Student Handbook 2026 2027

Including Standards of Student Conduct

Every | Piece | Matters



ONE TEAM.
ONE PURPOSE.
EVERY STUDENT.

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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.

_____

Student Name

_____

School Name

_____

School Telephone Number

_____

Principal's Name

_____

School Counselor's Name

_____

Attendance Office/Secretary's Name

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Dear Norfolk Public Schools Families,

It is with great excitement that I welcome you to the 2026–2027 school year. A new school year brings new opportunities for learning, growth, and connection, and I am honored to begin this journey alongside our students, families, educators, and community.

This year marks another important step forward for Norfolk Public Schools. Together, we will continue building a school division where every student is challenged, supported, and inspired to reach their full potential. I am incredibly optimistic about where we are headed and grateful for the partnership of our families as we do this work together.

At Norfolk Public Schools, our mission is to ensure every student has access to engaging, innovative, rigorous, and equitable educational experiences that prepare them for success in school, career, and life. Just as importantly, we are committed to creating schools where students feel safe, welcomed, valued, and connected. When students know they belong, great learning can happen.

As we begin the school year, I encourage every family to take a few moments to review the 2026–2027 Student Handbook, including the Standards of Student Conduct. The handbook outlines the expectations, rights, and responsibilities that help us create positive learning environments where every student can succeed. Reviewing these expectations together helps establish a shared understanding between home and school and reinforces our collective commitment to supporting every child.

Norfolk Public Schools continues to implement Positive Behavioral Interventions and Supports (PBIS) as the foundation of our approach to student behavior. PBIS emphasizes teaching and reinforcing positive behaviors while providing the supports students need to learn from mistakes, build strong relationships, and make positive choices.

The complete Student Handbook and Norfolk School Board policies are available at www.npsk12.com. We also ask that parents and guardians complete and return the acknowledgment form included with the handbook to their child's school.

Thank you for choosing Norfolk Public Schools and for the trust you place in us each day. I truly believe that when schools, families, and our community work together, there is no limit to what our students can accomplish.

I wish you and your family a wonderful start to the school year. Here's to a year of learning, growth, and success for every student.

Warmly,

Dr. Jeff Rose
Superintendent
Norfolk Public Schools

Governance Team 2026-2027



Mrs. Tiffany Moore-Buffaloe
Chair | 2023
800 E. City Hall Avenue
Norfolk, VA 23510
tiffany.buffaloe@nps.k12.va.us
757-628-3994 (office)



Ms. Sarah E. DiCalogero
Vice Chair| 2024
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Norfolk, VA 23510
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757-628-3994 (office)



Ms. Tanya K. Bhasin
Member | 2022
800 E. City Hall Avenue
Norfolk, VA 23510
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757-628-3994 (office)



Dr. Adale M. Martin
Member| 2022
800 E. City Hall Avenue
Norfolk, VA 23510
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757-628-3994 (office)



Mr. Kenneth Paulson
Member | 2024
800 E. City Hall Avenue
Norfolk, VA 23510
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757-628-3994 (office)



Ms. Jodi M. Slaughter
Member | 2025
800 E. City Hall Avenue
Norfolk, VA 23510
jodi.slaughter@nps.k12.va.us
757-628-3994 (office)



Ms. Alfreda A. Thomas
Member | 2025
800 E. City Hall Avenue
Norfolk, VA 23510
alfreda.thomas@nps.k12.va.u
757-628-3994 (office)



Dr. Jeff Rose
Superintendent
800 E. City Hall Avenue
Norfolk, VA 23510
jeff.rose@nps.k12.va.us
757-628-3994 (office)

FUTURE FOCUS

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

equity & excellence for all

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

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STUDENT EXCELLENCE

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

WORKFORCE

Attract, develop, and retain a highly effective workforce.

RESOURCES

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

COMMUNITY

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

SAFETY & CLIMATE

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

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Contact Information



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The Department of Student Support Services

(757) 628-3931

Mr. Haneef Majied, Senior Director

Mrs. Michele Johnson-Young, Enrollment/Records Administrator

Ms. Dehon Mack, Senior Coordinator, District Transition Specialist

Mrs. Rochelle McMorris, Student Support Services Enrollment Coordinator

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

VACANT, Safe Schools and Mental Health Specialist

VACANT, Transition Support Specialist

The Department of Public Safety and Security Services

(757) 892-3384

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

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

Important Numbers

Crime Line – 1-888-Lock-U-Up

Dropout Prevention – (757) 628-3931

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

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

Transportation – (757) 892-3320

Report Anonymously Anytime by Texting “Report Bullying” to (757) 600-6635 or Scan the QR Code below:

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Central Administration Departmental Listings

800 E. City Hall Avenue, Norfolk, VA 23510

Art Education 7000 West Tanners Creek Road	Georgeanna Fellio, Senior Coordinator	gfellio@nps.k12.va.us	852-4674
Athletics 800 East City Hall Ave - 1100	Stephen Suttmiller, Senior Coordinator	ssuttmil@nps.k12.va.us	628-3477
Career and Technical Education (CTE) 1330 North Military Highway	Kenyetta Goshen, Senior Director	kgoshen@nps.k12.va.us	892-3964
Communications and Community Engagement 800 East City Hall Ave - 1008	Tiffany Whitfield, Director of Communications and Community Engagement	twhitfield@nps.k12.va.us	628-3459
Curriculum and Instruction 800 East City Hall Ave - 1102	Deena Johnson Copeland, Executive Director	dcopeland@nps.k12.va.us	628-3818
Early Learning, Preschool and Title 1 800 East City Hall Ave - 709	Dr. Kelli Cedo, Senior Director	kcedo525@nps.k12.va.us	628-3951
Elementary Schools Cluster 1 800 East City Hall Ave - 1100	Dr. D. Jean Jones, Executive Director	djones6@nps.k12.va.us	628-3989
Elementary Schools Cluster 2 800 East City Hall Ave - 1100	Dr. Tonita Phillips, Executive Director	tphillips656@nps.k12.va.us	628-3989
English Education 800 East City Hall Ave - 1102	Jeremy Clark, Senior Coordinator	jbclark@nps.k12.va.us	628-3899
English as a Second Language (ESL) 7000 West Tanners Creek Drive – Room 8	Julianne Flores, Senior Coordinator	jflores@nps.k12.va.us	852-4630 Ext 3514
Foster Care Liaison 800 East City Hall Ave - 905	Dr. Dennis Moore, Senior Coordinator	dmoore2@nps.k12.va.us	628-3928
Gifted Education & Academic Rigor 7000 West Tanners Creek Drive Room 318	Karla Stead, Senior Coordinator	kstead@nps.k12.va.us	852-4674
Health, Safety and Physical Education 800 East City Hall Ave - 1000	Darrick Person, Senior Coordinator	dperson@nps.k12.va.us	628-3866
History/Social Science Education 800 East City Hall Ave - 1102	Jennifer Lopez, Senior Coordinator	jlopez2@nps.k12.va.us	628-3898
Homeless/McKinney Vento 800 East City Hall Ave - 709	Ta-Tanisha Walton, Homeless/ McKinney Vento Liaison	twalton@nps.k12.va.us	628-3944 *3
Innovation, Community Engagement, and Outreach 800 East City Hall Ave - 1008	Jerri Smith, Director	jsmith9@nps.k12.va.us	628-3459
Learning Support – Special Education 800 East City Hall Ave - 800	Dr. Glenda Walter, Executive Director	gwalter@nps.k12.va.us	628-3950
Mathematics Education - Secondary 800 East City Hall Ave - 1102	Dr. Tisha Jones, Senior Coordinator of Secondary Mathematics	tjones266@nps.k12.va.us	628-3886
Mathematics Education - Elementary 800 East City Hall Ave - 1102	Rhonda White, Senior Coordinator of Elementary Mathematics	rwhite@nps.k12.va.us	628-3886

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Media Services 800 East City Hall Ave - 1100	Dawn Williams, Senior Coordinator	vford@nps.k12.va.us	628-3895
Music & Theater Education 7000 West Tanners Creek Drive	Zachary Rooksby, Senior Coordinator	zrooksby399@nps.k12.va.us	852-4674
Office of the Chief of Staff 800 East City Hall Ave	Lawrence Anderson, Chief of Staff	Lawrence.Anderson@nps.k12.va.us	
Public Safety and Security 800 East City Hall Ave - 904	David Hughes, Director	dhughes318@nps.k12.va.us	628-3931
Safe Routes to School 800 East City Hall Ave - 1000	Darrick Person, SRTS Program Specialist	dperson@nps.k12.va.us	628-3866
School Counseling 800 East City Hall Ave - 1102	Dr. Tiffany Hillian-Sullivan, Senior Coordinator	thilsul963@nps.k12.va.us	628-3901
School Leadership & Development 800 East City Hall Ave	Dr. Zachary Robbins, Executive Director of High Schools	zrobbins156@nps.k12.va.us	628-3989
School Nutrition 974 Bellmore Ave. 23504	Lisa Winter, Senior Director	lwinter@nps.k12.va.us	628-2760
Science Education 800 East City Hall Ave - 1102	Stephanie Henderson, Senior Coordinator	shenderson@nps.k12.va.us	628-3878
SECEP 6160 Kempsville Circle Suite 300B	Laura Armstrong, Executive Director	armstrong.laura@secep.net	892-6100
Secondary Schools and Programs 800 East City Hall Ave - 1100	Dr. Valerie Griffin, Executive Director of Middle Schools	vgriffin637@nps.k12.va.us	628-3989
Student Support Services 800 East City Hall Ave - 904	Haneef Majied, Senior Director	hmajied364@nps.k12.va.us	628-3931
Superintendent's Office 800 East City Hall Ave - 1200	Dr. Jeff Rose, Superintendent	SuperintendentRose@nps.k12.va.us	628-3830
Transportation 5555 Raby Road 23502	Ashley Fussell, Senior Director	afussell431@npsk12.com	892-3320
World Language 7000 West Tanners Creek Drive – Room 8	Zachary Neumann, Senior Coordinator	zneumann142@nps.k12.va.us	852-4630 Ext 3514

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2026 – 2027 SCHOOL and PRINCIPAL DIRECTORY

SCHOOL	TELEPHONE	FAX	SCHOOL ADDRESS	PRINCIPAL
HIGH SCHOOLS (GRADES 9-12)				
Booker T. Washington (304)	628-3575	628-3566	1111 Park Ave., 23504	Mr. Matthew Mason
Granby (301)	451-4110	451-4118	7101 Granby St., 23505	Mr. Thomas Smigiel
Lake Taylor (305)	892-3200	892-3210	1384 Kempsville Rd., 23502	Dr. Brandon Bell
Maury (302)	628-3344	628-3359	322 Shirley Ave., 23517	Ms. Karen Berg
Norview (303)	852-4500	852-4511	6501 Chesapeake Blvd., 23513	Mrs. Tori Jacobs-Sumbry
MIDDLE SCHOOLS (GRADES 6-8)				
Azalea Gardens (206)	531-3000	531-3013	7721 Azalea Garden Rd., 23518	Dr. Tammi Hinton
Blair (207)	628-2400	628-2422	730 Spotswood Ave., 23517	Ms. Shenay Lewis
Northside (211)	531-3150	531-3144	8720 Granby St., 23503	Mrs. Letisha Lawrence
Norview (212)	852-4600	852-4590	6325 Sewells Point Rd., 23513	Dr. Melissa McFarland-Bryant
Compass Academy at Ruffner (3-8) (214)	628-2466	628-2465	610 May Ave., 23504	Mrs. Kathryn Caple
Academy of International Studies at Rosemont (213)	852-4610	852-4615	1330 Branch Rd., 23505	Mr. Gregg Mottinger
ELEMENTARY SCHOOLS (GRADES K-5)				
Academy for Discovery at Lakewood (3-8) (172)	628-2477	628-2486	1701 Alsace Ave., 23509	Mrs. Romanda Hannigan
Bay View (121)	531-3030	531-3025	1434 Bay View Blvd., 23503	Dr. Laura Baez-Akbik
Camp Allen (114)	451-4170	451-4172	501 "C" St., 23505	Mr. Jason Koonce
Chesterfield (126)	628-2544	628-2541	2915 Westminster Ave., 23504	Dr. Dara Gill-Williams
Coleman Place (128)	852-4641	852-4648	2445 Palmyra St., 23513	Ms. Denise Green
Crossroads (PreK-8) (129)	531-3050	531-3046	8021 Old Ocean View Rd., 23505	Dr. Kristen Nichols
Ghent (K-8) (135)	628-2565	628-2564	200 Shirley Ave., 23517	Dr. Jennifer Banks
Granby (134)	451-4150	451-4157	7101 Newport Ave., 23505	Ms. Kelley Gray
Ingleside (136)	892-3270	892-3265	976 Ingleside Rd., 23502	Dr. Alana Balthazar
Jacox (108)	628-2433	628-2435	1300 Marshall Ave., 23504	Dr. Lakeisha Williams
James Monroe (150)	628-3500	628-3563	520 W. 29th St., 23508	Ms. Jade Fleming
Lake Taylor (K-8) (216)	892-3230	892-3240	1380 Kempsville Rd., 23502	Dr. Melanie Patterson
Larchmont (141)	451-4180	451-4188	1145 Bolling Ave., 23508	Dr. James Peterson
Larrymore (142)	531-3070	531-3071	7600 Halprin Dr., 23518	Mr. David W. Faircloth
Lindenwood (145)	628-2577	628-2576	2700 Ludlow St., 23504	Mrs. Valencia Moore
Little Creek (146)	531-3080	531-3083	7900 Tarpon Pl., 23518	Mrs. Cheryl Coghlan
Mary Calcott (123)	531-3039	531-3041	137 Westmont Ave., 23503	Mrs. Danielle McIntrye
Ocean View (154)	531-3105	531-3111	350 W. Government Ave., 23503	Mrs. Jennifer Murphey
P. B. Young, Sr. (PreK-2) (165)	628-2588	628-2582	543 E. Olney Rd., 23510	Ms. Candiase Driver
Richard Bowling (122)	628-2515	628-2512	2700 E. Princess Anne Rd., 23504	Mrs. Yukita Boone
St. Helena (131)	494-3884	494-3888	903 S. Main St., 23523	Mrs. Angel Robinson
Sewells Point (137)	451-4160	451-4165	7928 Hampton Blvd., 23505	Dr. Lucy Litchmore
Sherwood Forest (156)	852-4550	852-4532	3035 Sherwood Forest Ln., 23513	Mr. Dennis Holland
Southside STEM Academy at Campostella (K-8) (173)	494-3850	494-3860	1106 Campostella Rd., 23523	Dr. Julia James
Suburban Park (159)	531-3118	531-3120	310 Thole St., 23505	Dr. Andrea Jennings
Tanners Creek (161)	852-4555	852-4553	1335 Longdale Dr., 23518	Mrs. Rhonda Harris
Tarrallton (118)	531-1800	531-1802	2080 Tarrallton Dr., 23518	Ms. Kimberly Hulse
W. H. Taylor (160)	628-2525	628-2531	1122 W. Princess Anne Rd., 23507	Mrs. Charlene Feliton
Willard Model (115)	628-2721	628-3997	1511 Willow Wood Dr., 23509	Mrs. Karen Pernell
AUXILIARY EDUCATION FACILITIES				
Berkley/Campostella ECC (130)	494-3870	494-3390	1530 Cypress St., 23523	Mrs. Beverly Ellis, Principal
Camp E.W. Young (307)	547-4245	549-1931	145 Deepwater Dr., Chesapeake 23322	Ms. Marquita Fulford, Site Coordinator
Easton at Fairlawn (171)	892-3260	892-3255	1132 Wade St., 23502	Dr. Tami M. White, Principal
Granby Evening School	451-4050	451-4049	7101 Granby St., 23505	Dr. Nathaniel Morris, Program Leader
Hospital Ed. Program @ CHKD (850)	668-7061	668-7497	601 Children's Lane, 23507	Dr. Karin DiMaggio, Principal
Hospital Mental Health Hospital Ed Prog @ CHKD (849)	668-7061	668-8760	601 Children's Lane, 23507	Dr. Karin DiMaggio, Principal
Madison Alternative Center (392)	628-3417	628-3406	6045 Curlew Drive, 23502	Mr. Robert Bailey, Site Coordinator
NET Academy (851)	892-3310	892-3311	1260 Security Lane, 23502	Mr. Dennis Otter, Principal
Norfolk SECEP Center	892-3960	852-4573	2861 E. Princess Anne Road, 23504	Dr. Michael Lazarus, Principal
Norfolk Technical Center (NTC) (396)	892-3300	892-3305	1330 N. Military Highway, 23502	Site Coordinator - Vacant
NTC Evening School	892-3300	892-3305	1330 N. Military Highway, 23502	Dr. Cecil Avery, Site Coordinator
Open Campus (394)	892-3223	892-3224	6045 Curlew Drive, 23502	Ms. Sallie Cooke, Site Coordinator
Willoughby Preschool (PreK3-4) (106)	531-3126	531-3125	9500 Fourth View St., 23503	Mr. Laundrell Gates, Principal

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2026 - 2027 ASSISTANT PRINCIPAL DIRECTORY

SCHOOL	ASSISTANT PRINCIPAL		
HIGH SCHOOLS (GRADES 9-12)			
Booker T. Washington High	Mr. William Garrett	Mrs. Deborah Self	Dr. Latesha Wade Jenkins
Granby High	Ms. Lisa Hillian Ms. Marie Mileur	Mrs. Kim Jackson-Dinnall Dr. Curtis Young	Ms. Stacie Armstead
Lake Taylor High	Mr. Joshua Brooks Ms. Janelle Smith	Ms. Ana-Maria Incorminias	Mr. Rodney L. Mangum
Maury High	Ms. Christine Bouziane Dr. Michael McCracken	Ms. Tamara Dunn Ms. Alexis Rogers	Dr. Joy Gallop
Norview High	Ms. Rebecca Boonviseth Ms. Nikeah Tynes	Dr. Donna Smith	Mr. Justin Smith
MIDDLE SCHOOLS (GRADES 6-8)			
Azalea Gardens	Ms. Tephanie Cotton		
Blair	Mrs. Jennifer Miller	Mr. Jesse Ellison	
Northside	Ms. Stephanie Ogborn		
Norview	Mr. Darvin Alexander	Mrs. Kathleen Fullerton Wright	
Ruffner (3-8)	Mr. Peter Cenzalli	Ms. Kenyetta Alexander	
ELEMENTARY SCHOOLS (GRADES K-5 / K-8 / 3-8)			
Academy for Discovery at Lakewood (3-8)	Mrs. Dawna Smith Sanderlin		
Bay View	Ms. Akilah Ellison		
Camp Allen	Ms. Annmarie Gunter		
Chesterfield Academy	Ms. Sabrina Ford		
Coleman Place	Dr. Ernesto Hofilena		
Crossroads (PreK-8)	Ms. Stacey Morris		
Ghent (K-8)	Mr. Brian Tooley		
Granby	Ms. Amanda Blevins		
Ingleside	Mr. Michael James		
Jacox	Dr. Julie Perkins		
James Monroe	Ms. Nicole Griffin		
Lake Taylor School (K-8)	Dr. Jeffrey Brown	Dr. Brittany Cobbin	
Larchmont	Ms. Dionne Crisco		
Larrymore	Dr. Audrey Coleman		
Lindenwood	Ms. Marie Hall		
Little Creek	Mr. Michale Siverio		
Mary Calcott	Mrs. Alison Poffenbarger		
Ocean View	Mrs. Vandelyn Hodges		
P. B. Young, Sr. (PreK-2)	Mr. Phillip Hawkins		
Richard Bowling	Ms. Michelle Wills		
St. Helena	Mr. Timothy Forbes		
Sewells Point	Mr. Frank Seemar		
Sherwood Forest	Ms. Jennifer Mott		
Southside STEM Academy at Campostella (K-8)	Ms. LaVonya Blowe	Ms. Patricia Washington	
Suburban Park	Ms. Arrykka Jackson		
Tanners Creek	Ms. Julia Wilshire		
Tarrallton	Mr. James Graham		
W.H. Taylor	Ms. Jadah Jones		
Willard Model	Mr. Michael Jackson		
AUXILIARY EDUCATION FACILITIES			
Madison Alternative Center at Easton	Monissa Cave, Assistant Site Coordinator		

08/26/2026 cdl

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2026-2027 Deans of Students

Azalea Garden Middle School 757-531-3000

Name	Grade Level
Michelle Sessoms	6 and 8
Mychal Ricciuti	7 and 8

Blair Middle School 757-628-2400

Name	Grade Level
Ronald Redmond	6
Cachet Singleton	7
Candice Harmon	8

Crossroads School 757-531-3050

Name	Grade Level
Noel Dixon	all

Lake Taylor School 757-892-3230

Name	Grade Level
Vacant	all

Northside Middle School 757-531-3150

Name	Grade Level
Shayna Hart	6 and 7
Angela Grimsley	7 and 8

Norview Middle School 757-852-4600

Name	Grade Level
Dr. Dawn Jackson	6
Robin Privott	7
Whitney Willis-Matos	8

Ruffner School 757-628-2466

Name	Grade Level
Trendee Bostick	6
Kenneth Abrom	7
Ashleigh Goodman-Jackson	8

Southside STEM Academy at Campostella 757-494-3850

Name	Grade Level
Armani Parker	all

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Auxiliary Facilities Directory

