
Trespassing	X	X	X	X	X	X	X	X	X	Trespassing
Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1	X	X	X	X	X	X	X	X	X	Weapons (knife, brass knuckles, chain, nun chucks, box cutter, Taser, pepper spray, stun gun etc.

Behaviors that Endanger Self or Others (BESO)

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.(Elementary Schools)	Elementary						Secondary						DCV Behavior Infraction Identifier	
	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement		
	Assault: Intending to cause physical injury to another person	X	X	X	X	X	X	X	X	X	X	X		X
Assault and Battery: Causing physical injury to another person		X	X	X	X	X			X	X	X	X	X	Assault/Battery
Bomb threat –Making a bomb threat	X	X	X	X	X	X	X	X	X	X	X	X	X	Bomb threat
Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X	X		X				X	X	X	X	Possession of drugs
Drugs: Being under the influence of controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications		X	X	X		X			X	X	X	X	X	Under the influence of drugs
Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications		X	X	X		X			X	X	X	X	X	Using drugs Drug Use
Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic			X	X		X				X	X	X	X	Distribution drugs

Leveled Responses to Student Behaviors

	Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement		Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement		Level 1	Level 2	Level 3	Level 4	Level 5	Notify Law Enforcement		Behavior Infraction Identifier		
hallucinogens or alcohol to another student(s)																								
Fighting: The use of physical violence between students or on another person where there is no injury as determined by the school administration	X	X	X																					Fight
Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X																				Arson- Actual/Attempted
Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	X	X	X	X																				Gang Activity
Hazing as defined in §18.2-56 and noted in § 22.1-279.6 .	X	X	X	X																				Hazing
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.(Elementary Schools)																								DCV
Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X																				Assault/Battery on staff
Threatening, intimidating, or instigating violence, injury or harm to a staff member	X	X	X	X						X														Threats/Intimidation to staff (physical/verbal)
Threatening, intimidating, or instigating violence, injury or harm to another student	X	X	X	X						X														Threats/Intimidation to student (physical/verbal)
Possession of a firearm or destructive device as defined in § 22.1-277.07 .					X					X														Possession of a fire arm (bb, pellet, paintball, handgun, shotgun, flare gun, etc.)
Using any weapon to threaten or attempt to injure school personnel			X	X	X					X														Use of weapon
Using any weapon to threaten or attempt to injure student(s) or other(s)			X	X	X					X														Use of weapon

FORMS AND RELEASES

- Acceptable Use Procedure for Computer Systems
- Attendance and Truancy Intervention Contract
- Bullying, Harassment, or Intimidation Reporting Form
- Middle School League Athletic Participation/Parental Consent/Physical Examination
- Norfolk Public Schools Athletic COVID-19 Information
- Norfolk Public Schools Photo Release
- Norfolk Public Schools Standards of Student Conduct Acknowledgment
- Parent Anaphylaxis Letter
- Request for Administration of Medication In Hampton Roads Schools Form
- Virginia Asthma Action Plan
- Virginia High School League

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Acceptable Use Procedure (AUP) for Computer Systems

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

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

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

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

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

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

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

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

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

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



Acceptable Use Procedure (AUP) for Computer Systems

Parent/Guardian (for all students under 18)

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

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

Parent/Guardian Name (*please print*) _____

Parent/Guardian Signature _____

Date _____

Student/Staff

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

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

Student/Staff Name (*please print*) _____

Student/Staff Signature _____

(Staff Only) Job Title _____

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

Department/School _____

Date _____

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

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

unNew Account

Faculty/Staff new to the school/department and needs access to the network.
Need access: (please check all that apply)

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

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



**Attendance and Truancy Intervention Contract
SY 2019-2020**

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

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

Student: _____ School: _____ Grade: _____

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

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

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

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

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

Student Signature: _____ ***Date:*** _____

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

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

Parent/Guardian Signature: _____ ***Date:*** _____

Parent/Guardian Printed Name: _____

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Norfolk Public Schools

The cornerstone of a proudly diverse community

BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

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
 Form of Report
 Safe Schools Hotline/Website E-mail Phone Call Letter DSSS Office Visit Other

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).