Facility Name:	Phone	Address
ACCESS College Foundation	757-962-6113	2555 Ellsmere Avenue #110, 23513
Berkley/Campostella E.C.C.	757-494-3870	1530 Cypress Street, 23523
Calvert Square Head Start HRCAP	757-321-4922	975 Bagnall Road, 23504
Camp E.W.Young	757-547-4245	145 Deepwater Drive, Chesapeake 23322
Easton Preschool at Fairlawn	757-892-3260	1132 Wade Street, 23502
Granby High EveningSchool	757-451-4050	7101 Granby Street, 23505
Hospital Education Program at CHKD	757-668-7061	601 Children's Lane, 23507
Lake Taylor Transitional Care Hospital School	757-461-5001	1309 Kempsville Road, 23502
Madison Career Alternative	757-628-3417	6045 Curlew Drive, 23502
Mental Health Hospital Education Program at CHKD	757-668-7061	601 Children's Lane, 23507
NET Academy	757-892-3310	1260 Security Lane, 23502
Norfolk Technical Center (NTC) and NORSTAR (STEM-infused Program)	757-892-3300	1330 N. Military Highway, 23502
Norfolk Technical Center (NTC) Evening School	757-892-3300	1330 N. Military Highway, 23502
Norfolk SECEP Center Re-ED/TRAEP	757-892-3960	2861 East Princess Anne Road, 23504
Open Campus	757-892-3223	6045 Curlew Drive, 23502
SECEP (Admin Office)	757-892-6100	6160 Kempsville Circle, #100B, 23502
St. Mary's Home	757-622-2208	6171 Kempsville Circle, 23502
Willoughby Preschool	757-531-3126	9500 Fourth View Street, 23503

Norfolk Public Schools
The cornerstone of a proudly diverse community

Contact Directory for Student Registration

Department of Student Support Services

Mr. Haneef Majied
Department of Student Support Services, Senior Director of Student Support Services
(757) 628-3931
hmajied364@nps.k12.va.us

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

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

Mrs. Rochelle McMorris, Senior Coordinator
Department of Student Services: Enrollment Investigator
(7570 628-3931
rrmcmor@nps.k12.va.us

Ms. Shelley Lewis
Department of Student Support Services: Nursing Supervisor
(757) 852-4610
slewis3@nps.k12.va.us

Department of Early Learning and Title I (Preschool Program)

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

Department of Curriculum and Instruction

Ms. Deena Johnson-Copeland, Executive Director
(757) 628-3898
dcopeland@nps.k12.va.us

General/Registration Information



Norfolk Public Schools
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2026-2027 Academic Calendar

Summer: NPS Closed Fridays
2: Independence Day Observed

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Summer: NPS Closed Fridays
12-14: New Teacher Institute
17-21: PD/Teacher Workday
18: Division-Wide Professional Development Day
24: First Day of School

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4: PD/Teacher Workday
7: Labor Day-NPS Closed

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

5: Parent-Teacher Conference Day
27: End of Quarter/ Semester

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3: PD/Teacher Workday
11: Veterans Day-NPS Closed
25-27: Thanksgiving Holiday-NPS Closed

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

21-31: Winter Break-NPS Closed

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1: Winter Break-NPS Closed
18: MLK Day-NPS Closed
21: End of Quarter/ Semester/Early Release
22: PD/Teacher Workday

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

15: President's Day-NPS Closed

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

29-31: Spring Break-Schools Closed

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-2: Spring Break-Schools Closed
5: PD/Teacher Workday

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

31: Memorial Day-NPS Closed

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4: Early Release/Last Day of School
7: Flex Day
17: Juneteenth-NPS Closed

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

175 Full Days
2 Early Release Days
Total

1035.4 Hours
7.8 Hours
1043.2 Hours

◇ 4x4 Semester Year Long End of Quarter

☐ End of Interim

Holidays/Schools Closed	First/Last Day of School	PD/Teacher Workday	New Teacher Institute	Parent-Teacher Conference Day	Flex Day	Early Release Day	Division-Wide PD Day

NPS 2026-2027 Calendar Notes

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

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

Make-up Day 1	Banked Time
Make-up Day 2	Banked Time
Make-up Day 3	Banked Time
Make-up Day 4	February 15, 2027

Workdays/PD Days for Teachers and 10-Month Staff are as follows: Teachers and 10-month staff are to report to their worksites on August 30, 2026, October 28, 2026, January 22, 2027, and April 5, 2027.

Flex Teacher Workdays: Teachers and 10-month staff are able to work flexible hours over a period to be determined for June 7, 2027.

End-of-Year Early Release Schedules for June 2027 are as follows: High school exam schedules will be announced. Breakfast and lunch will be served on early release days.

School Staggers	January 21 and June 4, 2027
First-Stagger Schools	11:30 a.m.
Second-Stagger Schools	12:10 a.m.
Third-Stagger Schools	12:45 p.m.
Fourth-Stagger Schools	1:15 p.m.

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

High School	June 2, 2027
Booker T. Washington	8:30 a.m.
Ganby	10:15 a.m.
Lake Taylor	12:00 p.m.
Maury	1:45 p.m.
Norview	3:30 p.m.

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

High School	Date and Time
Booker T. Washington	June 3 – 4:00 p.m.
Ganby	June 3 – 7:00 p.m.
Lake Taylor	June 4 – 1:00 p.m.
Maury	June 4 – 4:00 p.m.
Norview	June 4 – 7:00 p.m.

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School Hours

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

School Nutrition Managers are scheduled as follows:

1. First Stagger: 6:00 AM- 2:00 PM
2. SECEP and Second Stagger: 6:30 AM- 2:30 PM
3. Third & Fourth Stagger: 7:00 AM- 3:00 PM

NORFOLK PUBLIC SCHOOLS

2026–2027 EVEN/ODD BLOCK SCHEDULE (CORRECTED)

AUGUST 2026

MON	TUE	WED	THU	FRI
3	4	5	6	7
10	11	12 New Teacher Institute	13 New Teacher Institute	14 New Teacher Institute
17 PD / Teacher Workday	18 Division-Wide PD Day	19 All Staff Assembly (half day)	20 PD / Teacher Workday	21 PD / Teacher Workday
24 E *First Day of School*	25 O	26 E	27 O	28 E
31 O				

SEPTEMBER 2026

MON	TUE	WED	THU	FRI
	1 E	2 O	3 E	4 PD / Teacher Workday
7 NPS Closed – Labor Day	8 O	9 E	10 O	11 E
14 O	15 E	16 O	17 E	18 O
21 E	22 O	23 E	24 O	25 E
28 O	29 E	30 O		

OCTOBER 2026

MON	TUE	WED	THU	FRI
			1 E	2 O
5 Parent Teacher Conference Day	6 E	7 O	8 E	9 O
12 E	13 O	14 E	15 O	16 E
19 O	20 E	21 O	22 E	23 O
26 E	27 O End of Quarter	28 E	29 O	30 E

NOVEMBER 2026

MON	TUE	WED	THU	FRI
2 O	3 PD / Teacher Workday	4 E	5 O	6 E
9 O	10 E	11 NPS Closed – Veterans Day	12 O	13 E
16 O	17 E	18 O	19 E	20 O
23 E	24 O	25 NPS Closed	26 NPS Closed – Thanksgiving	27 NPS Closed
30 E				

DECEMBER 2026

MON	TUE	WED	THU	FRI
	1 O	2 E	3 O	4 E
7 O	8 E	9 O	10 E	11 O
14 E	15 O	16 E	17 O	18 E
21 NPS Closed – Winter Break	22 NPS Closed – Winter Break	23 NPS Closed – Winter Break	24 NPS Closed – Winter Break	25 NPS Closed – Winter Break
28 NPS Closed – Winter Break	29 NPS Closed – Winter Break	30 NPS Closed – Winter Break	31 NPS Closed – Winter Break	

JANUARY 2027

MON	TUE	WED	THU	FRI
				1 NPS Closed – New Year's Day
4 O	5 E	6 O	7 E	8 O
11 E	12 O	13 E	14 O	15 E
18 NPS Closed – Martin Luther King Jr. Day	19 O	20 E	21 O *End of Quarter / Early Release Day	22 PD / Teacher Workday
25 E	26 O	27 E	28 O	29 E

2026–2027 EVEN/ODD BLOCK SCHEDULE (CORRECTED)

FEBRUARY 2027

MON	TUE	WED	THU	FRI
1 O	2 E	3 O	4 E	5 O
8 E	9 O	10 E	11 O	12 E
15 NPS Closed – Presidents' Day	16 O	17 E	18 O	19 E
22 O	23 E	24 O	25 E	26 O

MARCH 2027

MON	TUE	WED	THU	FRI
1 E	2 O	3 E	4 O	5 E
8 O	9 E	10 O	11 E	12 O
15 E	16 O	17 E	18 O	19 E
22 O	23 E	24 O	25 E	26 O
29 Spring Break	30 Spring Break	31 Spring Break		

APRIL 2027

MON	TUE	WED	THU	FRI
			1 Spring Break	2 Spring Break
5 PD / Teacher Workday	6 E	7 O	8 E	9 O
12 E	13 O	14 E	15 O	16 E
19 O	20 E	21 O	22 E	23 O
26 E	27 O	28 E	29 O	30 E

MAY 2027

MON	TUE	WED	THU	FRI
3 O	4 E	5 O	6 E	7 O
10 E	11 O	12 E	13 O	14 E
17 O	18 E	19 O	20 E	21 O
24 E	25 O	26 E	27 O	28 E
31 NPS Closed – Memorial Day				

JUNE 2027

MON	TUE	WED	THU	FRI
	1 O	2 E	3 O	4 *Last Day of School*
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

LEGEND

E	Even Day (B Day)
O	Odd Day (A Day)
	New Teacher Institute
	PD Teacher Work Day
	NPS Closed/ Holiday
	Teacher Conference Day
★	End of Quarter
	1st/Last Day of School
	Early Release Day

GRADUATIONS REHEARSALS/CEREMONIES

Graduation Rehearsals at Chartway Arena 4320 Hampton Blvd.

Wednesday, June 2, 2027

Booker T. Washington	8:30 am-10:00 am
Granby High	10:15 am-11:45 am
Lake Taylor High	12:00 pm - 1:30 pm
Maury High	1:45 pm - 3:25 pm
Norview High	3:30 pm -5:00 pm

Students MUST REPORT 30 minutes early

GRADUATION CEREMONIES

Booker T. Washington	Thursday, June 3, 2027 at 4:00 pm
Granby High	Thursday, June 3, 2027 at 7:00 pm
Lake Taylor High	Friday, June 4, 2027 at 1:00 pm
Maury High	Friday, June 4, 2027 at 4:00 pm
Norview High	Friday, June 4, 2027 at 7:00 pm

IMPORTANT DATES

August 12-14, 2026: New Teacher Institute
August 17-21, 2026: PD/Teacher Workday

August 19, 2026: All Staff Assembly Division-Wide Professional Development
August 24, 2026: First Day of School
September 4, 2026: PD/Teacher Workday
September 7, 2026: Labor Day-NPS Closed
October 5, 2026: Parent-Teacher Confrence Day
October 27, 2026: End of Quarter/Semester
November 3, 2026: PD/Teacher Workday
November 11, 2026: Veterans Day-NPS Closed
November 25-27, 2026: Thanksgiving Holiday-NPS Closed
December 21-31, 2026: Winter Break-NPS Closed

January 1, 2027: Winter Break - NPS Closed
January 18, 2027: MLK Day-NPS Closed

January 21, 2027: End of Quarter/Semester/Early Release Day
January 22, 2027: PD/Teacher Workday
February 15, 2027: President's Day-NPS Closed
March 29-31, 2027: Spring Break-NPS Closed
April 1-2, 2027: Spring Break-NPS Closed
April 5, 2027: PD/Teacher Workday
May 31, 2027: Memorial Day-NPS Closed
June 2, 2027: Graduation Rehearsals at Chartway Arena
June 3 -4, 2027: Graduation Ceremonies at Charway Arena
June 4, 2027: Early Release Day/Last Day of School

2026-27 Pacing Guide Dates

Quarter 1	August 24 – October 27 (44 days)
Week 1	August 24 – 28
Week 2	August 31 – September 3
Week 3	September 8 – 11
Week 4	September 14 – 18
Week 5	September 21 – 25 *Interim Ends 9/24
Week 6	September 28 – October 2
Week 7	October 6 – October 9
Week 8	October 12 – 16
Week 9	October 19 – 23
Week 10	October 26 – 27 *End of Quarter

Quarter 2	October 28 – January 21 (46 days)
Week 10	October 28 – 30
Week 11	November 2, 4 – 6
Week 12	November 9-10, 12 – 13
Week 13	November 16 – 20
Week 14	November 23 - 24
Week 15	November 30 – December 4 *Interim Ends 12/04
Week 16	December 7 – 11
Week 17	December 14 – 18
Week 18	January 4 – 8
Week 19	January 11 – 15
Week 20	January 19 – 21 *End of Quarter

Quarter 3	January 25 – March 26 (44 days)
Week 20	January 25 – 29
Week 21	February 1 – 5
Week 22	February 8 – 12
Week 23	February 16 – 19
Week 24	February 22 – 26 *Interim Ends 2/24
Week 25	March 1 – 5
Week 26	March 8 – 12
Week 27	March 15 – 19
Week 28	March 22 – 26 *End of Quarter
Spring Break	March 29 – April 2

Quarter 4	April 6 – June 4 (43 days
Week 30	April 6 – 9
Week 31	April 12 – 16
Week 32	April 19 – 23
Week 33	April 26 – 30
Week 34	May 3 – 7 *Interim Ends 5/04
Week 35	May 10 – May 14
Week 36	May 17 – 21
Week 37	May 24 – 28
Week 38	June 1 – 4 *End of Quarter (half day 6/04)

Registration Requirements

State Registration Requirements

- Children entering kindergarten must turn 5 on or before September 30 of the year in which they are enrolling.

- Parents or legal guardians must provide an original or certified birth certificate or an affidavit regarding birth for any child enrolling for the first time at any Virginia public school.

- A parent or legal guardian must provide proof of residency. (Mortgage statement, lease agreement, or current utility bill with address)

- A copy of a comprehensive physical examination from a qualified licensed physician or licensed nurse practitioner, performed within the twelve months prior to the date the student first enters kindergarten or elementary school. When a physical is completed for first-time entry to kindergarten, the Virginia Form MCH-213G can be used or a similar physical form provided by the healthcare provider. If transferring from another NPS school, school division, or from out of state, a copy of such an examination must be in the previous school's record and available upon request. The need for a physical examination does not apply to students entering secondary schools (grades 6-12).

- Proof of immunizations for all students entering a public school must show documented proof of adequate immunization with the prescribed number of doses of each vaccine as required by Virginia law. Month, day, and year of immunizations must be reflected. Kindergarteners entering school for the first time must have immunizations verified on either a Virginia Form MCH-213G, public health department form, or an immunization document from a qualified licensed physician or licensed nurse practitioner. For your convenience, directions are available for completing the MCH-213G form. For the Minimum Immunization Requirements, go to https://www.npsk12.com/Page/10091.

Norfolk Public Schools Registration Requirements

Birth Certificate – (*Original or notarized affidavit*)

If an original or certified copy cannot be obtained, the person enrolling the child must submit an affidavit, a sworn, notarized statement, affirming the child's age and explaining the inability to present a certified copy of the birth certificate.

Address Verification Documents (*One of the following items is required*) - Current power, water, sanitation, or gas statement with the parent's or legal guardian's name and current residence.

Or

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

Immunization Records

Documentary proof shall be provided of adequate age-appropriate immunization with the prescribed number of doses of vaccine indicated for attendance at a public elementary, middle or secondary school. Immunization records are to be received at the time of enrollment. For additional information concerning immunizations, please refer to the **Physical and Immunization** section.

Physicals – Health Form

(*Must contain the elements prescribed by the State Health Commissioner, it is not required to be on the School Entrance Health Form MCH 213G*)

Physicals are required prior to admission for Pre-K through 5th grade ONLY. Physicals should be performed within 12 months prior to the date a student first enters kindergarten. If transferring from another NPS school, school division, or from out of state, a copy of such an examination must be in the previous school's record and available upon request. The need for a physical examination does not apply to students entering secondary schools. New physicals are required when students move from Pre-K to Kindergarten. Any form may be used but must cover all the components that are on the MCH-213G, this includes forms from other states.

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

Special Provisions for Immunizations and Physicals

- Military – if a student presents with no record, military parents have up to 30 days from the date of enrollment to obtain any immunizations required by the receiving state and provide proof of immunization. This is for immunizations ONLY and does NOT apply to the physical requirement.
- Homelessness – families must work on obtaining immunizations and can receive assistance from the NPS Homeless Coordinator and School Nurse but are to be immediately enrolled.
- Foster Care students will be immediately enrolled in school, even if the placing social services agency is unable to produce the documents required for enrollment. Please refer to **Enrollment of Students in Foster Care** on the Virginia Department of Education's website for additional information regarding the enrollment of these students.
- Religious – must submit the Religious Exemption form for immunizations that has been signed by the parent/guardian and notarized. This form in required only once, does not expire and may be revoked by the parent/guardian at any time. For physicals, the parent/guardian must provide a written statement that "*to the best of his/her knowledge, the child is in good health and free from any communicable or contagious disease*."

Custody or Final Court Order (*If applicable*)

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

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

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

Prekindergarten

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

Basic Information about NPS' Prekindergarten Program

- All teachers are state licensed and teacher assistants are highly qualified.
- Teacher/student ratio is 1:10; class size is limited to 20 children.

*Note: The goal of the NPS Preschool Program is to limit the class size to 18 children.

- Free or reduced-price breakfast and lunch are available for children whose families qualify.
- In the three-year-old program, parents are responsible for transportation to and from school.
- For the four-year-old program, transportation is provided in accordance with established boundaries and procedures outlined by the transportation department.
- The full-day program follows the same schedule as elementary schools.

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

o Residency: You must provide proof that you and your child are residents of the city of Norfolk. (Mortgage statement, lease agreement, or current utility bill with your current address listed)

o Age: Your child must be age 3 or 4 by September 30 of the school year for which you are applying to enroll.

o Program-related eligibility criteria: The Commonwealth of Virginia sets the criteria for preschool admission based upon pre-determined risk factors that may apply to you, your child, and/or your household. For your child to qualify for preschool, you must submit required verification documents.

Upon acceptance into the preschool program, a complete registration packet is required for enrollment. This includes a physical examination within 12 months of beginning preschool and an adequate age-appropriate immunization record.

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

Kindergarten

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

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

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

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

o Your proof of residence/address (Mortgage statement, lease agreement, or current utility bill with your current address listed)

o Your child's original or certified birth certificate

o Your child's physical examination report dated within 12 months of beginning kindergarten

o Most up-to-date immunization records (Verified with the Virginia School Entrance Health Form or by a qualified health professional)

o Expulsion Statement, if applicable

o Completed registration packet

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

Registration Requirements for Early Entrance

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

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

Parents interested in consideration should submit a letter requesting early entrance to:

Mrs. Deena Copeland, Executive Director of Curriculum & Instruction

800 E. City Hall Avenue, Suite 1102

Norfolk, VA 23510

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

Upon receipt of the letter:

o A response will be forwarded to the parent outlining the conditions upon which approval might be given (including the tuition requirement amount, enrollment based upon space availability, and readiness testing).

o Once approved, students may not be enrolled prior to the ninth day of school, to determine classroom space availability.

o At that time, the school will notify the parent of the date and time of any readiness testing that may be given.

o A tuition payment must be made upon acceptance—the fee cannot be waived. Please contact Mrs. Deena Copeland at 757-628-3481 or dcopeland@nps.k12.va.us for further questions about early entrance into kindergarten.

Grades 1-12

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

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

o Birth certificate

o Address verification documents

o School entrance physical, if applicable

o Most up-to-date immunization records

o Custody or final court order, if applicable

o Expulsion statement, if applicable

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

Once you submit these documents, staff will complete your child's registration. We look forward to welcoming your family to NPS!

Physicals and Immunizations

Norfolk Public Schools
The cornerstone of a proudly diverse community

School Year 2026 – 2027

Dear Parents/Guardians:

The following are the health enrollment requirements per the Code of Virginia for students in Norfolk Public Schools that are to be met prior to enrollment.

Physical Information

Section 22.1-270 of the Code precludes the admission of students for the first time to any public kindergarten or elementary school in a school division unless the student furnishes, ***prior to admission****, a report of a comprehensive physical examination from a qualified licensed physician, or a licensed nurse practitioner or a licensed physician assistant acting under the supervision of a licensed physician.*

Physicals are required prior to admission for **Pre-K through 5th grade ONLY**. New physicals are required when students move from Pre-K to Kindergarten. Any form may be used but must cover all the components that are on the MCH-213G. This includes forms from other states.

Parents of all entering students (Pre-K – 12th grade) shall complete a health information form which shall be distributed by the local school divisions. This is page 1 of MCH-213G, the physical form. Page 1 must be completed in its entirety for every enrollment, including both areas for signature of parent/guardian at the bottom of the form.

Exceptions for requiring a physical at time of enrollment:

- Homelessness – must work on obtaining a physical and can receive assistance from the NPS Homeless Coordinator and School Nurse
- Foster care – must be completed within 30 days of entry with the help from the social services agency
- Religious reasons – parent/guardian must provide a written statement that *"to the best of his/her knowledge, the child is in good health and free from any communicable or contagious disease."*

Required Immunizations

Pursuant to § 22.1-271.2 of the Code, no student shall be admitted by a school if his parent does not submit documentary proof of immunization to the admitting official unless, ***at the time of admission****, the student is exempted from immunization pursuant to subsection C, or the student is a homeless child or youth as defined in § 22.1-3 of the Code.*

- Preschool – Up-to-date/age-appropriate immunizations to include DTaP, IPV, Hep B, MMR, Varicella, and Hep A
- Kindergarten – DTaP #4, IPV #4, Hep B #3, MMR #2, Varicella #2, Hep A #2
- 7th grade – Tdap, HPV #1, and MenACWY #1 (Parents and guardians may elect for their child not to receive the HPV vaccine.)
- 12th grade – MenACWY #2

Incomplete Immunizations

Any child whose immunizations are incomplete may be admitted conditionally if documentation is provided, at the time of enrollment, that the child has received at least one dose of the required immunizations and has a **written schedule for completing the remaining doses within 90 days.** If the student requires more than two doses of hepatitis B vaccine, the conditional enrollment period shall be 180 calendar days. This does **not** mean that if the child is overdue for a vaccine that they can be admitted. Vaccines must be current and the period of conditional enrollment is for children that are current and working towards catching up on the required vaccine schedule. Conditional enrollment does **not** apply to overdue vaccines.

Exceptions for requiring immunizations at the time of enrollment:

- Military – if a student presents with no record, military parents have up to 30 days from the date of enrollment to obtain any immunizations required by the receiving state and provide proof of immunization. (This is for immunizations ONLY and does NOT apply to the physical requirement.)
- Homelessness – must work on obtaining immunizations and can receive assistance from the NPS Homeless Coordinator and School Nurse
- Foster Care – must be completed within 30 days of entry with the help from the social services agency
- Religious Exemption – must submit the Religious Exemption form that has been signed by the parent/guardian and notarized. This form in required only once, does not expire and may be revoked by the parent/guardian at any time.

No Waivers

There are no waivers/exceptions other than those listed above. Promised appointments or proof of an appointment card is **NOT** acceptable as a completed physical before enrollment. If there is no exception listed above, all health requirements are due at the time of enrollment. Audits can happen from the health department and each school needs to remain compliant and prepared.

Tuberculosis Screenings

As per the MCH-213G, **all** children should be screened for risk factors for tuberculosis (TB) or symptoms of active TB disease prior to school entry. All children with symptoms should receive further evaluation with a chest x-ray, and/or other examinations as appropriate to rule out active disease.

Screening is especially important for any foreign-born student or a student that has resided or traveled to a country with an elevated TB rate for ≥ 3 months. A list of countries with an elevated TB rate is available. The school nurse must complete a TB Risk Assessment Form for any foreign student that is enrolling. This is to be completed during the enrollment process.

Below are informational links concerning the Childhood Vaccination Schedule and Minimum Immunization Requirements:

Childhood Vaccination Schedule – Updated 7/2025
https://www.cdc.gov/vaccines/hcp/imz-schedules/downloads/child/0-18yrs-child-combined-schedule.pdf

Virginia Minimum School Immunization Requirements – Updated 2/2026
https://www.vdh.virginia.gov/content/uploads/sites/11/2021/03/School_Min_Requirements.pdf

Sincerely,

Shelley J. Lewis

Shelley J. Lewis
School Nursing Supervisor
Department of Student Support Services

Please refer to the following letter concerning requirements for physicals and immunizations.

Foreign Exchange Students

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

Classifications of Foreign Exchange Students

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

2. Foreign exchange students classified as F-1 are defined as persons who have residence in a foreign country to which they plan to return, and who are coming to the United States temporarily and solely for the

purpose of cultural and educational exchange. This enrollment must be authorized by the U.S. Bureau of

Immigration and Customs Enforcement. Norfolk Public Schools only accepts students of J-1 classification.

Criteria

1. A translated and certified copy of the student's transcript with an explanation of curriculum

2. Documentation of host family address (must be Norfolk resident)

3. Verification of J-1 Exchange Visa Status or DS 2019 – Certificate of Eligibility for exchange visitor status

4. Insurance Verification

5. Copy of Physical Examination

6. Immunization records

7. Permission to participate in interscholastic athletics if participation is so desired

8. Indication of oral proficiency (Oral Proficiency Interview- American Council on Teaching Foreign

Language – ACTFL)

9. The student must have a minimum of a 2.0 or "C" average academic achievement in their native countries

10. Other available pertinent documents presented by organization (picture, essay by student, etc.)

11. The student must be 18 years old or younger and have adequate English to function without special

assistance (ineligible for ESL).

Approved exchange programs must have local (Hampton Roads area) representatives to coordinate, supervise, and monitor placement and progress of students. The exchange facilitator must submit student documentation/application to the Department of Student Support Services, Mrs. Michele Johnson-Young, Enrollment Administrator, mmjohnso@nps.k12.va.us after July 1 of the upcoming year. All applications will be processed no later than August 15th of the year of attendance.

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

Tuition Rates

In compliance within Virginia Code §22.1-5 the approved in-state tuition rates for 2026 – 2027 SY are $7,717.74 for Regular Education, and $19,483.00 for Special Education. The approved out-of-state rates are $14,109.00 for Regular Education and $29,697.00 for Special Education.

JEBA. Persons Twenty Years of Age and Over

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

A. Persons Twenty Years of Age and Over. Students 20 years of age and over are required to pay tuition.

Tuition payments will be paid each month in advance. If tuition has not been received by the 10th of

each month, the student will be withdrawn from school. In the event of extenuating circumstances, an

investigation will be made by the Department of Student Support Services. Based on the investigation, the Senior Director of the Department of Student Support Services will make an appropriate recommendation to the superintendent. The superintendent may waive the tuition requirements for any given period of time, continuation to be contingent upon attendance and performance. Special education students turning 22 years of age after September 30 may remain enrolled through the remainder of the school year.

B. Nonresidents of State. Custody is not held by the relative or other person with whom the child/children are living; nor will parent consent to custody. Such persons are expected to pay tuition. However, should there be extenuating circumstances, the procedure as outlined in section A would apply.

C. Nonresidents of City:

1. Parent/child is a resident of a Virginia community other than Norfolk: Normally tuition payment is expected. If extenuating circumstances make this inappropriate, the procedure outlined in section A would apply.

2. Parent-guardian moves from the City of Norfolk during the school year to a nearby community and expects the child or children to continue school in Norfolk with tuition waived: Tuition will be waived only under the following conditions:

- If the parent or guardian moves from the city after Thanksgiving, tuition will be waived until the end of the first semester only. People moving during the first semester prior to Thanksgiving will not be granted a tuition waiver.
- If the parent or guardian moves from the city after the spring break, tuition will be waived for the remainder of the regular school year only. People moving from the city during the second semester, but prior to spring break will not be granted a tuition waiver.
- Where tuition is due for a portion of a semester, it will be charged on a pro-rated basis.

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

Military Families

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



Our district is proud to provide:

o School Liaison Officer (SLO)

o Support services from our Military Family Life Counselors (MFLC)

o Anchored4Life ® Peer-to-Peer Clubs

o A full day of Pre-Kindergarten

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

Student Enrollment and Custody Guidelines

Norfolk Public Schools is committed to ensuring that all students are enrolled appropriately and that legal rights regarding custody and school participation are respected. Please review the following guidelines regarding student enrollment and custody documentation:

Court-Ordered Restrictions

- In cases where a court order prohibits a natural parent from having contact with their child, that parent's ability to enroll or interact with the student at school will be restricted in accordance with the order.

Enrollment by Relatives (Non-Natural Parents)

- Relatives who are not natural parents must provide proper documentation before enrolling a student. This includes:
    - A final court order granting physical custody or
    - Supporting kinship care documents
- Required documentation must be submitted to the Department of Student Support Services prior to enrollment. (The school can forward the documentation for review).

Military Power of Attorney (POA)

- Norfolk Public Schools only accepts a "Military Power of Attorney" for temporary custody purposes. The student's parent must be in the military and the student must be living with a non-custodial parent or other person standing in loco parentis, not solely for school purposes.
- The Military POA must be accompanied by matching military orders.
- Individuals granted custody through a Military POA must present these documents directly to the school when enrolling the student.

Rights of Noncustodial Parents

- Unless restricted by a court order, noncustodial parents have the right to:
    - Be included on the student's contact list
    - Participate in their child's school-related activities
- It is the responsibility of the custodial parent to provide a copy of any court order that limits or removes these rights to the school.

§22.1-4.3. Participation by and notification of noncustodial parent Unless a court order has been issued to the contrary, the noncustodial parent of a student enrolled in a public school or day care center (i) shall not be denied the opportunity to participate in any of the student's school or day care activities in which such participation is supported or encouraged by the policies of the school or day care center solely on the basis of such noncustodial status and (ii) shall be included, upon the request of such noncustodial parent, as an emergency contact for the student's school or day care activities. For the purposes of this section, "school or day care activities" shall include, but shall not be limited to, lunch breaks, special in-school programs, parent-teacher conferences and meetings, and extracurricular activities. It is the responsibility of the custodial parent to provide the court order to the school or day care center.

KP. Parent Involvement in Education The custodial parent has the responsibility to:

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

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

If you have questions about custody documentation or need assistance with enrollment, please contact the Department of Student Support Services at (757) 628-3931.

Out-of-District Transfer Permit Requests

Application Window:

July 1 – July 31

Apply via the **Out-of-District Transfer (ODT) Permit Portal** – **Scribbles** https://norfolkvac.scriborder.com/l

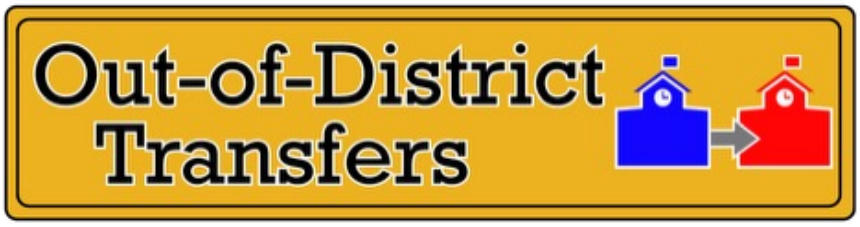
• Required Documentation (based on request reason):

- **Child Care (Elementary & Middle School):**
  Notarized statement from childcare provider.
  Employer verification of work hours on official letterhead.
- **Moved Within Norfolk (different school zone):**
  Proof of new address.
- **Victim of a Crime:**
  Documentation from court or police.

⃠ Schools/Programs That Do NOT Accept ODT Permits via DSSS:

(Handled by the school or other departments directly)

- Academy for Discovery at Lakewood
- Academy of International Studies at Rosemont
- Chesterfield Academy
- Crossroads (Lottery)
- Ghent School
- Granby Evening School
- Lake Taylor School
- Madison Alternative
- McKinney-Vento (Contact: Ta-Tanisha Walton)
- Norfolk Technical School
- Open Campus
- Preschool (Title I)
- Southside STEM Academy
- Special Education (via Special Education Dept.)
- Specialty Programs (IB, Dodson Scholars, ESL, etc.)
- Ruffner
- Athletic Placements



⚠ **Note:** If your desired school is **not listed in the dropdown**, there is **no space available** for out-of-district students.

🏠 Address Verification (upon approval):

Only one of the following (must match parent/guardian's name):

- **Current Utility Bill** – Power, gas, water, or sanitation.
- **Mortgage Statement or Lease** – Must include:
  - Landlord/homeowner name & contact
  - Property address
  - Date of occupancy/current date
  - Rent amount
  - Renter's (parent/guardian's) name (on company letterhead)

⃠ Driver's license/DMV ID is NOT accepted for address verification.

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

• Home Instruction in Virginia – Parent Guide

Thinking About Homeschooling?
Here's what you need to know to stay in compliance with Virginia state law.

- **Who Can Homeschool?**

In Virginia, a parent, guardian, legal custodian, or any adult responsible for the child may provide home instruction under §22.1-254.1 of the Code of Virginia.

- **Annual Requirements (Due by August 15)**

If you plan to homeschool, you must submit the following to your local school division designee no later than August 15 each year:

✓ A **Notice of Intent** to provide home instruction
✓ A **list of subjects** your child will study
✓ **Evidence** that you meet one of the legal qualifications to homeschool
(See page 5 of the *Guidelines for Home Instruction in Virginia*)

🔁 This complete package must be submitted **every year** you plan to homeschool.

- **Starting After School Has Begun?**

If you move into the school division or decide to homeschool after the school year starts:

📌 Send your Notice of Intent to the superintendent or his/her designee as soon as possible.
📌 You can begin homeschooling immediately after sending your notice.
📌 You'll then have 30 days to submit your subject list and qualifications.

- **How to submit your notification.**

Your notice of intent can be submitted by mail, email, or the preferred link at:

https://norfolkvac.scriborder.com/

The site may also be used to submit your Religious Exemption Notification.

- **Resources**

  - Home Instruction Handbook
  - Health Requirement for Home-Instructed, exempted, and excused children § 22.1-271.4. Health requirements for home-instructed, exempted, and excused children
  - *Compulsory Attendance Statutes* Code of Virginia Code - Article 1. Compulsory School Attendance

· **Test Availability:**

  - **AP Exams** and the **PSAT/NMSQT** are available to homeschooled students during the month of September during the fall and January for Spring.
  - Parents must contact the zoned school's counseling office for assistance.

· **Policy JECB – Admission of Nonpublic Students for Part-Time Enrollment:**

- Norfolk Public Schools do not allow part-time enrollment, except for:
    - Homeschooled students who are members of Junior Reserve Officers' Training Corps (JROTC).
- JROTC membership is open to homeschooled students as specified in Policy LBD (Home Instruction).

· **Contact Information for Questions:**

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

Protection of Student Information – Home Instruction/Religious Exemption

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

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

Foster Care

Any student who is placed in foster care through the Virginia Department of Social Services must adhere to the provisions mandated in the Virginia Department of Education's Fostering Connections and the Every Student Succeeds Act: Joint Guidance for School Stability of Children and Youth in Foster Care. The designated social worker must contact the Student Data Specialist and the Foster Care Liaison, Mrs. Tracey Flemings (tflemings284@nps.k12.va.us), whenever a youth enters foster care or changes placement while in foster care and facilitate a Best Interest Determination meeting. The meeting information and supporting documents should be submitted to the school.

Homelessness (McKinney Vento)

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

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

Contact Information: Ta-Tanisha Walton, Homeless/McKinney Vento Liaison, twalton@nps.k12.va.us, (757) 628-3944 *3

Who is considered homeless?

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

o sharing housing with others due to loss of housing, economic hardship or another similar reason;

o living in hotels, motels, trailer parks, camping grounds due to lack of adequate alternative accommodations;

o living in emergency or transitional shelters;

o living in a public/private place not designed for humans to live;

o living in cars, parks, abandoned buildings, bus or train stations; or

o are migratory children.

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

Services provided by Norfolk Public Schools

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

o Transportation: Transportation services to a student's school of origin are arranged for by the Office of Early Learning/Title I.

o Free Meals: Students are automatically enrolled to receive free meals (breakfast and lunch).

o Referrals to local resources

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

What families experiencing homelessness need to know:

o Parents/guardians do not need a permanent address to enroll a child in school.

o Homeless children and youth have a right to enroll immediately in school, even if they do not have required documents, such as birth certificates, school records, records of immunization and other required health records, proof of residency, guardianship, or other documents.

o Students have the right to enroll in either the school of origin (school the child or youth attended before becoming homeless or was last enrolled) or the school in the attendance zone where the child is currently living, whichever circumstance proves to be in the child's best interest.

o A child has the right to transportation services to and from the school of origin if returning to their home school is found to be in their best interest.

o A child has the right to participate in extracurricular activities and all federal, state, or local programs for which he/she is eligible.

o Unaccompanied homeless youth have these same rights and can be assisted by the Homeless Education Liaison or their designee.

o Families in transition must apply for McKinney Vento services each school year and/or the duration of homelessness.

The McKinney Vento Application 2026-2027 is online at https://www.npsk12.com/Page/11231and will open July 1.

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

Student Fees, Fines and Charges

The School Board charges student fees and takes action to recover funds for the loss of or damage to School Board property in accordance with the state and federal law. No fee may be charged unless it has been approved by the School Board. The School Board provides, free of charge, such textbooks as are required for courses of instruction for each child attending public schools. Consumable materials such as workbooks, writing books, and drawing books may be purchased by the School Board and either provided to students at no cost or sold to students at a retail price not to exceed seven percent added to the publisher's price. If sold, the School Board shall ensure that workbooks, writing books, and drawing books are furnished to students who are unable to afford them at a reduced price or free of charge. Fees will not be charged to students for instructional materials, textbooks, or other materials used by a School Board employee that are not directly used by a public school student.



Fees may be charged for:

1. optional services such as parking or locker rental;

2. student-selected extracurricular activities;

3. class dues;

4. field trips or educationally- related programs that are not required instructional activities;

5. fees for musical instruments, as long as the instruction in the use of musical instruments is not part of the required curriculum;

6. distance learning classes for enrichment which are not necessary to meet the requirements for a diploma;

7. summer school, unless the classes are required for remediation as prescribed by the Standards of Quality;

8. overdue or lost or damaged library books;

9. lost or damaged textbooks and computers;

10. consumable materials such as workbooks, writing books, drawing books and fine arts materials and supplies; however, workbooks, writing books, drawing books and fine arts materials and supplies must be furnished to students who are unable to afford them at a reduced price or free of charge; fees may not be charged to students for instructional materials, textbooks, or other materials that are not directly used by a

public school student;

11. the behind-the-wheel portion of the driver's education program;

12. a fee not to exceed a student's prorated share of the cost of providing transportation for voluntary extracurricular activities; and

13. the preparation and distribution of official paper copies of student transcripts; a reasonable number of copies of official paper copies must be provided for free before a charge is levied for additional official copies; official electronic copies of student transcripts must be provided for free.

For a more comprehensive list of fees charged, please see the complete JN Policy.

Fees may not be charged:

1. as a condition of school enrollment, except for students who are not of school age or who do not reside within the jurisdiction;

2. for instructional programs and activities, or materials required for instruction, except as specified in by 8VAC 20-720-80.H;

3. for textbooks or textbook deposits; however, a reasonable fee or charge for lost or damaged textbooks may be charged;

4. for pupil transportation to and from school; or

5. for summer school programs or other forms of remediation required by the Standards of Quality.

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

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

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

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

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

Attendance

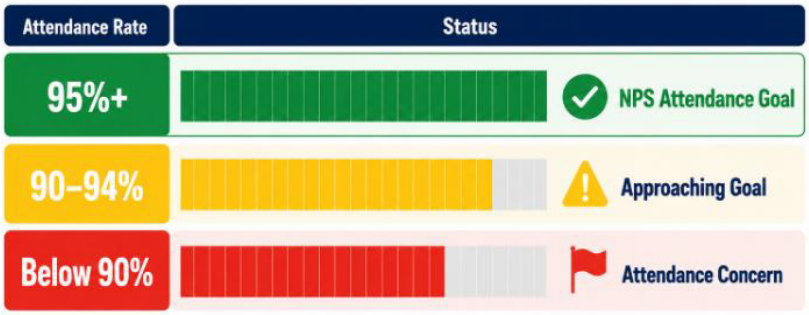



NORFOLK PUBLIC SCHOOLS
The cornerstone of a proudly diverse community
YOUR PRESENCE MATTERS.
Every Day, On Time.
Success starts with showing up.
When you attend school every day and engage in your learning, you build knowledge, confidence, and the skills you need for today and a bright future.
Attend daily.
Engage in class.
Grow every day.
Stay on track. Reach your goals.
FROM PRE-K TO 12TH GRADE... EVERY STEP PREPARES YOU FOR WHAT'S NEXT.
PRE-K
ELEMENTARY
MIDDLE SCHOOL
HIGH SCHOOL
VIRGINIA COMPULSORY ATTENDANCE LAW
Under Virginia law (Va. Code § 22.1-254), attendance is mandatory for all children ages 5 through 18. Parents/guardians are responsible for ensuring their child attends school regularly and on time.
Regular attendance is not only the law—it's the key to your child's success.
YOUR FUTURE AWAITS
EMPLOYMENT
Build a career and support your future.
ENROLLMENT
Continue your formal education and support your future.
ENLISTMENT
Serve your country and support your future.
BE HERE. BE ENGAGED.
Together, we can make it happen!

Attendance Matters

Regular school attendance is one of the strongest predictors of student success. Norfolk Public Schools (NPS) is committed to working with students and parents/guardians to support regular attendance for all children, prekindergarten through grade 12. Students who attend school consistently and arrive on time are more likely to master gradelevel standards, build meaningful relationships, participate in school activities, and earn promotion to the next grade level.

NPS strives to prioritize daily attendance – students arriving at school on time and remaining engaged until dismissal. The responsibility of parents/guardians in ensuring regular school attendance is critical. NPS remains committed to partnering with families to engage in problemsolving should attendance concerns arise. NPS believes that each day of learning matters. Consistent attendance, active engagement, and strong partnerships between families and schools help every student achieve success. As a result, *NPS encourages students and families to work together to achieve an attendance rate of 95% or higher throughout the school year.* Meeting this goal helps students remain engaged in learning and on track for promotion and graduation.