- Any bullying, harassment, or intimidation that involves physical aggression
 (specify) _____
 Related to the student's disability
 Spreading harmful rumors or gossip
 Related to the student's perceived sexual orientation

- | | |
|--|---|
| <input type="checkbox"/> Getting another person to hit or harm the student | <input type="checkbox"/> Cyber bullying (e.g., social media including Facebook, Twitter, Snapchat, Periscope, Kik, Instagram, etc.) |
| <input type="checkbox"/> Teasing, name-calling, making critical remarks, in person or by other means | <input type="checkbox"/> Electronic communications (e.g., e-mail, text, sexting, etc.) |
| <input type="checkbox"/> Demeaning and making the victim of jokes | <input type="checkbox"/> Gang related |
| <input type="checkbox"/> Making rude and/or threatening gestures | <input type="checkbox"/> Gang recruitment |
| <input type="checkbox"/> Excluding or rejecting the student | <input type="checkbox"/> Racial Harassment |
| <input type="checkbox"/> Intimidating, extorting, or exploiting | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Relationship/Sexual in nature | |

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? Yes No

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? Yes No If yes,

how many days ____

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

Name _____ (Please Print) Signature _____ Date _____

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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.

PART II - - MEDICAL HISTORY

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

- | YES | NO | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Have you ever had any of the following? Please explain any YES answers |
| <input type="checkbox"/> | <input type="checkbox"/> | heart murmur _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | high blood pressure _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | other heart problems _____ broken |
| <input type="checkbox"/> | <input type="checkbox"/> | bones _____ weak |
| <input type="checkbox"/> | <input type="checkbox"/> | joints-ankles, knees _____ concussion |
| <input type="checkbox"/> | <input type="checkbox"/> | operation _____ seizures |
| <input type="checkbox"/> | <input type="checkbox"/> | or epilepsy _____ |
|
 |
 | |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Have you ever fainted or passed out? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Have you ever been knocked out? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Have you ever been hospitalized? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Have you ever had to stop running after ¼ to ½ miles for chest pain or shortness of breath? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. A. Have you ever had significant allergies to: |
| <input type="checkbox"/> | <input type="checkbox"/> | bee stings? – On medication – yes <input type="checkbox"/> no <input type="checkbox"/> _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | foods _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | medicine _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | others _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Do you have prescription for use of: |
| <input type="checkbox"/> | <input type="checkbox"/> | Adrenaline _____ Inhalers |
| <input type="checkbox"/> | <input type="checkbox"/> | Other allergy medicine _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | C. Do you have asthma? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you take any medicine regularly? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Have you had any illnesses lasting a week or more such as mononucleosis, etc.? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Have you had any blood disorders, including sickle cell trait, anemia, etc.? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Has any family member had a heart attack, hear problems or sudden death before the age of 50? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Do you wear contact lenses, eyeglasses or dental appliance? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Do you have any missing or non-functioning organs such as testes, eye, kidney, etc.? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Menstrual History:
Have you begun menses yet? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Do you have any other significant health problems? _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Hepatitis B Immunization Series? _____ |
| | | 16. DATE OF LAST TETNUS IMMUNIZATION? _____ |

Parent/Guardian Signature: _____

PART III - - PHYSICAL EXAMINATION

(To be completed and signed by examining physician)

NAME: _____ SCHOOL _____

HEIGHT _____ WEIGHT _____ SEX _____ AGE _____

*Tanner Stage or Maturation Index _____ BP _____

*Percent Body Fat _____ *Pulse (rest) _____
(Exercise) _____
(Recovery) _____

*Vision: Corrected (L) _____ (R) _____ Both _____
Uncorrected (L) _____ (R) _____ Both _____

*Audiogram: _____ Cervical spine/neck _____
Eyes _____ Back _____
Ears _____ Shoulders _____
Nose _____ Arm/elbow/wrist/hand _____
Throat _____ Knees/hips _____
Teeth _____
Skin _____ Lab: _____
Lymphatic _____ *Urine _____
Lungs _____ *Hemoglobin or HCT _____
Heart _____ and/or Fe Stores _____
Abdomen _____
Genitalia/hernia

Peripheral pulses _____ *WHEN MEDICALLY INDICATED

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

- | | |
|--------------------------|-----------------------------------|
| _____ Full Participation | _____ Limited Participation |
| _____ No Participation | _____ Needs Additional Evaluation |

If not full participation, give reasons & recommendations: _____

- Any recommendations or concerns on such items as:
- a. Weight loss or gain or restrictions of weight loss: _____
 - b. Slow and careful monitoring of conditioning because of being overweight or show an abnormal excise testing: _____
 - c. Other _____