Chronic Absenteeism

A student is considered **chronically absent** when they **miss 10 percent or more of the school year for any reason**, including excused absences and/or unexcused absences. Chronic absenteeism can negatively affect academic achievement, social and emotional wellness, as well as course completion. Families are encouraged to communicate with the school regarding attendance concerns so that support and interventions may be activated as early as possible.

The Virginia Department of Education (VDOE) established an accountability system to monitor schools' efforts to address chronic absenteeism in alignment with §22.1258 and §22.1262 of the Code of Virginia. Chronic absenteeism is also a measure for school accountability.

Virginia Compulsory Attendance Law

The *Code of Virginia*, §22.1254, outlines the Compulsory Attendance Law. This law indicates children between ages 5 and 18 are required to attend school whether it is public school, private school, home instruction, or another stateapproved option. 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* must be on file with the Department of Student Support Services for the current school year.

What does the Compulsory Attendance Law really mean?

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

What happens when your child does not attend school?

- Expect a call, letter, and possibly a visit to your home.
- Expect to participate in the development of an attendance plan to address any barriers preventing your child from attending school daily.
- Expect to participate in an inperson attendance conference at school if your child's absences continue.

Virginia law requires schools to closely monitor and keep accurate student attendance records. When a student is absent, the school will contact the student's parent/guardian to learn why the absence occurred. When there are unknown absences or a pattern of absences, the school will examine the situation and aim to collaborate with the parent/guardian and the student to improve attendance. Parents/guardians may be asked to meet with designated school staff to discuss attendance barriers while making connections to resources, supports, and services for students and their families. (Reference: JED. STUDENT ABSENCES/EXCUSES/DISMISSALS)

Absences from School

Norfolk Public Schools 20262027 academic calendar details dates for student attendance. Parents/guardians are asked to plan family vacations and other nonschool related events during scheduled school

breaks. Parents/guardians are encouraged to talk with their child about meeting the NPS attendancerate goal. Establishing a goal for your child to miss less than 2 days each month. This will help your child develop and maintain strong attendance habits by:

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

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

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

Excused Absences

An absence is excused when it meets guidelines. Excused absences for all students include: injury, student illness (including mental health and substance abuse illnesses), legal obligations, medical procedures, suspensions, religious observances, expulsions, and military obligations.

Students who miss school due to a medical appointment may be excused for the absence if a note from medical personnel is submitted when the student returns to school. Parents of students with chronic health conditions who struggle with attending school regularly are encouraged to communicate with the school nurse regarding the maintenance of a Chronic Health Plan on file at their child's school. Students who are often picked up early or arrive at school late because of medical appointments miss valuable instructional time. Minimize early pickups and late dropoffs and maintain communication with the school.

One day per school year may be excused for:

- Middle and high school students participating in a civic event.
- Any student participating in a state or federally recognized tribal nation's powwow.
- Any student participating in 4H educational program or activity.

These oneday excused absences must meet the School Board Policy JED guidelines, so parents and guardians must communicate with their child's principal before these absences.

Unexcused Absences

An unexcused absence fails to meet guidelines. There are two types of unexcused absences: locally unexcused absences and truant unexcused. Locally unexcused absences include:

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

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

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

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

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

NPS implements attendance procedures consistent with the Code of Virginia to promote student success and compliance with compulsory attendance requirements.



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

- 1 day absence – Parent/guardian will receive an automated voice call.
- 2 or more days – The student's teacher(s) will make a reasonable effort to contact the parent/guardian.
- 3 – 5 days – Parent/guardian will receive written notification of the absences and may be contacted by telephone to schedule a meeting to develop an attendance plan. During this meeting, school teams will work to identify attendance barriers, discuss inschool interventions, and connect parents/guardians to resources.
- 7 or more days – Someone from the school's attendance team will contact the parent/guardian to schedule a school based inperson attendance conference. During this meeting, school teams will review interventions and recommendations agreed on during the plan meetings and ask if any new barriers exist that may be keeping students from attending school regularly. Connecting students and their families to school and community resources and interventions remains the team's primary goal, especially if the resources and interventions will improve the students' daily attendance.
    - While school teams will provide due diligence to invite you to an attendance conference to discuss your child's attendance, they may also legally conduct the conference without you. At this step, failure to participate in the attendance conference indicates noncompliance. Whether parents/ guardians decide to participate in the attendance conference or not the number of unexcused absences will be reported to the Department of Social Services, and families may lose TANF/SNAP benefits.
- 8 or more days – Continued nonattendance and/or noncompliance by parent/guardian and/or student will result in a formal attendance conference with the designated central administrator. The goal remains for students to consistently attend and engage in school. NPS seeks to partner with parents to resolve attendance concerns whenever possible. However, in circumstances in which parents are intentionally noncompliant by allowing their child(ren) to miss days of school, the parents/guardians or persons having control of the

child(ren) will be referred to court and charged with a Class 3 misdemeanor.

- 15 consecutive days – Parents/guardians will receive written notification when students are dropped from the roll. Designated school personnel will make a reasonable effort to contact parents/guardians, including making a home visit to discuss the importance of the student's reenrollment and assist with connecting families to resources when warranted. If the parent/guardian, or the person having control of the student does not comply with reenrollment efforts, one the division's attendance officers will contact the parent, guardian, or person having control of the student to give a specific date they must enroll the student in school, or a petition will be filed against them.

Medical Homebound Services

What is Homebound?

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

Continuous Homebound Instruction

Continuous homebound instruction may be considered when a student's medical condition prevents school attendance for an extended, continuous period. Services are designed to maintain access to instruction while the student is medically unable to attend school and is expected to return when medically able.

Intermittent Homebound Instruction

Intermittent homebound instruction may be considered when a chronic health condition causes recurring absences that disrupt a student's access to instruction. With medical certification from the treating physician, eligible students may receive homebound services during medically necessary periods of absence while continuing to attend school whenever they are able.

If your child frequently misses school because of a chronic health condition, please contact the school to discuss whether intermittent or continuous homebound instruction may be appropriate. A completed medical certification from the treating physician is required as part of the application and eligibility review process.

When homebound instruction is approved, absences related to the approved medical need will be recorded using the appropriate attendance code in the student's attendance record. This helps ensure that approved students are not flagged for truancy or other attendance interventions based on those approved absences.

More Information

For additional information about Homebound Instruction Services, visit the Homebound Services page on the Department of Student Support Services webpage.

Every | Piece | Matters



ONE TEAM.
ONE PURPOSE.
EVERY STUDENT.

Norfolk Public Schools

The cornerstone of a proudly diverse community

Academic Information



General Grading Guidelines

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

All teachers will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.

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

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

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

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

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

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

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



NPS Grading Scale: Grades 1-12

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

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

Means for Reporting Grades

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

· **Kindergarten**: Students receive 4 report cards per year.

· **Grades 1 – 5**: Students receive 4 interim progress reports and 4 letter-grade report cards.

· **Grades 6 – 8**: Students receive 4 interim progress reports and 4 letter-grade report cards.

· **Grades 9 – 12**: Students taking a semester long course will receive 4 letter-grade report cards. Students taking a year-long course will receive 4 interim evalutions and 4 letter-grade report cards.

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

Use of Grades

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

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

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

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

Assessment Methods & Strategies for Determining Grades

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

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

Teacher Observations:

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

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

Student Products:

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

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

Assessments:

Assessments can provide valuable feedback for making instructional decisions, monitoring student progress, and evaluating student mastery. Formative assessments, such as quizzes, alert teachers to student readiness for further instruction and/or the need for re-teaching. Summative assessments focus on the mastery of instructional objectives that have been taught.

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

Unit Benchmark Assessments

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

Posting of Grades

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

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

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

Grading Parameters

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

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

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

Pre- Kindergarten

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

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

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

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

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

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

Emergent Writing: the ability to write their name

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

Kindergarten



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

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

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

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

Kindergarten Portfolios

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

Teachers will follow the NPS Guide to Literacy Assessment for all portfolio details and parameters.

Interim Progress Reports

Grades 1-2

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

O - Outstanding--The student demonstrates high performance.

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

S - Satisfactory--The student demonstrates average performance.

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

U - Unsatisfactory--The student demonstrates unacceptable performance.

Grades 3-12

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

Report Cards

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

Secondary Final Grade Calculations

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

Quarter 1:	**22.5%**
Quarter 2:	**22.5%**
Quarter 3:	**22.5%**
Quarter 4:	**22.5%**
Course Final Exam	**10.0%**
	100%



Procedures Governing Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook .For any incomplete or missing assignments, the following codes will be used: A-Absent, A0-Absent with Zero, M-Missing, M0-Missing with Zero, L-Late, I-Incomplete, or EX-Excused. **Teachers are expected to provide multiple opportunities for students to make-up assignments to avoid assigning zeroes. Principals will ensure these opportunities are provided for all students.**

1. All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students, including during and after suspensions.

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

3. Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.

4. **Make-up work completed** within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.

5. It is expected that students will make-up incomplete or missing assignments. An **incomplete (Inc) or missing (Mi)** may not be given as a final grade.

- School Days are concurrent and not by class meeting days

Procedures Governing the Designation of Honor Students

The following procedures should be used in identifying honor roll students and honor graduates in Norfolk Public Schools.

These regulations should be applied to all students participating in an approved program of studies.

"A" Honor Roll

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

" B" Honor Roll

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

" B Average" Honor Roll

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

Honor Graduate

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

Homework and Grading

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

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

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

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

A. Students have the responsibility to:

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

B. Teachers have the responsibility to:

1. Ensure that homework reinforces classroom learning.
2. Assign homework that meets the academic needs of the student while allowing for physical, emotional, and social needs.
3. Require the use of only those resources known to be available.
4. Assign homework that promotes creative thinking and independent research.

5. Provide feedback (verbal or written) promptly to the student.
6. Maximize opportunities for students to complete assignments while at school that may include before school, during lunch and after school to allow equal access to resources that may be needed.

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

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

GRADES K-2

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

GRADES 3-5

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

MIDDLE / HIGH SCHOOL

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

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

Grading Exceptions

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

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

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

Once English Learners (ELs) have acquired enough English proficiency to earn a passing grade (A, B, C, or D) in a content area, traditional letter grades must be given using the same grading criteria required of all students. Classroom/content teachers or other school personnel may not assign an English Learner an "L" grade without the consultation of the school's English as a Second Language (ESL) teacher. Assigning an "L" grade must be

a collaborative decision to determine if the student's academic difficulties are, in fact, language-based. This collaboration should occur regularly, in accordance with the division's scheduled marking periods.

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

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

High School ELs and Grading: High school teachers need to be particularly judicious when assigning an "L" to a student. An "L" earns the student **NO** credit for the course. High school English learners who receive an "L" grade for a course will have to repeat the course or participate in summer credit recovery.

<u>English Learner Grade Level Placement Procedures</u>

Placement of Newly Enrolled English Learners:

<u>Kindergarten-Grade 5:</u> **English Learners** will be placed at a grade level as indicated by his/her age:

<u>Grade:</u>	**<u>If by October 31 the student's age is</u>:**
Kindergarten	5
Grade 1	6
Second 2	7
Grade 3	8
Grade 4	9
Grade 5	10



Middle School: English Learners will be placed at a grade level as indicated by his/her age:

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

High School: **English Learners** will be placed at a grade level as indicated by his/her age:

Grade	If by October 31 the student's age is:
Grade 9	14
Grade 10	15
Grade 11	16
Grade 12	17+

School districts are to **place English learners (ELs) in age-appropriate grade levels** so they can **have meaningful access to their grade-appropriate curricula** and an **equal opportunity to graduate. It would be inappropriate for any school to place high school-aged students with interrupted formal education (SLIFE) in middle or elementary school campus programs because this would not permit access to high school grade-level standards and graduation requirements**.

Every effort should be made to give English learners who arrive with transcripts as much high school credit as possible. Schools should work with NPS transcript analysts to **have international transcripts translated** to **award any available credits toward high school graduation**.

When transcripts are not available, place SLIFE and other ELs in the age-appropriate grade (e.g., 14 years old in ninth grade; 16 years old in eleventh grade), making it clear to students and families that SLIFE students will still need the necessary number of credits, including verified credits, in order to graduate. **SLIFE students and older English learners who have not yet earned a high school diploma can remain in Virginia public schools until the age of 22**. *See Virginia State Codes § 22.1-5., Section D and § 22.1-253.13:1., Section D.12.*

All high schools must provide meaningful consultation to English Learner (EL) and SLIFE students/families to discuss goals, graduation pathways, and program options, and provide academic advising according to the student's goals. Graduation coaches, academic advisors, and school counselors should explore options to support content acceleration and earning credits (e.g., credit recovery programs and software, afterschool, evening, or summer programs; bilingual school tutors).

Identified Gifted Students

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

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

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

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

GPA and Weighted Credit

Credits and final grades will be awarded only once, at the end of the school year. Quarter grades are progress reports to let students and parents know how they are doing up to that point in each marking period and will be averaged at the end of the school year. GPA and class rank are based on a 4.0 scale. A cumulative GPA of 3.0 is necessary for a student to be an honor graduate. GPAs are recalculated once each year after grades are submitted in May. Grades earned in Advanced Placement (AP) and International Baccalaureate (IB) courses receive a weighted factor of .06 per year, while all honors,

Pre-IB, and dual enrollment courses receive a weighted factor of .0250 per year. Weighted credit is added to the overall (cumulative GPA). Weighted courses are identified by a 'W' to the left of the course code (i.e.: w LA2200) on the Norfolk Public Schools Transcript). To calculate GPA, add the GPA values for each of the final grades and divide it by the number of courses taken. This sample shows regular level classes.

SAMPLE SEMESTER

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

In the case of Honors, Pre-IB, dual enrollment, AP, and IB classes, you would add the weighted credit AFTER calculating the GPA. So, if this sample student had taken AP Biology, instead of Biology, .06 would be added to 2.8375 making the GPA then 2.8975. If this sample student also took Honors English 10, you would add .0250 to the total, making the GPA with Honors and AP weight 2.9225.

Specific Programs and Information

Career and Technical Education

Preparing Globally Competitive Students for College, Careers, and Life

Norfolk Public Schools' Career and Technical Education (CTE) program provides students with an array of rigorous and relevant education options and opportunities to support their college, career, and civic readiness journey. Engaging CTE pathways and activities are offered at each of the high schools, middle schools, elementary schools, K-8 settings, Norfolk Technical Center, and auxiliary sites. This includes, but is not limited to, sequenced courses, dual enrollment, hands-on labs, career and technical student organizations, participation in state and national competitions, industry credentialing, and work-based learning experiences.

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

Learning that works for Virginia
CTE®

Dual Enrollment

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

Gifted and Advanced Learners

Department Overview

The Office of Gifted Education & Academic Rigor Services (GEARS) works to develop the gifts and talents evident in students across the district by working with all NPS stakeholders to create a wide range of engaging learning experiences that nurture students' social, academic, and emotional growth.

NPS Statement of Philosophy for the Education of Gifted Students

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

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

NPS also recognizes gifted education goes beyond academics. The distinct social and emotional characteristics of gifted students are addressed through appropriate learning experiences that reflect an authentic understanding of their affective needs, thus allowing them to attain their personal best. In creating and fostering learning environments that strengthen students' metacognitive skills, students are rooted in a healthy mindset that emphasizes ''what they are learning rather than how well they are doing" (Kohn, 1999).

Identification Information

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

All NPS first grade students are automatically included in a universal gifted screening process every February for possible identification as GIA, SAA, or an Emerging Scholar (talent pool). Emerging scholars are students who did not yet show readiness for gifted identification resulting from the first grade screener with composite scores in the top 15% within their respective schools. These students are reassessed for gifted identification during their fourth grade year. Referrals for gifted services of NPS K-12 students for are accepted all year by the school's Gifted Resource Teacher, and can be submitted by school staff, parents/guardians, another student, community members, or the student him/herself. Referral testing generally occurs each November.

Advanced Placement (AP)

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

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

Further Information

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

Parents may also contact the Office of Gifted Education & Academic Rigor Services with questions at 757-852-4674, option #4.

Graduation Requirements

According to the Virginia Department of Education, graduation requirements for students entering ninth grade for the

VIRGINIA HIGH SCHOOL GRADUATION REQUIREMENTS

Quick Reference | Students entering 9th grade in 2018-2019 and beyond

STANDARD DIPLOMA

Subject	Std.	Verified
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Sciences	3	1
Health & Physical Education	2	-
World Language / Fine Arts / CTE	2	-
Economics & Personal Finance	1	-
Electives*	4	-
TOTAL	**22**	**5**

ADVANCED STUDIES DIPLOMA

Subject	Std.	Verified
English	4	2
Mathematics	4	1
Laboratory Science	4	1
History & Social Sciences	4	1
World Language**	3	-
Health & Physical Education	2	-
Fine Arts or CTE	1	-
Economics & Personal Finance	1	-
Electives*	3	-
TOTAL	**26**	**5**

* Electives must include at least two sequential electives. ** Advanced Studies: 3 years of one world language OR 2 years each of 2 languages.

ADDITIONAL REQUIREMENTS - BOTH DIPLOMAS

1	**Advanced learning / career experience**	Complete an AP, Honors, IB, or Dual Enrollment course; OR a high-quality work-based learning experience; OR an approved CTE credential/qualifying competency-based instruction.
2	**Virtual course**	Successfully complete at least one virtual course (credit-bearing or non-credit-bearing).
3	**First Aid / CPR / AED**	Complete required training, including hands-on CPR practice. IEP/504 waiver may apply when documented.
4	**Virginia's 5 C's**	Demonstrate critical thinking, creative thinking, collaboration, communication, and citizenship.

TRANSFER STUDENTS - CHECK BEFORE ADVISING

First-time Virginia public high school enrollment matters. Students entering in grades 9-10 generally meet all current requirements. Students entering during 11th grade or at the beginning of 12th grade may have reduced verified-credit requirements; students transferring above grade 10 from programs without Health/PE requirements may also have an HPE exception. During 12th grade, additional flexibility/waiver procedures may apply. Always review the student's entry date and VDOE transfer guidance before determining graduation requirements.

QUICK REMINDERS

Standard vs. Verified Credit: A standard credit is earned by successfully completing a course. A verified credit generally requires the standard credit plus a passing associated SOL test or other Board-approved assessment.
Students with disabilities: Credit accommodations may be available for eligible students pursuing a Standard Diploma.
Older cohorts: Students who first entered 9th grade before 2018-2019 may have different verified-credit requirements.
Local course availability: Counselors should confirm which approved courses are offered locally to satisfy each requirement.

Official source: Virginia Department of Education - Graduation / Diploma Options / Information for Transfer Students
Prepared as a quick-reference tool. When requirements are unclear or a student has transfer, disability, or unusual credit circumstances, verify the individual record against current VDOE guidance.



NPS Specialty Programs

Middle School

Academy of International Studies at Rosemont The Academy of International Studies at Rosemont is based on a thematic approach with a focus on world languages, world cultures, and military science (Navy League Cadets Program). Students can choose one of the following program options as a focus area: World Languages, Military Science, or World Languages and Military Science. The school is designed to meet the academic challenges of a rigorous course of study where students build a global knowledge base and an understanding of world cultures. **Mr. Gregg Mottinger, Principal** **Academy of International Studies at Rosemont** **(757) 852-4610, Fax: (757) 852-4615**	**International Baccalaureate Middle Years Program at Academy for Discovery at Lakewood** Academy for Discovery at Lakewood is a fully authorized International Baccalaureate Middle Years Programme (IB MYP) school and offers students the opportunity to develop their potential to explore their own learning preferences, to take appropriate risks, and to reflect upon and develop a strong sense of personal identity. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. The rigorous approach prepares students for success in high school. **Mrs. Romanda Hannigan, Principal** **Academy for Discovery at Lakewood** **(757) 628-2477, Fax: (757) 628-2486**	**Medicine and Healthcare at Blair Middle** The Pre-Medical, Health, and Engineering Specialty (PMHE) Program at Blair provides innovative learning opportunities in collaboration with community partnerships to focus on medical, health sciences and engineering careers. Students will be provided with unique learning opportunities through hands-on learning experiences, field trips, and guest speakers. Designed for high-performing students looking to be challenged, this program offers an academically rigorous and comprehensive program that emphasizes college and career readiness. More information is available on Blair's website. **Ms. Shenay Lewis, Principal** **Blair Middle School** **(757) 628-2400, Fax: (757) 628-2422**
Compass Academy at Ruffner The Compass Academy opened for the 2023-2024 school year for students in grades 3 through 8, with programming designed to facilitate students' academic and career pathway exploration. Elementary school students enrolled in the program will explore potential careers in four pathways – engineering and sciences, fine and performing arts, technology, and leadership and service. Students in middle school grades (6-8) will choose one of the pathways from the choices above and will participate in electives and enrichment activities aligned with their chosen pathway throughout middle school. All students enrolled at the school will participate in Compass Academy specialty programming. **Mrs. Kathryn Caple, Principal** **Compass Academy at Ruffner** **(757) 628-2466, Fax: (757) 628-2465**	**Young Scholars at Rosemont** Young Scholars is a program for highly motivated learners identified as gifted in General Intellectual Aptitude (GIA) or in a Specific Academic Aptitude (SAA - Math, English, or both). This "school-within-a school" is housed at Rosemont Academy. Teachers trained in gifted pedagogy provide research-based instruction that is challenging, differentiated, and supportive to the development of critical thinking skills and positive habits of mind. The Young Scholars program affords gifted learners an opportunity to develop cognitive, emotional, and social skills to sustain lifelong learning. **Mrs. Karla Stead** **Senior Coordinator, Gifted Education & Academic Rigor Services** **(757) 852-4674 #4, Fax: (757) 852-4677** **Mr. Gregg Mottinger, Principal** **Academy of International Studies at Rosemont** **(757) 852-4610, Fax: (757) 852-4615**	**Science, Technology, Engineering and Mathematics Academy Southside at Campostella** This program offers a diverse learning environment that encourages student exploration and success, preparing students for future learning opportunities and eventual meaningful careers in Science, Technology, Engineering, and Mathematics (STEM). Students participate in Project Lead the Way (PLTW), a nationally recognized program that emphasizes engaging, hands-on, problem-based learning opportunities designed to inspire and empower students. SSAC offers students the unique opportunity to engage in individualized learning experiences tailored to their unique needs while developing their critical thinking and problem-solving skills in an academically rigorous and supportive environment. **Dr. Julia James** **The Southside STEM Academy at Campostella** **(757) 494-3850, Fax: (757)-494-3860**

High School Credit-Bearing Courses Taken in Middle School

For any high school credit-bearing course taken in middle school, parents may request that grades be expunged from the student's transcript and the student not earn high school credit for the course. The superintendent specifies, by regulation, the deadline and procedure for making such a request. Request for expungement must be made prior to the enrollment in the 9th grade. Notice of this provision is provided to parents. Contact the student's school counselor for assistance.

High School

Academy of the Arts at Booker T. Washington High

The Academy of the Arts Program is designed to provide students with in-depth exposure to the arts (dance, art, vocal, theatre arts, instrumental and multimedia) through a rigorous, challenging curriculum that will meet the academic, leadership and artistic needs of high school students. Program students are provided opportunities to develop their strategic thinking, problem-solving, and leadership skills through an intensive interdisciplinary program of study.

Contact Mrs. Angela Burns

adburns@nps.k12.va.us

Booker T. Washington High School STEAM Program

Choose Your Path. Own Your Future.

At Booker T. Washington High School, learning goes beyond the classroom. Our STEAM Program—Science, Technology, Engineering, Arts, and Mathematics—combines hands-on learning, industry partnerships, and real-world experiences to prepare students for college, careers, military service, and beyond.

Students can explore exciting pathways that connect their interests and talents to their futures, including Cybersecurity, Maritime & Aerospace Technology, Environmental Studies, Hospitality & Tourism, Human Services, and Multimedia Arts. Whether you want to defend the digital world, engineer tomorrow's transportation, tackle environmental challenges, create unforgettable experiences, serve your community, or bring ideas to life through digital media, there is a pathway waiting for you.

Through real-world projects, research, technical skill-building, leadership experiences, professional portfolio development, and opportunities to earn industry-recognized certifications, students don't just learn about possible careers—they begin preparing for them.

Your future starts here. Explore your interests. Discover your strengths. Choose your path—and own your future!

Contact Mrs. Tressy Moore

tmoore3@nps.k12.va.us



International Baccalaureate Diploma Programme at Granby High

Granby High School is a fully authorized International Baccalaureate (IB) Diploma Programme (DP) and Career-related Programme School. Students selected for the program enter Granby High School as NPS Pre-IB students and are prepared during their 9th and 10th grade years for continuation in the IB DP or CP. The IB enables students to direct their own learning pathways and develop the skills and confidence they need to thrive and make a lasting difference. The IB DP is a future-ready programme that builds students' inquiring mindsets, fosters their desire to learn and prepares them to excel in their careers and lead meaningful lives. The CP is a unique programme for students in their final years of school. It equips them with future-ready skills and prepares them to follow their career pathways by combining academic subjects with their professional interests. IB students develop strong academic, social and emotional characteristics. They are also likely to perform well academically – often better than students in other curricula.

Contact Ms. Heidi Kirby

hkirby@nps.k12.va.us

Academy of Leadership and Military Science at Lake Taylor High School

The Academy of Leadership and Military Science is a collaborative venture between Norfolk Public Schools and a number of community, private sector, government, higher education, and military agencies. The small learning community of the Academy includes cluster scheduling of all core, foreign language, naval science and leadership classes, as well as year-round internships with community partners.

Master Chief Charles Clarke

cclarke2@nps.k12.va.us

The Leadership Center for the Sciences and Engineering at Norview High

The Leadership Center for the Sciences and Engineering (LCSE) is a special learning community within Norview High School, geared for high-achieving students participating in a four-year rigorous curriculum consisting of honors and Advanced Placement courses, with considerable emphasis on math and science. The program culminates with participation in the innovative AP Capstone® Program, during which students complete a senior research project. This experience provides independent research, collaborative teamwork, and communication skills valued by colleges and future employers. In addition, LCSE students receive two years of formal instruction and training in leadership development and contribute to their school and community through extracurricular involvement and volunteer work.

The overall design of the LCSE program guides students toward possible college degrees and careers in science, technology, engineering, and/or math. However, the ultimate goal is to not only graduate students fully prepared to be successful in college, but also to equip them with the skills necessary to become effective leaders within our communities.

Contact Ms. Katherine Arroyo

kiarroyo@nps.k12.va.us

The Medical and Health Specialties Program at Maury High

The Medical and Health Specialties Program at Maury High School is a unique program offering opportunities to highly motivated high school students seriously considering a career in the dramatically expanding fields of medicine and healthcare. Classes are offered on the campuses of Maury High School and Eastern Virginia Medical School and other community sites as program needs dictate.

Contact Mr. Travis Mansell

tmansell@nps.k12.va.us

Special Education, Section 504 and Child Find

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

Section 504 directs all entities, including public and private schools, which receive federal funding to banish discrimination based on disability from all aspects of their operations. Norfolk Public Schools does not discriminate against individuals based on disability and is committed to protecting the rights of all interested persons while ensuring the success of every student, every day. Any concerns or complaints regarding this policy (Norfolk City School Board Policy JBA) should be directed to the Norfolk Public Schools Section 504 Compliance Officer, Department of Learning Support-Special Education Services at 800 East City Hall Avenue, Suite 800, Norfolk, VA 23510. Inquiries can additionally be sent to sped504compliance@nps.k12.va.us.

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

U.S. Department of Education, Office for Civil Rights- District of Columbia Office

400 Maryland Avenue, SW Washington, DC 20202-1475

Telephone: (202) 453-6020; TDD: (800) 877-8339

Email: OCR.DC@ed.gov

Special Education Procedural Safeguards

The Individuals with Disabilities Education Act (IDEA) is a federal law governing the education of students with disabilities. IDEA 2004 requires that families be informed of their special education rights, including how families and schools can resolve problems. If you have questions, or want to learn more about how special education works you may do the following:

- Contact the Norfolk Public School Department of Learning Support-Special Education Services at (757) 628-3950 or at sped504compliance@nps.k12.va.us.
- Contact the Virginia Department of Education (VDOE) Parent Ombudsman toll free at 1-800-422-2083 or SpecialEducationOmbudsman@doe.virginia.gov.
- Contact your local Parent Resource Center at parentresourcecenter@nps.k12.va.us.
- Contact the Parent Educational Advocacy Training Center (PEATC) at 1-800-869-6782 or partners@peatc.org.

You may also access and download the Virginia Procedural Safeguards Notice (September 2024) or the Virginia Family's Guide to Special Education (May 2023)

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

Child Find

The Code of Virginia (8 VAC 20-81-50) requires a process to identify, locate, and evaluate children (ages birth to 21 years inclusive), residing in the City of Norfolk who may be children with disabilities under IDEA. Activities include public awareness campaigns, screenings, and referrals.

Child Find and Section 504

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

A child may be identified as a student with a disability under Section 504, if upon evaluation, it is determined that the child has a "physical or mental impairment" and the impairment "substantially limits one or more major life activities." 29 USC 705(20)(B).

Requests for Evaluation and Assistance

Section 504 Referrals

Referring persons may request to speak with the school administrator or the school Section 504 Coordinator to initiate Child Find. The school team must schedule a meeting within 10 business days to review the request for Section 504 assistance.

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

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

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

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

Parent Resource Center

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

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

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

Contact your local Parent Resource Center:

Email: parentresourcecener@nps.k12.va.us

Phone: (757) 852-4674 Ext. 3089

Online Request Form: Request assistance from the Parent Resource Center

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

Test Record

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

Helpful Websites: Elementary, Middle and High School Reference Resources

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



State Mandated Assessments

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

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

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

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

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

	State Mandated Assessments Administered by Grade Level
3	• Reading Assessments-SOL • Mathematics Assessments-SOL • Grade 3 Science LAA • Grade 3 History LAA
4	• Reading Assessments-SOL • Mathematics Assessments-SOL • Virginia Studies SOL
5	• Reading Assessments-SOL • Grade 5 Integrated Reading & Writing Item • Mathematics Assessments-SOL • Grade 5 Science SOL
6	• Reading Assessments-SOL • Mathematics Assessments or End-of Course Assessment-SOL o The test administered depends on the mathematics course the student is enrolled in. • United States History I LAA

7	• Reading Assessments-SOL • Mathematics Assessments or End-of Course Assessment-SOL o The test administered depends on the mathematics course the student is enrolled in. • United States History II LAA o The test administered depends on the history course the student is enrolled in.
8	• Reading Assessments-SOL • Grade 8 Integrated Reading & Writing Item • Mathematics Assessments or End-of Course Assessment-SOL o The test administered depends on the mathematics course the student is enrolled in. • Grade 8 Science SOL o The test administered depends on the science course this student is enrolled in. • Civics and Economics Assessment-SOL o The test administered depends on the history course the student is enrolled in.

	State Mandated Assessments Administered by Grade Level
	Students in high school will take an End-of-Course SOL test for the following two reasons: • The student will take an SOL test if they require the verified credit for graduation. Students require five verified credits for graduation (Reading, Writing, Mathematics, Science, and History). • Students will take an SOL test to meet their federal participation requirements. High School federal participation requirements are as follows: o 1 Reading SOL Test o 1 Mathematics SOL Test ▪ The test must be Algebra I unless it was taken in middle school. If Algebra I was taken in middle school, they will take Geometry or Algebra II. o 1 Biology SOL Test
All Grades	• WIDA Access o English Learners (EL) participate in this test annually until they exit the EL program.

Some students in middle school may take an assessment earlier than listed due to their course enrollment.

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

Roles and Responsibilities



Roles and Responsibilities

To the Student:

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

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

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

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

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

4. What will happen if I obey all rules and regulations? The ability to start and finish something successfully is a very positive character trait. It means you are rational, mature, and dependable shows prospective employers and recruiters that you are as well. Remember, successful graduation with a clean record is your goal. It is the stepping stone to gainful employment or post-secondary education. In addition to jeopardizing your future, being in trouble takes the fun out of going to school.

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

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

- I will report any bullying, harassment, safety violations, or hate-motivated incidents.

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

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

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

- I will engage in safe activities.
- I will keep my body and mindhealthy.
- I will choose only those things that are truly good forme.
- I will solve conflicts maturely without physical or verbalviolence.
- I will display good sportsmanship in/on the athletic field, gymnasium, orplayground.
- I will keep social activities safe and report any safetyhazards.

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* Demonstrating ***TRUSTWORTHINESS*** towards allpersons.

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

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* 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 itemsof 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 Ihave which may indicate that there has been, or will be, a violation of this Standards ofStudent Conduct.
- I will participate in safe activities and avoid danger.



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

- I will demonstrate an attitude that everyone is an individual of worth.
- I will listen to the opinions of others, recognizing that they may be different than my own.

- I will promote and participate in school activities and get involved in the school community.
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- 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 allto 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 todemonstrate 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 youcan 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 havevalue.

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 2026-2027. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2026-2027, 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 intimating learning environment is not acceptable attirefor 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 22.1-279.3entitled 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 theteaching and learning that is

presently taking place in our virtual classrooms.

To the Parent:

Parents play a major role in a child's academic, behavioral, social, and emotional success. With that in mind, it is important that parents are aware of the School Board Policy JZZC: Parental Responsibility and Involvement according to the Code of Virginia and School Board. Generally, it states:

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

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

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

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

1. If the court finds that the parent has willfully and unreasonably failed to meet, pursuant to a request of the principal as set forth in this section, to review the School Board's Standards of Student Conduct and the parent's responsibility to assist the school in disciplining the student and maintaining order, and to discuss improvement of the child's behavior and educational progress, it may order the parent to meet; or

2. If the court finds that a parent has willfully and unreasonably failed to accompany a suspended student to meet with school officials pursuant to this policy, or upon the student's receiving a second suspension or being expelled, it may order the student or his parent, or both, to participate in such programs or such treatment, including, but not limited to, extended day programs, summer school, other educational programs and counseling, as the court deems appropriate to improve the student's behavior or school attendance. The order may also require participation in a parenting, counseling, or a mentoring program, as appropriate, or that the student or his parent, or both, shall be subject to such conditions and limitations as the court deems appropriate for the supervision, care, and rehabilitation of the student or his parent. In addition, the court may order the parent to pay a civil penalty not to exceed $500.00.

No suspended student shall be admitted to the regular school program until such student and his parent have met with school officials to discuss improvement of the student's behavior. During this meeting, each parent is expected to provide the school with current student information to include current address, phone number, cell phone number, emergency contact information, and person(s) authorized to pick up student. Parents are expected to report directly to the main office when entering a school building. Parents must receive a visitor's pass and display it. If identification is requested during a visit to the school, parents are expected to provide it for the protection of all involved.

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

Parental Rights

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

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

False Statements Concerning Residency

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

Family's Responsibilities and Expectations

Families are entitled to:

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

- **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 aboutother cultures.
- Teach their student to be respectful of others and reinforce school expectations.
- Model positive, respectful, and appropriate school behavior by treating school personnel andothers 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 areable to teach them effectively.



Teachers' Responsibilities and Expectations

Teachers are entitled to:

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

Principals' Responsibilities and Expectations

Principals are entitled to:

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

Central Office Responsibilities

Central Office Administrators and Staff have the responsibility to

- Create and implement policies and procedures that encourage safe and orderly schools for all students, teachers, staff, and principals.
- Protect the legal rights of school staff, principals, students, and parents or guardians.
- Be courteous, respectful, and fair with students, parents/guardians, school staff, and principals.
- Provide a broad-based and varied curriculum to meet students' individual needs.
- Inform the community, students' parents or guardians, school staff, and principals about policies of the Board.
- Ensure the protection of legal rights of students with disabilities.
- Provide staff who are trained to meet the needs of students.

- Provide support and professional development training to principals, teachers, and school staff to help them support students.
- Support principals and school staff in the fulfillment of their disciplinary responsibilities as defined by the Standards of Student Conduct.
- Contact and involve parents/guardians regarding disciplinary issues.





Safety and Wellness



CDC Respiratory Virus (COVID) Update

The Centers for Disease Control (CDC) released updated recommendations for how people can protect themselves and their communities from respiratory viruses, including COVID-19. The new guidance brings a unified approach to addressing risks from a range of common respiratory viral illnesses, such as COVID-19, flu, and RSV, which can cause significant health impacts and strain on hospitals and health care workers. The CDC has made updates to the recommendations because the United States is seeing far fewer hospitalizations and deaths associated with COVID-19 and because we have more tools than ever to combat flu, COVID-19, and RSV.

Recommendations for when you may have a respiratory virus include staying home and away from others (including people you live with who are not sick) if you have respiratory virus symptoms that are not better explained by another cause. These symptoms can include fever, chills, fatigue, cough, runny nose, and headache, among others.

Keep in mind that you may still be able to spread the virus that made you sick, even if you are feeling better. You are likely to be less contagious at this time, depending on factors like how long you were sick or how sick you were.

You may return to your normal activities after a respiratory virus incident (Covid, flu, RSV) when for at least 24 hours, both of the following are true:

- Your symptoms are getting better overall, and
- You have not had a fever (100.4°F or higher) and are not using fever-reducing medication.
- When you return to normal activities, you should take additional precautions to the degree possible for 5 days including:
- Practicing hand hygiene
- Physical distancing

Health Dangers of Tobacco and Nicotine Vapor Products

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

Information for Parents:

- You have an important role to play in addressing this public health epidemic.
- Learn about the different shapes and types of e-cigarettes and the risks of all forms of e-cigarette use for young people at https://e-cigarettes.surgeongeneral.gov/.
- Set a good example by being tobacco-free. If you use tobacco products, it's never too late to quit. Talk to a healthcare professional about quitting all forms of tobacco product use. For free help, visit smokefree.gov or call 1-800-QUIT-NOW.
- Adopt tobacco-free rules, including e-cigarettes, in your home and vehicle.
- Talk to your child or teen about why e-cigarettes are harmful for them. It's never too late.
- Get the Surgeon General's tip sheet for parents, Talk With Your Teen About E-cigarettes, at https://ecigarettes.surgeongeneral.gov/. Start the conversation early with children about why e-cigarettes, including JUUL, are harmful for them.
- Let your child know that you want them to stay away from all tobacco products, including e-cigarettes, because

they are not safe for them. Seek help and get involved.

- Set up an appointment with your child's health care provider so that they can hear from a medical professional about the health risks of tobacco products, including e-cigarettes.
- Speak with your child's teacher and school administrator about enforcement of tobacco-free school policies and tobacco prevention curriculum.
- Encourage your child to learn the facts and get tips for quitting tobacco products at Teen.smokefree.gov.



Who Can Help?

School Problems

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

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the studentorwhat the student has observed happening to someone else. Problems of discipline, security, andpersonal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand,perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist,school social worker, or an adult mentor. It is important to talk to a trusted adult. School counselors, school psychologists, and school social workers help students learn ways to deal with problems so that they may feel safer and more comfortable whenfaced with similar problems in the future.
4. In addition to alerting school personnel, a student should tell his/her parents about the problem.They will want to know.

It is important for students to know that when a report is made to the school about an incident of thisnature, 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 whomay be able to offer additional help. Students may speak to a teacher with whom they feel comfortable.
3. School counselors, school psychologists, and school social workers at the school are trained tooffer help with personal problems. They can also lead the student to other resources.
4. The principal and the assistant principal will be able to discuss the problem with the student andattempt to work on a solution.

Academic Problems

For help with an academic problem, the student should:

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

Extracurricular Activities

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

1. See the advisor assigned to the activity at a time when he/she can give you his/her undividedattention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics, see the athletic director at the school.
3. If the student does not know who is assigned as advisor, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/ guardians and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

Where to Get Help?

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

- Conflict Resolution
- Peer Helpers
- Tutors/Mentors
- Teachers
- Principals
- School Counselors
- Graduation Coaches
- School Social Workers
- School Psychologists
- Department of Student Support Services
- Vector Alert at 757-255-7461. Norfolk Code 2110
- Safeschools@npsk12.com
- Peer Mediation
- School Nurses
- School Administrators
- School Resource Officers
- Security Officers
- Bus Drivers
- Any Adult in School

Specialized Instructional Support Personnel

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

School Counselors

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

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

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

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

(i) in small groups or classroom guidance sessions (e.g., all fifth graders) in which generic issues of social development are addressed; or

(ii) through structured individual or small group multi-session counseling which focuses on the specific concerns of the participant (e.g., divorce, abuse or aggressive behavior).

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

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

Graduation Coaches

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

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



School Social Workers

School social work services are designed to provide a comprehensive approach to meeting the needs of students through early identification, prevention, intervention, counseling, and support to assure educational equity, and social justice for every student. They are critical members of the student support teams and crisis intervention teams. Their training in conducting risk and threat assessments and in evaluation, data collection, and interpretation can facilitate identifying and implementing the supports that students may need to ensure their success. School social workers work collaboratively with school personnel and parents to reduce or eliminate the social, emotional, economic and environmental barriers that may interfere with a student's ability to maximally benefit from his/her education. School Social Workers are that link between home, school, and community.

School Psychologists

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

Non-Certified Staff

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

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

School Resource/Law Enforcement Officers (SROs)

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

School Security Officers (SSOs)

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

School Nurses

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

School Clinic Services 2026– 2027

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

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

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

- All prescription medications or treatments administered by the nurse during the school day must have a written physician's order with a parent /guardian's signature, permitting nurse administration, or in her absence, the principal's designee.
- The nurse may give nonprescription medication to students only with the written permission of the parent or guardian. A medication administration form must be completed with parent/guardian signature.
- This medication form(s) is available in the Forms and Releases section of the Handbook, your child's school, and on the nps.k12.va.us website and is valid for one school calendar year.
- Medication must be in its prescribed bottle. Over-the-counter medication must be in a sealed, unopened bottle. All medication will be secured in the clinic according to NPS protocol.
- A parent or guardian must deliver medication to the school nurse, as students will not permitted to transport medication. No more than 30 days of medication can be accepted at a time by the school nurse.
- For any changes in medication, the parent must provide written authorization signed by the prescriber.
- The parent/guardian (or an adult parent designee) must pick up all medicine at the end of the school year.
- The school nurse must appropriately discard all left over medicine on the last day of the school year.

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

- Provide the school with a written authorization from the licensed prescriber that includes the following information: student's name, name of medication, dosage, hours to be given, method by which to be given, name of prescriber, date, expected duration of administration of medication, and possible side effects. These medication forms are valid for one school calendar year.
- Written parental or guardian permission for self-administration of specified medication is written on the

Diabetic, LAMP, or Asthma Form.

- Medication must be in a properly “pharmacy-labeled” container.
- Nurse will evaluate student’s self-administration skills and will provide the student with a “self-administration” pass.
- There is a consultation with the student’s parent before any limitations or restrictions are imposed on a student’ 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.