Physician Signature _____, **M.D.*** **Date** _____

***Doctor of Medicine, Doctor of Osteopathy, Licensed Nurse Practitioner or Physician Assistant (PA)**

Physician Name (Print) _____

Address _____ City/Zip _____
Code _____ Telephone _____
Number _____

PART IV – ACKNOWLEDGEMENT OF RISK AND INSURANCE STATEMENT

(To be completed and signed by parent/guardian)

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

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

Name of Company: _____

Policy Number: _____ Name of Policy Holder _____

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

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

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

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

PART V – EMERGENCY PERMISSION FORM

(To be completed and signed by parent/guardian)

STUDENT’S NAME _____ **GRADE** _____ **AGE** _____
HIGH SCHOOL _____ **CITY** _____

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

Please list any allergies to medications, etc. _____

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

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

Daytime phone number (where to reach you in emergency) _____

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

Signature of parent or guardian _____ Date _____

RELATIONSHIP TO STUDENT

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

I certify all the above information is correct _____
Parent/Guardian Signature

Coronavirus/COVID-19 Informational Sheet

Name of Athlete: _____ Date Of Birth _____
Grade: ____/Anticipated year of Graduation: _____
Home Address: _____
Phone: _____
Student Email _____

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. The following are signs and symptoms or risk factors for contracting COVID-19:

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

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

Federal, state, and local governments and federal and state health agencies recommend social distancing and have, in many locations, prohibited the congregation of groups of people. Norfolk Public Schools has put in place preventative measures to reduce the spread of COVID-19 (see Appendix A); however, cannot guarantee that your child or you will not become infected with COVID-19. Further, participating in athletics could increase your child's risk and your risk of contracting COVID-19. Sports may vary for increasing risks of infections based on level of close contact required (see Appendix B).

Appendix A:

Completion of screening questionnaire, Facial Temperature check: Temperature 100.4°F/38°C, Face Covering/Mask upon arrival, washing your hands (20 sec) and Social Distancing/ 6-10 ft apart.

Appendix B:

The following is a proposed stratification scale for COVID-19 transmission in sports from highest risk (Level 1) to lowest risk (Level 3):

1. **Level 1:** sports that involve close, sustained contact between participants, lack of significant protective barriers, and high probability that respiratory particles will be transmitted between participants. Examples: football, wrestling, competitive cheer
2. **Level 2:** sports that involve close, sustained contact, but with protective equipment in place that may reduce the likelihood of respiratory particle transmission between participants OR intermittent close contact OR group sports OR sports that use equipment that can't be cleaned between participants. Examples: basketball, volleyball, baseball, softball, soccer, tennis, swimming, track & field events, field hockey, crew
3. **Level 3:** sports that can be done with social distancing or individually with no sharing of equipment or the ability to clean the equipment between use by competitors. Examples: Individual running events (cross country), golf, sideline cheer

Norfolk Public Schools coaching staff (those who volunteer and those who are employed by NPS) are not to transport student athletes in their personal vehicles. Parents must provide transportation for students who do not ride the activity bus. Parents and student athletes are to be mindful of and to follow all local and state laws regarding students who provide their own transportation.

Print Name of Participant	Signature of Participant	Date
---------------------------	--------------------------	------

Print Name of Parent/Guardian	Signature of Parent/Guardian	Date
-------------------------------	------------------------------	------

- *All information provided is in reference and accordance with the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), United States Olympic & Paralympic Committee (USOPC), and the Virginia Department of Health (VDH)*

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ALL MEDIA RELEASE FORM

Updated:08/10/2020

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.**

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.

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

Name of Student: _____

Parent/Guardian: _____

Date: _____

School: _____



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Norfolk Public Schools
The cornerstone of a proudly diverse community

Parent Anaphylaxis Letter

September 2020

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 me at any time at _____.

Sincerely,

_____, RN
School Nurse

(over →)

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

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/Dentist's Name (please print)		Phone Number
Physician/Nurse Practitioner/Dentist's Signature		

PARENT/LEGAL GUARDIAN: I hereby give permission for the school to administer the medication as prescribed above. I also give permission for the school to contact the above health care provider regarding the administration of this medication.	
Signature - Parent/Legal Guardian	Date
Home Phone Number - Parent/Legal Guardian	Work Phone Number - Parent/Legal Guardian

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

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

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

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

HAMPTON ROADS PUBLIC SCHOOLS STUDENT HEALTH SERVICES SUPERVISORS

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Virginia Asthma Action Plan

Print & Save

Clear Form

School Division:

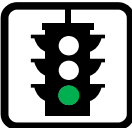
Name		Date of Birth <input type="checkbox"/>	
Health Care Provider	Provider's Phone #	Fax #	Last flu shot <input type="checkbox"/>
Parent/Guardian	Parent/Guardian Phone		Parent/Guardian Email:
Additional Emergency Contact	Contact Phone	Contact Email	

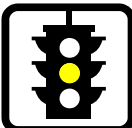
Asthma Triggers (Things that make your asthma worse)

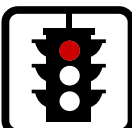
<input type="checkbox"/> Colds	<input type="checkbox"/> Dust	<input type="checkbox"/> Animals: _____	<input type="checkbox"/> Strong odors	Season <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Winter <input type="checkbox"/> Summer
<input type="checkbox"/> Smoke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

▼ Medical provider complete from here down ▼

Asthma Severity: - -

Green Zone: Go!	Take these CONTROL (PREVENTION) Medicines EVERY Day
<p>You have ALL of these:</p> <ul style="list-style-type: none"> Breathing is easy No cough or wheeze Can work and play Can sleep all night  <p>Peak flow: _____ to _____ (More than 80% of Personal Best) Personal best peak flow: _____</p>	<p>Always rinse your mouth after using your inhaler and remember to use a spacer with your MDI.</p> <p><input type="checkbox"/> No control medicines required.</p> <p><input type="checkbox"/> - _____ - __ puff (s) MDI - __ time(s) a day Or - ____ nebulizer treatment(s) - __ time(s) a day</p> <p><input type="checkbox"/> (Montelukast) Singular, take <u>5mg</u> by mouth once daily at bedtime</p> <p><input type="checkbox"/> Other: _____ For asthma with exercise, ADD: <input type="checkbox"/> - _____, - __ puffs MDI with spacer 15 minutes before <input type="checkbox"/> PE <input type="checkbox"/> recess <input type="checkbox"/> sports <input type="checkbox"/> exercise</p>

Yellow Zone: Caution!	Continue CONTROL Medicines and ADD RESCUE Medicines
<p>You have ANY of these:</p> <ul style="list-style-type: none"> Cough or mild wheeze First sign of cold Tight chest Problems sleeping, working, or playing  <p>Peak flow: _____ to _____ (60% - 80% of Personal Best)</p>	<p><input type="checkbox"/> - _____ or _____, - __ puffs MDI with spacer every - __ hours as needed</p> <p><input type="checkbox"/> - _____ one nebulizer treatment every - __ Hours as needed for - __ days</p> <p>Other : _____</p> <p>Call your Healthcare Provider if you need rescue medicine for more than 24 hours or two times a week, or if your rescue medicine doesn't work.</p>

Red Zone: DANGER!	Continue CONTROL & RESCUE Medicines and GET HELP!
<p>You have ANY of these:</p> <ul style="list-style-type: none"> Can't talk, eat, or walk well Medicine is not helping Breathing hard and fast Blue lips and fingernails Tired or lethargic Ribs show  <p>Peak flow: < _____ (Less than 60% of Personal Best)</p>	<p><input type="checkbox"/> - _____, - __ puffs MDI with spacer every 15 minutes, for THREE treatments</p> <p><input type="checkbox"/> - _____, one nebulizer treatment every 15 minutes, for THREE treatments</p> <p><input type="checkbox"/> Other : _____</p> <p style="text-align: center; color: red;">Call your doctor while administering the treatments. IF YOU CANNOT CONTACT YOUR DOCTOR: Call 911 or go directly to the Emergency Department NOW!</p>

REQUIRED SIGNATURES:

I give permission for school personnel to follow this plan, administer medication and care for my child and contact my provider if necessary. I assume full responsibility for providing the school with prescribed medication and delivery/ monitoring devices. I approve this Asthma Management Plan for my child.

PARENT/GUARDIAN _____ Date _____

SCHOOL NURSE/DESIGNEE _____ Date _____

OTHER _____ Date _____

CC: Principal Cafeteria Mgr Bus Driver/Transportation School Staff
 Coach/PE Office Staff Parent/guardian

SCHOOL MEDICATION CONSENT & HEALTH CARE PROVIDER ORDER

Check One:

Student, in my opinion, can carry and self-administer inhaler at school.

Student needs supervision or assistance to use inhaler, and should not carry the inhaler in school.