Health screenings are completed each year for selected NPS students. The School Nurse in each school will conduct mass vision and hearing screenings annually for select students that are scheduled within the first 60 days to be completed during the school year. These mass screenings include students in kindergarten and grades three, seven and ten to receive vision and hearing screenings according to the VDOE guidelines (Code of Virginia § 22.1-273). In addition to mass screenings, students that are new to Norfolk Public Schools will be screened for Speech/Language (Pre-K – 3rd grades), Fine and Gross Motor (Pre-K – 3rd grades), and Vision and Hearing (Kindergarten – 12th grades) within the first 60 days of enrollment.

Results of screening deficits are communicated to parents in a relevant and informative format that is designed to increase parental awareness and encourage parental action. Parents may choose to opt out of the state mandatory mass screenings by contacting their child’s school nurse.





GETTING HELP WITH A PROBLEM

Suicide Prevention and Mental Health Support

Your mental health matters. If you or someone you know is feeling overwhelmed, hopeless, or thinking about self-harm or suicide, please know that you are not alone, and help is available.

988 LÍNEA DE PREVENCIÓN DEL SUICIDIO Y CRISIS

988 SUICIDE & CRISIS LIFELINE

SUICIDE IS PREVENTABLE

Asking for help is a sign of strength. You are not alone, and there are people who care and want to help.

What You Should Know:

Warning signs may include

- withdrawal from friends and activities,
- changes in behavior,
- giving away belongings,
- talking about feeling hopeless, or
- saying things like "I wish I weren't here."

What To Do If You or Someone Else Needs Help:

- Tell a school counselor or any trusted adult immediately.
- You can also call or text the 988 Suicide & Crisis Lifeline any time, day or night.
- Never keep it a secret if someone talks about harming themselves.

NPS's Commitment:

- We take all concerns seriously and follow a clear process to ensure student safety and connect families with resources.
- We provide support, safety planning, and referrals to community mental health services when needed.



BULLYING, CYBERBULLYING, AND HARASSMENT PREVENTION AND SUPPORT

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

Bullying is behavior that

- Is intentional.
- Involves a **power imbalance**. Power can mean one person is older, bigger, stronger, or more popular than another.
- It is **repeated** over time. Unwanted aggressive behavior continues when the aggressor realizes it is hurting another.
- Creates a hostile educational environment: a student doesn't feel safe.

After a report is made:

- Investigating within 5 school days of receiving the report.
- Taking appropriate action, based on the Code of Student Conduct.
- Notifying the parent/guardian of the target and the student engaging in bullying behavior within 24 hours.
- Referring involved students for support, including the development of a Safety Plan, if appropriate.

Information will **not** be provided about other children involved in the bullying report.

Bullying is NOT

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

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

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

SIGNS A CHILD MAY BE A TARGET OF BULLYING

- Absenteeism
- Truancy/drop out
- Peer rejection

Norfolk Public Schools
The cornerstone of a proudly diverse community

Don't Support It
Report It

"ONFLO"
to
Report Bullying

Anonymously Anytime

Text "Report Bullying" to (757) 600-6635
or scan the QR Code below

Easily Report
Bullying, Weapons, Suspicious or Dangerous Behavior,
Drugs, or Students in Crisis

If an emergency, call 911

WHEN IS IT BULLYING?

NOT NICE 	When someone says or does something ***unintentionally hurtful,*** and they only do it ***once***. **For example**, Mary tells a new classmate, Debbie, that she thinks her shirt is ugly and it doesn't match her outfit. Debbie responds that the comment hurt her feelings. Mary apologizes and doesn't do it again Mary's behavior is **not nice**, but it is **not bullying.**

MEAN 	When someone says or does something ***intentionally hurtful,*** and they do it ***once.*** **For example**, Mary laughs at a new classmate, Debbie, and loudly tells her, for the whole class to hear, that her shirt is ugly and makes her outfit look like trash. Debbie ignores Mary's behavior and plans to talk with her mentor for mediation. Mary does not repeat the behavior Mary's behavior is **mean**, but it is **not bullying**.

BULLYING 	When there is a ***real or perceived power imbalance,*** and someone says or does something ***intentionally hurtful*** and they ***keep doing it over time***, even when you tell them to stop or show them that you are upset, **or** the behavior ***causes severe emotional trauma.*** **For example**, Mary repeatedly makes fun of a new classmate, Debbie. Mary repeatedly laughs at her and points out to the class that her clothes are ugly and look like trash. Debbie quietly asks Mary to stop but being new, she is intimidated by Mary. Mary's behavior continues, even after the teacher also addresses Mary's behavior. Debbie dreads going to class and facing Mary's repeated insults. Mary's behavior is intentionally hurtful, includes a power imbalance and repeated over time. Mary's behavior **IS BULLYING**. OR **For example**, Mary makes fun of a new classmate, Debbie. Mary laughs and points out that her clothes are ugly and look like trash. Debbie quietly asks Mary to stop but being new, she is intimidated by Mary. Mary then rubs food on the back of Debbie's shirt and points it out to the class. As everyone laughs, the teacher intervenes to stop Mary and settle the class. However, with her clothes ruined and feeling humiliated, Debbie runs from the classroom in tears and doesn't want to return. Mary's behavior is intentionally hurtful, includes a power imbalance and although it is not repeated, it is severe enough to have caused severe emotional trauma. Mary's behavior **IS BULLYING.**

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.

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 .

www.ADL.org

www.StopBullying.gov

www.stompoutbullying.org

www.learnsafe.com

https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention



RECOGNIZING AND REPORTING CHILD ABUSE AND NEGLECT IN VIRGINIA

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

Report Child Abuse:

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

HUMAN TRAFFICKING

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

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

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

Reporting Suspected Human Trafficking

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



PREVENTING AND REDUCING YOUTH SUBSTANCE MISUSE:

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

care/solace

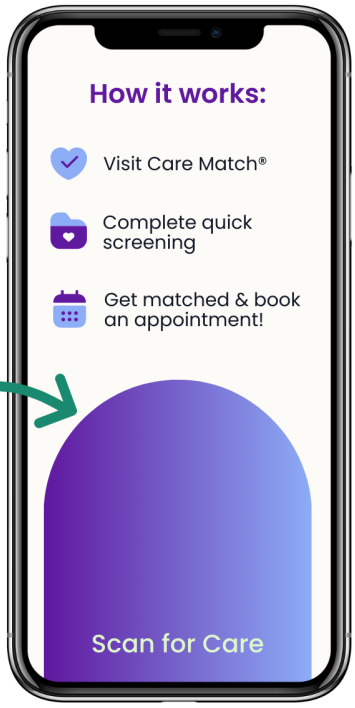
It's okay to ask for help.

Save our number! (888) 515-0595

Care Solace is a free, confidential service that connects students, staff and their families to mental health providers, substance use treatment - regardless of their circumstance.

This service is available through your school district at no cost to you.

To get started, scan the code or visit this link:
caresolace.com/



If you have a life-threatening emergency, please call 911 or the Suicide and Crisis Lifeline at 988. Care Solace is not an emergency response service or mental health services provider.

FENTANYL AWARENESS

VDH VIRGINIA DEPARTMENT OF HEALTH
REVIVE! DBHDS
VIRGINIA DEPARTMENT OF EDUCATION

DID YOU KNOW?

More than **2,000 people** in the Commonwealth of Virginia died from opioid-related deaths in 2023.

Over **150 people die each day** in the United States from opioids like fentanyl.

What is fentanyl?

Fentanyl is a dangerous opioid often mixed with other drugs without your knowledge. Even in small doses, fentanyl can be deadly.

- Fentanyl is the biggest contributor to overdose deaths in Virginia - most people who died of a drug overdose took a drug containing fentanyl.

"**Two milligrams** of fentanyl can be lethal depending on a person's body size, tolerance, and past usage."



Quote & Image from
Facts About Fentanyl
https://www.dea.gov/resources/facts-about-fentanyl

What are the signs and symptoms of a fentanyl overdose?

- Small, constricted pupils
- Sleepiness, in a daze, or loss of consciousness
- Slow, weak breathing or not breathing at all; choking or gurgling sounds
- Limp body
- Cold, clammy, or discolored skin, especially lips and nails, which may turn blue

If you suspect an overdose:

- **Get help immediately! Call 911!**
- Naloxone/Narcan, available in many schools, may reverse the effects of the overdose, thus saving a person's life.

How to stay safe:

- Remember to say NO. Even if offered by a friend, it doesn't mean the pill is safe.
- Stay informed. Learn about the risks of fentanyl and other dangerous substances.
- Ask for help. If you or a friend struggle with drug use, seek the help of a trusted adult, school counselor, coach, or your school's nurse.

Resources for the whole family:

It Only Takes One

Overdose Prevention

Get trained to save a life: REVIVE!

Student Code of Conduct



CODE OF STUDENT CONDUCT



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

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

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

BEHAVIOR INTERVENTION AND RESPONSE



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

RESPONSIBILITIES AND INVOLVEMENT

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

Parents/Legal Guardians

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

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



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

- Having their children regularly attend school on time and communicating reasons for absences and tardiness.
- Informing NPS staff about any concerns and/or complaints in a respectful and timely manner.
- Partnering with school administrators and teachers to address any academic or behavioral issues.
- Supporting NPS by communicating with their children about acceptable and expected school behavior.
- Becoming familiar and complying with NPS policies, rules and regulations.
- Paying all fees and charges levied against their children by NPS, including costs associated with damage to or loss of books, technology and other school property (Section 22.1-279.3 of the Code of Virginia).
- Providing and maintaining updated contact information to NPS and their children's individual school(s).
- Supporting student completion of homework and participation in offered academic support programs.
- Being respectful and courteous to staff, other parents/legal guardians and students, while respecting individual differences, cultural diversity and the property of others.
- Ensure the safe and secure storage of firearms and prescription medications in the home. Parents should review the annual firearm safety, prescription medication safety, and youth violence prevention information provided by Norfolk Public Schools in accordance with Virginia law. Additional resources are available on the Virginia Department of Education's Parent & Caregiver Resources for Self-Harm, Suicide, and Violence Prevention webpage.

Students

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

- Being treated courteously, fairly, and respectfully by NPS staff, visitors and other students.
- Learning in a safe, equitable, culturally responsive environment.
- Being in a respectful learning environment that respects all students as valued members of the school community and accepts and supports various pedagogies.
  You have the right to:
  - Salute the flag and repeat the Pledge of Allegiance.
  - Remain quiet in the classroom should you elect not to participate in patriotic ceremonies. Your non-participation should be based on religion or a sincere belief and not disrupt others.
  - Be treated fairly, free from intimidation, ridicule, and harassment because of your belief or religion.
  - Participate in the established daily observance of one moment of silence.

  You are free from being treated differently because of your race, religion, gender, sexual orientation, or ethnic, social, economic, or national origin. The Norfolk School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information, sexual orientation, gender identity, gender expression, or any other characteristic protected by law. This commitment will prevail in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business. The School Board and staff shall promote good human relations by prohibiting discrimination in employment, and in personnel matters; in location and use of facilities; in educational offerings and instructional materials.
- Assembling with friends at a time that will not disturb the regular school activities and meeting at school with prior permission from the principal or sponsor and all arrangements have been approved.
- Receiving an education that allows for academic as well as social and emotional growth and development.
- Being provided access to appropriate supports and services to meet with success in school.
- Being provided access to lockers. Lockers are available for use by all secondary students. Students should use their assigned lockers to secure belongings and to help maintain a safe and secure learning environment. The school retains the authority over each locker and may gain access at any time. You may use a lock to secure the locker, but the school principal or designee must be given a key or combination to that lock to allow access. Any lock to which the school does not have the key or combination will be removed.
- Expanding educational experiences and growth through extracurricular activities.
- Continuing student privacy, security and protection. (Note: Students and their property, including privately owned electronic devices, may be searched and/or an impairment assessment completed if there is reasonable suspicion that a law or school rule has been or is about to be broken.)
- Being informed of potential disciplinary action and being given an opportunity to present their explanation (due process)
- Receiving a written notice when disciplinary action is taken. All notices of disciplinary action will be filed in permanent, cumulative folders.
- Participating in meetings/conferences by providing input regarding decisions being made to support their academic, behavioral, and social and emotional growth. Additionally, students have the right to review their school record with the principal/designee at a suitable time for all parties.
- Expressing themselves. Students are entitled to present their personal opinions. Students who publish and/or distribute handwritten, printed, or pictorial material on the school premises are responsible for its content. Arrangements for publication and distribution of printed materials must be made in advance through the office of the principal. This is to ensure that the times, locations, and methods of publication and distribution are appropriate and do not jeopardize the mission of the school. Student expression must not cause disruption to the educational process or present health or safety hazards.

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

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

NPS Staff

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

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

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

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

ACCEPTABLE USE OF COMPUTER SYSTEMS

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

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

Misuse of computer systems may result in disciplinary action including long-term suspension and/or expulsion. Computer systems shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials.
Any authorized or unauthorized use in school or out of school of computer software, computer networks, telecommunications, information technology, and related technologies, or involvement in willful acts that

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

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

VIRTUAL LEARNING



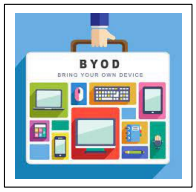
Norfolk Public Schools expects students and parents to help maintain a learning environment that is responsible, respectful, and safe. Upon entering and participating in a Norfolk Public Schools' Virtual classroom, please be mindful that all rules, regulations, and expectations of the Standards of Student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

Students and parents are expected to follow the guidelines of the Acceptable Use Policy (AUP) for Computer Systems and the Norfolk Public Schools Photo Release Form. These documents are in the Student Handbook, including the Standards of Student Conduct 2025-2026. A hardcopy of the Student Handbook, including the Standards of Student Conduct 2025-2026, 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 intimating learning environment is not acceptable attire for class.

Norfolk Public Schools recognizes that parents/legal guardians play a vital role in their children's education. The Commonwealth of Virginia has mandated parental involvement in the Code of Virginia section 22.1-279.3 entitled Parental Responsibility and Involvement Requirements. This law states that each parent of a student enrolled in a public school must assist the school in enforcing the Standards of Student Conduct. Parents and students should review the documents mentioned above in order to help ensure all students can benefit from the teaching and learning that is presently taking place in our virtual classrooms.

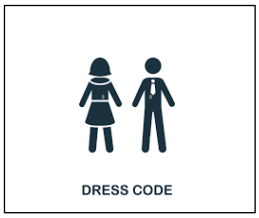
BRING YOUR OWN DEVICE (BYOD)



Students may use privately owned electronic devices to access the NPS wireless network only during non-instructional hours. See the Cell Phone/Personal Electronic Communication Device Policy on page 131. This wireless access provided to the devices is designed to enhance the students' educational experience and outcomes. Connecting to the NPS Wi-Fi network with personal devices is a privilege, not a right. Permission to bring and use privately owned devices is contingent upon adherence to NPS guidelines. If a privately owned device is used by a student to disrupt the educational environment, in the sole opinion of NPS, that student's privileges may be limited or revoked. The school division reserves the right to examine the privately owned electronic device and search its contents if there is a reason to believe that school division policies or local, state and/or federal laws have been violated.

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

STUDENT DRESS CODE



The purpose of the NPS Dress Code is to help ensure that the educational and work environment in our schools is respectful and safe and an environment where diversity is valued and contributes to achieving positive academic and social outcomes.
The primary responsibility for a student's choices resides with the student and parent(s)/legal guardian(s). NPS expects that all students will choose to dress or carry on or about their person only items/images that are appropriate for the school day or for any school-sponsored event. Student choices should respect NPS' intent to sustain a community that is inclusive of a diverse range of identities, must not contribute to a hostile or intimidating atmosphere for any student or staff, and must not interfere with the health or safety of any student or staff. Students should seek guidance from school administrators when modifications, accommodations or waivers are needed and should cooperate in resolution when disagreements arise.

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

See NPS Dress Code for the full policy, including standards, temporary resolutions, modifications, and enforcement.

STUDENT SAFETY REGARDING TRANSPORTATION



Free transportation to and from school shall be made available to elementary school students who live more than approximately one (1) mile from the school to which assigned, to middle and high school students who live more than approximately one and one-half (1.5) miles from the school to which assigned and to any student whose walking route to and from school is considered to be hazardous as determined by the superintendent of schools or their designee.

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

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

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

refraining from using profanity or indecent language and refraining from consuming food or beverage while on the bus.

New School Bus Regulations

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

SAFETY EXPECTATIONS FOR STUDENTS RIDING SCHOOL BUSES

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

School Bus Safety and Discipline

Each principal is responsible for carrying out a school bus safety program. Norfolk Public Schools has jurisdiction over the conduct of students while they are being transported. The Standards of Student Conduct applies to conduct while going to and from school; riding on the school bus, waiting at the bus stop, on school sponsored bus trips.

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

Being Responsible, Respectful, and Safe on the Bus

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

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

- ➢ Take the safest route to assigned bus stop.
- ➢ Students must use assigned bus stop.
- ➢ Arrive at the bus stop 5 minutes before the bus is scheduled to arrive.
- ➢ Only speak and/or ride with persons you know personally. Always go straight home and tell your parents if a stranger tries to talk to your or pick you up.
- ➢ Remain in the assigned loading area maintaining an orderly behavior.
- ➢ Wear bright clothes if there is snow, rain, or fog.
- ➢ Stand back from the street or road and give the bus driver room to stop.
- ➢ It is recommended that parents or their designee accompany their young children to and from the bus stop.
- ➢ Pre-K students must have an adult 18 or older be at the stop daily and present a green card.
- ➢ Parents/guardians are not required at the bus stop for K-12 students.

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/move over to allow others to sit down.
➢ Keep your hands, feet, and other objects to yourself.
➢ Respect the bus driver and bus monitors.
➢ Cross the street in front of the bus.

3. While the bus is in motion,

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

4. When the bus is unloading

➢ Remain seated until the driver opens the door.
➢ Leave the bus in an orderly fashion and in a single file line.
➢ Walk when exiting the bus.
➢ Only exit at assigned stop.
➢ Leave the bus and the unloading area promptly.

5. If crossing the street

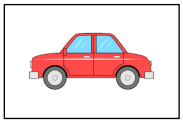
➢ Wait until bus driver gives the signal to cross.
➢ Walk in front and at least 10 feet ahead of the waiting bus.
➢ Stop when even with the traffic side of the bus and look carefully in both directions.
➢ Cross quickly, but do not run.
➢ Help smaller children to cross the road safely.
➢ Go directly to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

6. Other Conditions

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

Motor Vehicles

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



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

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

Bicycle Riders



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

Walkers



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

PREVENTIVE AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

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

The Virginia Tiered Systems of Supports (VTSS), grounded in the research of national models for Multi-Tiered System of Supports (MTSS), is a data-driven, decision-making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be aneffective 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 pointsof view, all of the attributes contribute to making Norfolk Public Schools the cornerstone of a proudly diverse community.

School Climate

School climate is defined by the "shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of the interactions between and among students, teachers and administrators." A positive school climate is essential to maintaining an "atmosphere free of disruption and threat to persons or property and supportive of individual rights" as required in the Standards of Quality (§ 22.1-253.13.7.D.3 and Section 22.1-279.6) of the Code of Virginia,which makes reference to incorporating discipline options and alternatives "to preserve a safe, non-disruptive environment for effective teaching and learning" (§ 22.1-279.6. of The Code of Virginia). Student behavior has a direct impact on the school learning environment. School climate involves all of the members of the school community and is a reflection of the relationships, practices, and organization of the school community in establishing conditions for learning to support the physical and emotional safety, connection, support, and engagement of students. A safe, supportive, effective school environment:

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

Social-Emotional Learning (SEL)

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

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



STUDENT BEHAVIOR CATEGORIES

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

A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academicprogress 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 alsobe indicated.

B. **Behaviors Related to School Operations (BSO):** These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need todevelop self-management, self-awareness, or social awareness skills.

C. **Relationship Behaviors (RB):** These behaviors create a negative relationship betweentwo 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 peopletreat one another. Students who exhibit difficulty with relationship behaviors may also havedifficulty 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 administratorshould investigate the underlying motivation for the student's behavior. Training in socialawareness and decision-making are usually indicated in any behavior that creates a safetyconcern.

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 inthe other social-emotional competencies.

P. Persistently Dangerous Behaviors (PD)

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

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

STUDENT BEHAVIOR DESCRIPTIONS

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

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

Behaviors Related to School Operations (BSO) interfere with the daily operation of school procedures
BSO 1: Altering an official document or record
BSO 2: Giving false information, misrepresentation (to include verbal or written statements, counterfeit money, imitation alcohol, and drug look-alike)
BSO 3: Refusal to comply with requests of staff in a way that interferes with the operation of school (to include refusal to work in class, minor insubordination, improper vehicle use and repeated refusals to comply or display appropriate behavior)
BSO 5: Failure to attend assigned disciplinary setting (e.g., detention, In-School Suspension, afternoon/evening school, Saturday school, failure to complete Substance Abuse Intervention Program)
BSO 6: Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building
BSO 7: Dress code violation - Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that private parts, 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.    <u>Students Must Wear:</u> a. Shirt/Dress (with fabric in the front, back, and on the sides under the arms), and/ or b. Pants/Shorts/Skirts or the equivalent (for example, athletic wear or leggings), and c. Shoes <u>Students Cannot Wear:</u> a. Violent language or images b. Images of language depicting drugs or alcohol (or any illegal items or activity) c. Hate speech, profanity, pornography d. Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups e. Hat or Hoodies on their heads in the building, except for religious purposes f. Any clothing that reveals undergarments g. Accessories that could be considered dangerous or could be used as a weapon h. Any item that obscures the face or ears (except as a religious observance). For the complete dress code policy, exceptions and waivers, see NPS School Board Policy JZZB.
BSO 8: Gambling (playing or being present at the scene of games of skill or chance for money, property, or profit; to include shooting dice)
BSO 9: Possessing items that are inappropriate for school (e.g., toys, literature, lighters, tobacco-free dip) All items will be confiscated and turned over to the parent/legal guardian at a reasonable time convenient to the school. **Items will be confiscated and not returned.**
BSO 10: Possession of stolen items (property obtained without permission of owner) Items will be confiscated and not returned.
BSO 11: Unauthorized use of school electronic or other equipment School electronic equipment/computer technology includes, but is not limited to, all computers, electronic tablets, electronic readers, network devices, telecommunication devices, multifunction devices, printers, scanners, and peripheral equipment (such as headphones, microphones, flash drives). School electronic equipment/computer technology shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials. (e.g., student uses school-issued laptop to send nude photos)
BSO 12: Violation of the Acceptable use of Technology/Internet Policy Network systems include local and wide area networks, Internet access, software, apps, application systems, web resources, data, and digital content. Network systems shall not be used to conduct illegal activities or to send, receive, view, or download illegal materials. (e.g., hacking, bypassing network security and/or accessing inappropriate websites on personal or school-issued device). Any violation of the Acceptable Use Policy which disrupts or interferes with the learning environment, students, or staff members in any manner; or involvement in willful acts that cause physical, financial, social, emotional or other harm in any manner is prohibited and may result in a recommendation for expulsion. Students may lose system privileges and be subject to appropriate legal action.

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

A cell phone is defined as any personal device capable of making calls, taking or transmitting pictures or videos, or sending and receiving messages. Personal electronic communication devices include any item that can connect to the internet, a cellular or Wi-Fi network, or directly to another device. This includes smartwatches, tablets, laptops, Meta glasses, headphones, and similar devices.

If students bring any of these devices to school, the devices must be turned off and stored in a backpack or book bag before entering the school building. Devices may not be visible, worn, or carried on the student during the school day. Norfolk Public Schools is not responsible for devices that are lost, stolen, damaged, or misplaced while on school property, on school buses, or at school-sponsored activities.

All communication during school hours must be conducted using school-approved methods, such as telephones located in the main office, counseling office, or nurse's office. In the event of a family emergency, parents or guardians should contact the school's main office directly.

Consequences of Policy Violations

- 1st Offense: Verbal warning and parent/guardian communication
- 2nd Offense: Written warning and parent/guardian communication
- 3rd Offense: Device confiscated; returned to the student at the end of the school day with parent/guardian communication
- 4th and Subsequent Offenses: Device confiscated; returned only to a parent or guardian, with additional disciplinary actions as necessary

Repeated violations may lead to further disciplinary measures in accordance with the Standards of Student Conduct and the NPS Level System. If a student commits an infraction while school staff are attempting to enforce this policy, the student will receive additional disciplinary consequences as outlined in those systems.

(For more details regarding cell phones and other personal electronic devices, see page 131-132.)

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

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

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

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

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

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

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

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

RB 2: Cyberbullying: Using information and communication technologies, such as cell phone text messages and pictures, internet email, social networking websites, defamatory personal websites, and defamatory online personal polling websites to support deliberate, hostile behavior intended to harm others.

RB 3: Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronic means (to include nude or explicit photos)

RB 4: Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature (to include obscene phone calls and sexual harassment) Sexual Harassment - Unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.
RB 5: Stealing money or property without physical force (to intentionally take or attempt to take the property of another without consent)
RB 6: Speaking to another in an uncivil, discourteous manner (e.g., talking back)
RB 7: Teasing, taunting, engaging in a verbal confrontation
RB 8: Using profane or vulgar language or gestures (swearing, cursing, or inappropriate gestures)
RB 9: Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender identity, gender expression, religion, sexual orientation, or disability
RB 10: Failure to respond to questions or requests by staff (includes refusing to identify self properly)
RB 11: Unwanted or inappropriate physical contact (e.g., offensive touching, unwanted/undesirable contact, amorous behavior, "pantsing")

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

BSC 8: Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment

A student will not harass or discriminate against another person based upon that person's race, color, sex, disability, national origin, ethnicity, religion, or any other protected class/category as outlined in NPS School Board policy JFHA/GBA. Harassment or discrimination consists of verbal or physical conduct or other action relating to a person's race, color, sex, disability, national origin, ethnicity, or religion when one or more apply:

1. The conduct is sufficiently severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

2. The conduct had the purpose or effect of substantially or unreasonably interfering with a student's academic performance or another person's employment or participation in school activities.

3. The conduct otherwise adversely affects a student's learning opportunities.



Examples include, but are not limited to:

a. Written or spoken language or graffiti containing offensive language or graphic depictions;
b. Name calling, jokes or rumors;
c. Threatening or intimidating conduct directed at another person;
d. Notes or drawings/illustrations;
e. Slurs, negative stereotypes, hostile acts;
f. Physical acts of aggressive conduct such as assault, theft, or damage to property.

BSC 9: Bus: Distracting the bus driver (e.g., inappropriate talking, horseplay, making rude noises)

BSC 10: Bus: Endangering the safety of others on the bus (e.g., throwing item from moving bus)

BSC 11: Fire alarm: Falsely activating a fire or other disaster alarm (to include false calls to 911)

BSC 12: Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke (to include smoke bombs) Students shall not possess, distribute, discharge, or participate in the discharge of fireworks or similar items capable of producing a combustible or explosive reaction by fire, friction, concussion, percussion, or detonation, including, but not limited to firecrackers.

BSC 13: Engaging in reckless behavior the creates a risk of injury to self or others

A student shall not engage in conduct that is dangerous to the health or safety of self, students staff or others. (e.g., failure to come under control during altercation, adding a foreign substance to another person's food or drink, running into traffic)

BSC 14: Fighting that results in no injury as determined by the school administration

Fighting involves two or more parties in conflict when they are striking each other for the purpose of causing harm or injury. This may extend to wrestling, or other aggressive actions that may result in the danger of harm or injury to either party, bystanders, or school property. A student that is assaulted and retaliates by hitting/ kicking/etc., may be disciplined for fighting.

BSC 15: Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students

Inciting a Riot - Unlawful use of force or violence that seriously jeopardized the public safety, peace, or order. Three or more people acting together.

Substantial Disturbance - Actions and/or statements (written or verbal), including threats to school, that result in a substantial disturbance to the operation of school.

BSC 16: Throwing an object that has the potential to cause a disturbance, injury, or property damage

BSC 17: Shoving, pushing, striking, biting another student with no visible injury

(Physical abuse/physical aggression to include scratching, kicking or biting when injury does not occur, blocking the passage of, and cutting or pulling another student's hair)

BSC 18: Exposing body parts, lewd or indecent public behavior (to include "mooning," urinating in public)

BSC 19: Physical contact of a sexual nature – patting body parts, pinching, tugging clothing

Inappropriate Sexual Behavior: Lewd behavior, indecent exposure that includes sexual intercourse, sexual contact, or other unlawful behavior or conduct intended to result in sexual gratification without force or threat.

Sexual Battery Against Staff or Student: Involves an offensive or intentional threat, intimidation or ruse or physical helplessness of sexual abuse (Class 1 Misdemeanor)

BSC 21: Stalking as described in the Code of Virginia Section §18.2-60.3

One who engages in conduct directed at another person with the intent to place that person in reasonable fear of death, criminal sexual assault, or bodily injury.

BSC 22: Stealing money or property using physical force (no weapon involved)

Attempted Burglary & Burglary: Unlawful attempted entry or entry into a building or other structure with the intent to commit a crime.

Attempted Extortion & Extortion: A student will not attempt to, threaten to, or take another person's property by force, violence, threats, or intimidation. This includes obtaining money, property, or other objects of value, either tangible or intangible.

BSC 24: Leaving school grounds without permission

BSC 25: Trespassing: Entering or remaining on a public school campus or School Board facility without authorization or invitation and with no lawful purpose for entry, including students under suspension/expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave.

BSC 26: Possessing dangerous instruments/substances that could be used to inflict harm upon another (to include pepper spray, mace and mace-like devices) **Items will be confiscated and not returned.**

BSC 27: Weapons: Possessing any weapon (other than a firearm) as defined by

§18.2-308.1. Possession includes bringing onto school property and/or storing in vehicle, locker or other receptacle. Pneumatic Weapon (BB/Pellet Gun or Rifle, Paint Ball Gun) Possession, handling, using, or distribution of pellet guns, BB guns, paint ball guns, air pistols and all other devices under the definition of pneumatic weapon in the Code of Virginia.

Look-alike Firearm: Possession of an instrument or device that resembles or looks like a pistol, revolver, or any type of weapon but not capable of propelling a missile. May include but not be limited to a cap pistol, water pistol, or any look-alike gun. Principal may determine if a look-alike is a weapon by considering the following:

1. Whether it is reasonable that a person would mistake the object for a weapon;

2. Whether the object was used for the purpose of threatening, intimidating, harassing, or harming another person; and/or

3. Whether it was the intent of the student who possessed, handled, used, or distributed the object to cause another person, or other persons, to believe that the object was, in fact, a weapon.

Knife: Possessing or bringing to school or school-sponsored event any sharp-edged instrument that is classified as a knife with a blade of three inches or more (a Class 1 Misdemeanor)

Razor Blade or Box Cutter: Possession of a razor blade or box cutter that could cause injury is prohibited.

Other Weapon: Possession of any object or substance that could cause injury including (but not limited to) slingshots, ice picks, knives less than three inches long, multi-fingered rings, heavy chains, metal knuckles, clubs, stink bombs, itching powder, martial arts objects, chemical bombs; the use of any object or any substance that will potentially cause harm, irritation, or bodily injury to students or any other persons; giving a dangerous liquid, pill, or substance that causes illness; and laser pens, firearm mufflers and firearm silencers when used to potentially cause harm, injury, or irritation.

Taser or Stun Gun: Possessing or bringing any mechanism that is designed to emit an electronic, magnetic, or other charge or shock through the use of a projectile or exceeds the equivalency of five milliamp 60 hertz shock and used for the purpose of temporarily incapacitating a person.

Items will be confiscated and not returned.

Behaviors that Endanger Self or Others (BESO) endanger the health, safety or welfare of either the student or others in the school community

BESO 1: Assault: Intending to cause physical injury to another person

BESO 2: Assault and Battery: Causing physical injury to another person

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

BESO 14: Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) **in writing**. A student shall be in violation of this rule regardless of whether the person who is the object of the threat receives the threat, so long as a reasonable person would foresee that the statement would be interpreted by those to whom the maker communicates the statement as a serious expression of intent to harm or assault, or it materially disrupts classwork, involves substantial disorder, or invades the rights of others. See BESO 13 (above) for additional information regarding incitement/Instigation, Posturing, etc.
In Virginia, when a student makes a threat against a school on social media, it triggers both school and legal action. Schools must conduct a threat assessment under Virginia Code § 22.1-79.4, notify law enforcement, and inform the student's parent or guardian. The student may be temporarily removed or placed in virtual learning during the investigation. If the threat is credible, law enforcement may pursue charges. Under Virginia Code § 18.2-60, such threats can be classified as a Class 6 felony, even if made online. Juvenile offenders may face court involvement, detention, or counseling. Disciplinary consequences may include suspension, expulsion, or placement in alternative education, depending on the severity and intent. Even if not credible, the school may still refer the student for mental health or behavioral support.
BESO 15: Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel
BESO 16: Using an object not generally considered to be a weapon to threaten or attempt to injure students or others
BESO 17: Bomb threat – Making a bomb threat, including false threats, as described in *§ 18.2-83* against division personnel, School Board property or school buses, or encouraging, inciting, enticing, or soliciting any person to commit such a threat is unlawful and forbidden.
BESO 18: A crime in the community where the student was charged with an offense relating to the Commonwealth's laws, but required to be disclosed to the superintendent of the school division pursuant to § 16.1-260(G)

Prohibited Actions Regarding Imitation Hazardous Substances

Students are strictly prohibited from:

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

Behaviors Used to Determine Persistently Dangerous Schools (PD)
PD 1: Homicide – Firearm
PD 2: Homicide – Other Weapon
PD 3: Sexual Assault: Sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.
PD 4: Attempted Sexual Assault: Attempted sexual penetration (e.g., oral, anal, or vaginal) without consent. This category includes statutory rape that is defined as sexual penetration with or without the consent of a minor.
PD 5: Use of a Bomb: Use of any device possessed or assembled at school that contains combustible material or combustible material and a fuse.
PD 6: Assault with Firearm or Weapon: Physical violence with use of a weapon, directed toward another person and causing bodily harm is considered an assault with firearm or weapon.
PD 7: Actual or Attempted Robbery: A student will not take or attempt to take another person's property by force or violence. This includes obtaining money, property, or other objects of value, either tangible or intangible.
PD 8: Kidnapping/Abduction: Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent(s)/legal guardian(s). This includes hostage-taking.
PD 9: Malicious Wounding without a Weapon: Any person who maliciously wounds another person or by causing bodily injury, with the intent to maim, disfigure, disable, or kill.

PD 10: Aggravated Sexual Battery on a Student: Sexual abuse of a victim who is less than thirteen years of age, or that act is accomplished against the will of the victim, by force, threat or intimidation, or through the use of the victim's mental incapacity or physical helplessness, and—the victim is at least thirteen but less than fifteen years of age, or the accused causes serious bodily or mental injury to the victim, or the accused used or threatens to use a dangerous weapon. Sexual Abuse means an act committed with the intent to sexually molest, arouse, or gratify any person.
PD 11: Illegal Possession of Handgun: The possession, handling, using, or distribution of a firearm, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.
PD 12: Illegal Possession of Rifle or Shotgun: The possession, handling, using, or distribution of a rifle or shotgun, whether loaded or unloaded, operative or inoperative, on the way to or from school, on school property, or at any school-sponsored or related activity is prohibited. Possession includes bringing a firearm onto school property, storing it in a vehicle, locker, or other receptacle.
PD 13: Illegal Possession of Any Other Projectile Weapon: Any weapon designed to expel a projectile or that may readily be converted or modified manufactured guns to expel a projectile by the action of an explosive device.
PD 14: Illegal Possession of Bomb: Any device possessed or assembled at school that contains combustible material or combustible material and a fuse.
PD 15: Illegal Possession of Other Firearms: firebombs, explosive materials or devices, hoax explosive devices per *§18.2-85*, or explosive incendiary devices, as defined in §18.2-433.1, or chemical bombs per §18.2-87.1 Any weapon that will, or is designed to, expel a projectile by the action of an explosive; this includes firearms not mentioned previously (operable or inoperable, loaded or unloaded) such as, but not limited to, a zip or starter gun.
PD 16: Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell (to include sale/distribution of anabolic steroid, illegal drug inhalant, marijuana, Schedule 1 or 2 drug and prescription drugs)

Self-Defense

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

Key Elements of Self-Defense

1. **Imminent Threat:**
    - Self-defense is only considered legitimate if there is an immediate and unavoidable threat of physical harm. The danger must be imminent, meaning it is about to happen or is in progress.
2. **Proportional Response:**
    - The force used in self-defense must be reasonable and proportional to the threat faced. Excessive force beyond what is necessary to stop the threat is not considered self-defense.
3. **No Available Alternative:**
    - Self-defense is justified only when there is no safe alternative to avoid the threat. This includes attempts to de-escalate the situation or escape the confrontation if possible.
4. **Intent:**
    - The intent behind the action should solely be to protect oneself from harm. Actions taken out of anger, revenge, or to escalate the conflict are not considered self-defense.

Examples of Self-Defense

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

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

attacker's foot and runs to find a teacher.

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

Responsibilities and Reporting

Students are encouraged to:

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

The school is committed to:

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

Retaliation

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

Social Media

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

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

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

LEVELED SYSTEMS OF DISCIPLINARY RESPONSES AND INSTRUCTIONAL INTERVENTIONS

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

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

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

Equitable Processes for Managing Student Behavior

As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses will be used with the goal of preventingmisbehavior 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 studentsin acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations, but please be aware that teachers have the authority to remove a student from a class for disruptive behavior in accordance with § 22.1-276.2. of the *Code of Virginia.* Local school boards should establish the process as outlined in the *Code.*

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:	Examples of Instructional Teacher Responses for Classroom Managed Behaviors:
• Develop, teach, and maintain clearly defined classroom expectations that are always consistent with school-wide behavioral expectations culturally relevant and applicable across all classroom settings. • Build positive relationships with students and families. • Model and practice expectations in the appropriate settings. • Reteach/review expectations throughout the school year (i.e., quarterly, after breaks). • Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments. • Use more positive than corrective statements (4:1 ratio). • Create a classroom acknowledgement system to increase responsible student behavior. • Implement effective, evidence based instructional practices match to student learning needs. • Actively engage students in the teaching and learning process. • Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e.,bullying, suicide awareness and prevention, workplace skills, citizenship, • character education) • Flexible classroom arrangements/seating	• Restructure/revise classroom practices based upon student needs. • Adjust pacing of instruction to increase on-task behavior. • Actively observe and plan for ignoring low-level misbehavior. • Change student seating. • Provide immediate positive feedback when students engage in expected behavior. • Respond calmly, restating the desired behavior. • Use progress-monitoring tools (i.e., behavior chart that includes the replacement behavior, on-task monitoring form, reflection sheets). • Communicate and collaborate with parents/guardians and the student's counselor and/or case manager regarding student behavior, teacher-based actions, and to problem solve. • Reteach desired behavior. • Problem-solve the behavior during a teacher-student conference using active listening. • Establish and consistently implement corrective responses to student misbehavior [i.e., positive practice, community service, restitution, loss of time for a valued activity, in-class time out (not to exceed ten minutes), time-out in another class under adult supervision, loss of privileges]. • Facilitate restorative practices with the student and person(s) affected by the student's behavior. • Assign a working lunch to facilitate re-teaching or making up missed work (ex: lunch with teacher to catch up on work, review a social story, and reteach behavior).

Leveled Responses to Student Behaviors

Categories of Behavior Descriptors and Responses

The following charts bring together the Categories of Student Behavior Descriptors and the Levels of Administrative Responses to facilitate the equitable, responsive application of standards of student conduct.

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

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

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

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

BSO13	Violation of school board policy regarding the possession or use of portable communication devices (cell phones)	X	X				X	X	X		
BSO14	Vandalism, graffiti or other damage to school or personal property	X	X	X			X	X	X	X	
BSO15	Student is not going to class as assigned	X					X				
BSO16	Student is in an unauthorized area of the campus	X	X				X	X			

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

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

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

Code	BSC	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BSC1	Alcohol: Possessing, using, or being under the influence of alcohol	X	X	X			X	X	X	X	
BSC2	Alcohol: Distributing alcohol to other students		X	X	X			X	X	X	
BSC3	Drugs: Possessing drug paraphernalia	X	X	X			X	X	X	X	
BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X			X	X	X	X	
BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X				X	X		
BSC6	Bullying Behavior without physical injury that continues after intervention (See Link: Model Policy to Addressing Bullying in Virginia's Public Schools) Bullying that leads to physical injury should be classified as Assault and Battery.	X	X	X	X			X	X	X	
BSC7	Cyberbullying that continues after intervention (See Model Policy to Addressing Bullying in Virginia's Public Schools) Cyberbullying that relates a threat to the safety of students and staff should be treated with a higher level of intervention and consequences.			X	X	X		X	X	X	X
BSC8	Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment	X	X	X			X	X	X	X	X
BSC9	Bus: Distracting the bus driver	X	X				X	X	X		
BSC10	Bus: Endangering the safety of others on the bus	X	X				X	X	X		
BSC11	Fire alarm: Falsely activating a fire or other disaster alarm		X	X				X	X	X	
BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X	X	X		X	X	X	X	
BSC13	Engaging in reckless behavior the creates a risk of injury to self or others	X	X	X	X		X	X	X	X	
BSC14	Fighting that results in **no injury** as determined by the school administration	X	X	X			X	X	X	X	
BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X	X	X		X	X	X	X	
BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X	X			X	X	X	X	
BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X	X	X			X	X	X	X	
BSC18	Exposing body parts, lewd or indecent public behavior	X	X	X			X	X	X	X	
BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X	X	X			X	X	X		
BSC21	Stalking as described in the Code of Virginia section §18.2-60.3	X	X	X				X	X	X	X
BSC22	Stealing money or property **using physical force** (no weapon involved)			X	X				X	X	

BSC24	Leaving school grounds without permission	X					X	X			
BSC25	Trespassing		X	X				X	X	X	
BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another			X	X	X			X	X	X
BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				X	X				X	X

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

Code	BESO	Elementary					Secondary				
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
BESO1	Assault: Intending to cause physical injury to another person		X	X	X		X	X	X	X	
BESO2	Assault and Battery: Causing physical injury to another person		X	X	X	X			X	X	X
BESO3	Fighting: The use of physical violence between students or on another person where there is **minor injury** as determined by the school administration	X	X	X	X		X	X	X	X	
BESO4	Striking Staff: The use of force against a staff member when no injury is caused	X	X	X	X				X	X	X
BESO5	Drugs: **Possessing** controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X				X	X	X
BESO6	Drugs: **Being under the influence of** controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications		X	X	X				X	X	X
BESO7	Drugs: **Using** controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications		X	X	X				X	X	X
BESO8	Drugs: Social sharing of controlled substances, illegal drugs, synthetic hallucinogens, or unauthorized prescription medications (without the intent of changing ownership)	X	X	X			X	X	X	X	
BESO9	Fire: Attempting to set, aiding in setting, or setting a fire		X	X	X			X	X	X	X
BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1	X	X	X	X		X	X	X	X	X
BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.	X	X	X	X			X	X	X	X
BESO12	Threatening, intimidating, or instigating violence, injury or harm to **a staff member or members**	X	X	X	X				X	X	X
BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) **not including written threats**	X	X	X	X				X	X	X
BESO14	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) **in writing**	X	X	X	X				X	X	X

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

Category P: Behaviors Used to Determine Persistently Dangerous Schools

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

Levels of Interventions/Consequences

Level 1

Level 1 Responses: Level 1 responses are intended to prevent furtherbehavioral 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.