MD/NP/PA SIGNATURE: _____ DATE _____

Effective Dates ▶ _____ to ▶ _____

Virginia Asthma Action Plan approved by the Virginia Asthma Coalition (VAC) 04/2015

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



Athletic Participation/Parental Consent/Physical Examination Form

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

For School Year _____

PART I - ATHLETIC PARTICIPATION

Male _____

(To be filled in and signed by the student)

Female _____

PRINT CLEARLY

Name _____ Student ID # _____
(Last) (First) (Middle Initial)

Home Address _____

City/Zip Code _____

Home Address of Parents _____

City/Zip Code _____

Date of Birth _____ Place of Birth _____

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

INDIVIDUAL ELIGIBILITY RULES

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

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

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

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

Student Signature: _____ Date: _____

Providing false information will result in ineligibility for one year.



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

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

This form must be completed and signed, prior to the physical examination, for review by examining practitioner.

Explain "Yes" answers below with number of the question. Circle questions you don't know the answers to.

Form with columns for 'Yes' and 'No' and rows for 'GENERAL MEDICAL HISTORY', 'HEART HEALTH QUESTIONS ABOUT YOU', 'HEART HEALTH QUESTIONS ABOUT YOUR FAMILY', 'BONE AND JOINT QUESTIONS', and 'MEDICAL QUESTIONS'. Includes a section for 'FEMALES ONLY' and 'EXPLAIN "YES" ANSWERS BELOW'.

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 30th of the current school year)**

NAME _____ Date of Birth _____ School _____

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

MEDICAL	NORMAL	ABNORMAL FINDINGS
Appearance		
Eyes/ears/nose/throat		
Lymph nodes		
Heart		
Pulses		
Lungs		
Abdomen		
Genitourinary (males only)		
Skin		

MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder/arm		
Elbow/forearm		
Wrist/hand/fingers		
Hip/thigh		
Knee		
Leg/ankle		
Foot/toes		
Functional		

Medical Practitioner to School Staff (please indicate any instructions or recommendations here)

Emergency medications required on-site Inhaler Epinephrine Glucagon Other:

Comments:

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

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

By this signature, I attest that I have examined the above student and completed this pre-participation physical including a review of Part II – Medical History.

Physician Signature: _____ (*MD, DO, LNP, PA) . Date** _____
Circle one

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

Address: _____ City _____ State _____ Zip _____

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

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



PART IV -- ACKNOWLEDGEMENT OF RISK AND INSURANCE STATEMENT

(To be completed and signed by parent/guardian)

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

I have reviewed the individual eligibility rules and I am aware that with the participation in sports comes the risk of injury to my child/ward. I understand that the degree of danger and the seriousness of the risk varies significantly from one sport to another with contact sports carrying the higher risk. I have had an opportunity to understand the risk inherent in sports through meetings, written handouts, or some other means. He/she has student medical/accident insurance available through the school (yes__ no__); has athletic participation insurance coverage through the school (yes__ no__); is insured by our family policy with:

Name of Medical Insurance Company: _____
Policy Number: _____ Name of Policy Holder: _____

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

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

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

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

PART V - EMERGENCY PERMISSION FORM

(To be completed and signed by parent/guardian)

STUDENT'S NAME _____ GRADE _____ AGE _____ DOB _____

HIGH SCHOOL _____ CITY _____

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

Please list any allergies to medications, etc. _____

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

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

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

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

Daytime phone number (where to reach you in emergency) _____

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

Cell phone _____

☀▶▶ Signature of parent or guardian _____ Date _____

Relationship to student _____

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

I certify all the above information is correct _____

☀▶▶ Parent/Guardian Signature

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



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BOOKER T. WASHINGTON
HIGH SCHOOL

NORWELL HIGH SCHOOL

GRANBY HIGH SCHOOL

7301

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Lake Taylor
Crossroads
Fairlawn
Berkley / Campostella ECC
Suburban Park
Tanners Creek
St. Helena
Norview
P. B. Young
Maury
James Monroe
Bay View
Ghent
Lake Taylor Schools
JACOX
Sewells Point
Tarralton
Chesterfield
Northside
Academy of International Studies at Rosemont
Tidewater Park
Camp Allen
Ingleside
Calcott
Norfolk Public Schools
Booker T. Washington
Open Campus
Little Creek
Larchmont
Blair
NTC
Sherwood Forest
Coleman Place
NET Academy
Willoughby
Norview Elementary
Larrymore
Granby
Azalea Gardens
Lindenwood
Ruffner
Madison
Norview Middle
Granby High
Southside STEM Academy at Campostella
Easton
Willard
Ocean View
Richard Bowling
W.H. Taylor
Academy for Discovery at Lakewood
Camp Young



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