Behavioral Interventions	Instructional Supports	Discipline Sanctions
- Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Written Letter of Apology (Restorative Practice) - Written Reflection (Restorative Practice) - Re-teaching or modeling of desired behavior - Recognize/Reward appropriate behavior - Behavior progress chart - Behavior Contract - Use of Student Problem-Solving worksheet - Peer mediation of conflict resolution - Teacher conference with student - Community service (appropriate to correct behavior)	- Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Classwork provided during a class removal or Saturday School when no teacher is supervising the work when used with CR; may be used with DS (Detention Sanction) if classwork is provided	- Restitution - Seat Change - Loss of school privileges - School based community service - Confiscation by administrator - In-class time out (Class Removal =CR) - Time-out in another classroom setting - Detention (before school, at lunch, after school) For all class removals, the teacher is responsible for working with appropriate staff to develop a plan for the student to return to class.

2

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

Behavioral Interventions	Instructional Supports	Discipline Sanctions
- Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Behavior contract - Check-In/Check-Out - Mediation or conflict resolution - Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, substance use and intervention program) - Referral for community-based services - Referral to Individualized Education Plan (IEP) team - Community service (appropriate to correct behavior) - Referral for community-based services	- Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher	- Schedule Change - Confiscation by administrator - Loss of school privileges - Restitution - Detention (before school, at lunch, or after school) - Saturday Detention - Bus Suspension up to 5 days - In-school suspension with behavioral interventions and/or restorative practices (1-3 days) **It is not permitted by law to issue ISS or OSS for attendance/truancy related codes (BAP4, BAP5 or BSO15)**

3

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

Behavioral Interventions	Instructional Supports	Discipline Sanctions
- Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Behavioral Essay - Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, therapeutic day treatment (TDT), substance use and intervention program) - Referral for community-based services - Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students) - Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students) - Behavior contract (developed with and signed by the student, parent/guardian, and school officials) - Community service as part of a restorative practice	- Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher - Graded Work Provided without face-to-face teacher contact (include in Days Absent on SRC/affects chronic absenteeism)	- Schedule Change - Revocation of privileges - Restitution - Detention (before school, at lunch, or after school) - Saturday School - In-school suspension with restorative practices (3+ days not to exceed 5 days) - Referral to alternative education programs - Short-term out-of-school suspension (**1-3 days for elementary students** / 1-5 days for secondary students) with restorative circle or conference upon return - Referral to law enforcement where required **PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, **students in preschool through grade three** from being suspended for **more than 3 school days** or expelled from attendance at school without a tribunal.

4

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

Behavioral Interventions	Instructional Supports	Discipline Sanctions
- Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Behavioral Essay - Referral to support services (school counselor, behavior interventionist, mentor program, problem solving team, therapeutic day treatment (TDT), substance use and intervention program) - Referral for community-based services - Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students) - Revisions to current FBA and/or BIP - Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students) - Revisions to current FBA and/or BSP - Behavior contract (developed with and signed by the student, parent/guardian, and school officials) - Community service as part of a restorative practice	- Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Classwork provided during a class removal or Saturday School when no teacher is supervising the work when used with CR; may be used with DS (Detention Sanction) if classwork is provided - Alternative Hours of Attendance with face-to-face certified teacher contact - Home-based instruction with face-to-face teacher contact (IEP required). Home-based Instruction as defined in 8VAC20-81-10 - Graded Work Provided without face-to-face teacher contact (include in Days Absent on SRC/affects chronic absenteeism)	- Schedule Change - Long-term revocation of privileges - Referral to law enforcement for behaviors that may constitute a felony or that are required by NPS policy - Restitution via written contract - Short-term out-of-school suspension: ○ **PreK- 3rd grade: 1-3 days**, ○ 4th grade – 6th grade: 4-10 days ○ 7th grade to 12th grade: 5-10 days - Suspension with Tribunal Hearing - Recommendation for a long-term suspension as determined by local policy or by Code. Link: (11 to 45 days as defined in § 22.1-276.01) - Referral to alternative education programs **PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, **students in preschool through grade three** from being suspended for **more than 3 school days** or expelled from attendance at school without a tribunal.

5

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

Required School-Based Administrative Responses	Instructional Supports	Examples of Superintendent or Designee Responses
- Parent Contact (Required at every level) - Administrator/Teacher/Counselor/Student/Parent conference (any combination of individuals and includes re-teaching of expected behavior) - Threat Assessment as indicated by the behavior - Referral to law enforcement for behaviors that may constitute a felony or that are required by NPS policy - Referral to Superintendent or designee	- Change in Placement – IEP meeting to adjust placement to better suit student needs - Other Instructional Programs with face-to-face certified teacher contact that have been established within the student's home school or at another location. Is not virtual. Can be used in combination with In-School Suspension and OSS sanctions - Other Instructional Programs without face-to-face certified teacher contact that has been established within the student's home school or at other locations. Staffed by paraprofessionals or other non-instructional personnel. (include in Days Absent on SRC/affects chronic absenteeism) Can be used in combination with In-School Suspension and OSS sanctions - Virtual Learning Program with a certified virtual teacher	- Return the student to the school setting with appropriate supports and interventions. - Long term suspension: 11 to 45 days - Long term suspension with Aggravating Circumstances: 46-364 days - Expulsion: 365 days - Alternative placement **PK-3:** State law prohibits, except for drug offenses, firearm offenses, and certain criminal acts, **students in preschool through grade three** from being suspended for **more than 3 school days** or expelled from attendance at school without a tribunal.

BEHAVIORAL INTERVENTIONS

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

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

REPORTABLE OFFENSES

The offenses that must be reported to a superintendent pursuant to subsection G of § 16.1-260 of the Code of Virginia (1950), as amended, and therefore may justify a mandatory alternative placement pursuant to this policy, are:

- A firearm offense pursuant to Article 4 (§ 18.2-279 et seq.), 5 (§ 18.2-288 et seq.), 6 (§ 18.2-299 et seq.), or 7 (§ 18.2-308 et seq.) of Chapter 7 of Title 18.2 of the Code of Virginia (1950), as amended;
- Homicide, pursuant to Article 1 (§ 18.2-30 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia (1950), as amended;
- Felonious assault and bodily wounding, pursuant to Article 4 (§ 18.2-51 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia (1950), as amended;

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

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

ALTERNATIVE SCHOOL PLACEMENT OF COURT INVOLVED STUDENTS

Pursuant to School Board Policy JCAAZ, as amended, regarding the placement of students in AlternativeSchool, the Superintendent or his/her designee may consider an Involuntary Discipline Transfer for a studentwhen the student is accused of serious and repeated violations of School Board Policies and when a studenthas been:

(1) charged with a criminal violation related to the possession, use, or sale of weapons, alcohol ordrugs, 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 (ornot innocent) of a crime of a type requiring the court's disposition to be disclosed to the Superintendent underthe laws of the Commonwealth of Virginia, as amended.

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

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



Parental Rights Under FERPA and Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law that

protects the privacy of student education records and grants specific rights to parents of students under 18 years old. These rights transfer to the student when they turn 18 or attend a postsecondary institution (at which point they become an "eligible student").

Under FERPA, and as emphasized during the Trump administration, schools are required to support and protect parental access and involvement. Educational institutions must notify parents and eligible students of their FERPA rights each year. These rights include:

1. **The Right to Inspect and Review Education Records**
   Parents have the right to request access to their child's education records. Schools must provide clear procedures for how to request and obtain this access within a reasonable time frame, generally within 45 days of the request.

2. **The Right to Request an Amendment to Records**
   If a parent believes that information in their child's education records is inaccurate, misleading, or violates the student's privacy rights, they can request an amendment. Schools must inform parents of the process to make such a request, and if the school denies the request, the parent has the right to a formal hearing.

3. **The Right to Consent to Disclosures**
   FERPA generally requires that a parent or eligible student provide written consent before a school discloses personally identifiable information from education records. However, FERPA outlines specific exceptions where information may be disclosed without consent (e.g., to school officials with legitimate educational interests, or in cases of health and safety emergencies). Under guidance from the Trump administration, schools were encouraged to apply these exceptions narrowly to limit unauthorized data sharing.

4. **The Right to File a Complaint**
   Parents have the right to file a complaint with the U.S. Department of Education's Student Privacy Policy Office (SPPO) if they believe their rights under FERPA have been violated.

5. **Annual Notification Requirement**
   Schools are legally required to inform parents and eligible students each year of their rights under FERPA and provide details about how to exercise those rights. In postsecondary institutions, this annual notification is required only for eligible students.

Learn More
For additional information about FERPA and how it applies to you and your child, visit the U.S. Department of Education's official FERPA page:
☞ https://studentprivacy.ed.gov/ferpa

Protection of Pupil Rights Amendment (PPRA)

Parents/legal guardians of minor students and eligible students (students who are 18 years old or emancipated) have certain rights regarding surveys, the collection and use of information for marketing purposes, and certain physical examinations and screenings. Additional information about these rights is available at https://studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra

CELL PHONE/PERSONAL ELECTRONIC COMMUNICATION DEVICE POLICY

To support a focused and healthy learning environment, students are not permitted to use cell phones or personal electronic communication devices during the school day. The school day includes all instructional time, lunch, and time between classes—from the beginning to the end of the school day.



The specific hours of the school day vary by school stagger time, as outlined below:

- **First Stagger:** 7:25 a.m. – 2:05 p.m.
- **Second Stagger:** 8:15 a.m. – 2:45 p.m.
- **Third Stagger:** 8:55 a.m. – 3:20 p.m.
- **Fourth Stagger:** 9:30 a.m. – 3:55 p.m.

A full list of which schools operate under each stagger is located on page 20 of this handbook.

A cell phone is defined as any personal device capable of making calls, taking or transmitting pictures or videos, or sending and receiving messages. Personal electronic communication devices include any item that can connect to the internet, a cellular or Wi-Fi network, or directly to another device. This includes smartwatches, tablets, laptops, Meta glasses, headphones, and similar devices.

Smart glasses and other wearable technology capable of taking or transmitting photographs or video, recording or transmitting audio, livestreaming, accessing the internet, communicating with other devices, or utilizing artificial intelligence are considered personal electronic communication devices under this policy. This includes, but is not limited to, Meta smart glasses and similar devices. Students may not wear, activate, use, access, or carry these devices during the school day. Devices must be turned off and stored in a backpack or book bag before entering the school building and may not be visible or worn during the school day.

Students may not use smart glasses or wearable technology to photograph, record, livestream, transmit, or otherwise capture audio, video, images, conversations, classroom instruction, assessments, or other school activities without authorization. Students also may not use such devices to access artificial intelligence, obtain information, receive assistance, or gain an unauthorized advantage during instruction, assignments, quizzes, tests, examinations, or other academic activities. Violations may constitute a violation of the Standards of Student Conduct.

Exceptions may be made when a student needs the device as part of an IEP or Section 504 Plan, for an approved instructional purpose, during an emergency, or when otherwise approved by Norfolk Public Schools.

All communication during school hours must be conducted using school-approved methods, such as telephones located in the main office, counseling office, or nurse's office. In the event of a family emergency, parents or guardians should contact the school's main office directly. Students are responsible for the security of their personal electronic communication devices. Norfolk Public Schools is not responsible for devices that are lost, stolen, damaged, or misplaced while on school property, on school buses, or at school-sponsored activities.

Consequences of Policy Violations

- **1st Offense:** Verbal warning and parent/guardian communication
- **2nd Offense:** Written warning and parent/guardian communication
- **3rd Offense:** Device confiscated; returned to the student at the end of the school day with parent/guardian communication
- **4th and Subsequent Offenses:** Device confiscated; returned only to a parent or guardian, with additional disciplinary actions as necessary

Repeated violations may lead to further disciplinary measures in accordance with the **Standards of Student Conduct**

and the **NPS Level System**. If a student commits an infraction while school staff are attempting to enforce this policy, the student will receive additional disciplinary consequences as outlined in those systems.

GPS AND LISTENING DEVICES

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

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

SCHOOL JURISDICTION

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

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

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



DUE PROCESS

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

1. The student, and parent(s)/legal guardian(s) of minor students shall be given oral or written notice of the charges.
2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present his/her version of what occurred.
3. The student and parent(s)/legal guardian(s) of minor students shall be informed in writing of the conditions of the disciplinary action.

4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion,
    a. The hearing officer, the discipline committee members, or the School Board members should not be persons with the direct involvement in the incident or the recommended discipline and should not have a personal or professional relationship with the student, the student's family, or the student's attorney.
    b. The hearing officer, discipline committee members, or the School Board members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.
    c. If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.
5. The adult student or the parent/legal guardian of a minor student may appeal the decision as described in the section below, Suspension Appeal Procedures.

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



STUDENT SEARCHES

A student's individual right to privacy and freedom from unreasonable search and seizure is balanced against the school's responsibility to protect the health, safety and welfare of all persons within the school community. Designated school officials may search any student and their property (including privately owned electronic devices) and/or an impairment assessment completed when there is reasonable suspicion that a law or school rule has been or is about to be broken, or there is reasonable basis to believe that the student possesses an item which violates local, state or federal law, school board policies or division regulations, or which may be harmful to the school or its students and staff. Any illegal materials discovered by school administrators will be seized and turned over to appropriate law personnel.

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

For more information about student searches, see Norfolk School Board Policy JFG.

QUESTIONING OF STUDENTS

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

1. Ensuring Student Safety: If there is an immediate concern for a student's safety or well-being, school staff must act quickly to assess the situation. This can include situations involving bullying, harassment, or potential harm to the student or others.

2 .Investigating Misconduct: Schools have a responsibility to maintain a safe and orderly environment. If there are allegations of misconduct or violations of school rules, staff may need to question students to gather accurate information and resolve the issue promptly.

3. Legal Obligations: In some cases, schools are legally required to cooperate with law enforcement or child protective services, which may include interviewing students as part of their investigations.

Our Commitment to Your Child's Privacy and Rights

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

• Confidentiality: Information gathered during these interviews is kept confidential and is only shared with those who have a legitimate need to know.

• Support: Students are provided with appropriate support during and after the interview process to ensure they feel safe and heard.

• Communication: While there may be instances where we cannot notify parents beforehand, we strive to inform you as soon as possible after the interview, especially if it involves significant concerns or actions.

SELLING SNACKS OR OTHER ITEMS IN SCHOOL

Students are not allowed to sell snacks, candy, drinks, or other items at school unless it is part of a school-approved fundraiser. This rule is in place to:

- **Ensure student safety** – The school must be able to monitor what is being distributed and consumed on campus.
- **Avoid distractions and disruptions** – Unapproved sales can cause conflicts, interrupt instruction, and create unnecessary competition or pressure among students.
- **Support school nutrition guidelines** – Schools are required to follow federal and state regulations about food sold during the school day.
- **Maintain fairness** – Unregulated selling may interfere with official school fundraisers or business partnerships.

Any unauthorized selling will result in confiscation of the items and possible disciplinary action.

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

Prevention and Early Intervention

Students with an Individualized Education Program (IEP) have been identified as a student with a disability under IDEA. Students supported under a Section 504 Accommodation Plan have been identified as a student with a disability under Section 504. School officials understand that some students who have an IEP or Section 504 Plan can sometimes face special challenges understanding and observing rules of acceptable behavior. If you see your child is struggling with behavior in school, or you are getting reports of problems from the teacher and school, you may consider some of the following prevention and early intervention options (examples are not all-inclusive):

•Request a parent-teacher conference to discuss resources that might be available to address your concerns.

•Meet with the school counselor, psychologist, or social worker.

•Meet with the school team that monitors student behavior and success.

•Contact the Norfolk Public School Parent Resource Center (PRC) for books, videos, and presentations that might be helpful. Information regarding the PRC can be found at https://www.npsk12.com/Page/20476.

•Request an IEP or Section 504 Accommodation Plan meeting.

•Contact the Department of Student Support Services at (757) 628-3931 or the Department of Student Wellness at (757) 628-3928 for additional information and assistance relating to student discipline, wrap- around services, Positive Behavior Interventions and Supports (PBIS), and student wellness.

Functional Behavior Assessment and Behavior Intervention Plan

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

•To add goals and services in an existing IEP or accommodations and supports in the Section 504 Plan to address the behavior, or

•To conduct a special evaluation called a functional behavior assessment (FBA) and develop a behavior intervention plan (BIP).

oFBA: Observations are used to determine when the behavior happens, what else is going on in the room or with other children or adults when it happens, and what increases the chance that it will happen again.

oBIP: Using information from the FBA, the team develops a plan to reduce the problem behavior and replace it with a positive behavior.

Discipline of Students with an IEP or Section 504 Accommodation Plan

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

•Accommodation needed for the student to write a statement will be provided when the student is afforded due process to share and write down what happened.

•Before deciding to suspend a student or make a referral for long-term suspension to the Tribunal Panel, the school administrator should:

o consult with the student's IEP case manager, another member of the IEP team, or in the case of the Section 504 Accommodation Plan, the appropriate teacher/school staff knowledgeable of the student,

o review the student's IEP or Section 504 Plan, including any BIP in place, and

o take into consideration additional exceptional circumstances if applicable.

NOTE: A student with a disability may be suspended for up to 10 cumulative days in a school year under the same rules that apply to all students. For students with disabilities transferring between NPS schools or enrolling in NPS from another school district, the 10 cumulative days includes all documented suspensions that have occurred within the current school year.

Manifestation Determination Review

If a student with a disability eligible for services or supports under is suspended for 10 or more days in a school year, NPS must continue to provide services that enable the student to continue to work in the general education curriculum and access services or supports to progress towards IEP goals as agreed to by the IEP. In addition, a manifestation determination review (MDR) must be held as soon as possible, but no later than the 10th day of the suspension. The MDR requirement is also applicable to students supported under Section 504. The required provision of services during the suspension does not apply to students eligible under Section 504.

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

•Was the conduct caused by, or had a direct and substantial relationship to the student's disability?

•Was the conduct a direct result of the failure to implement the student's IEP (or Section 504 Accommodation Plan)?

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

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

Special Education and Section 504 Due Process

Parents/guardians who disagree with a change in special education placement or the MDR team's conclusions may request a local administrative review within NPS. Parents/guardians should inform their child's school staff that they disagree with the placement or the MDR team's conclusions. School staff will notify the Department of Learning

Support- Special Education Services to initiate a local administrative review. The parent/guardian may also contact Learning Support-Special Education Services directly at (757) 628-3950 to make this request. This request will initiate an expedited due process hearing through the Virginia Department of Education (VDOE). If the behavior warrants a referral to the Tribunal Panel, the referral process should proceed for the scheduling of a hearing.

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

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

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

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

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

Special Education Procedural Safeguards

The *Individuals with Disabilities Education Act* (IDEA) is a federal law governing the education of students with disabilities. IDEA requires that families be informed of their special education rights, including how families and schools can resolve problems. If you have questions or want to learn more about how special education works, please contact your local director of special education, local Parent Resource Center at parentresourcecenter@nps.k12.va.us, the Virginia Department of Education (VDOE) Parent Ombudsman at 804-371-7420, or the Parent Educational Advocacy Training Center at 1-800-869-6782 or by e-mail: partners@peatc.org.

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

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

SUSPENSION PROCEDURES

Except as provided in subsection C of Virginia Code § 22.1-276.2 (Teacher removal of student from class) or Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses), no student in preschool through grade three may be suspended for more than three school days or expelled from attendance at school, unless

i. the offense involves physical harm or credible threat of physical harm to others or
ii. the school board or the superintendent or the superintendent's designee finds that aggravating circumstances exist as defined by the Virginia Department of Education.

A long-term suspension may extend beyond a 45-school day period but shall not exceed 364 calendar days if

i. the offense is one described in Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses) or involves serious bodily injury or
ii. a committee of the school board or the division superintendent or superintendent's designee finds that aggravating circumstances exist, as defined by the Virginia Department of Education. Students may be required to attend alternative school during and after a period of suspension or expulsion.

Short-Term Suspension

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

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

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

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

- The period of the suspension, including the date that the student may return to school, and whether a parental conference is required prior to the student's return to school;
- Whether the student is prohibited from coming on school property and/or to scheduled school activities during the period of suspension;
- Information about the availability of community-based, alternative or other educational options; and
- The student's right to attend regular school, either the student's original school or some other, or to attend an alternative school, during and/or after the end of the suspension period.
- Review. Upon a petition for review by any party in interest, the superintendent's designee shall forthwith review the action taken, and confirm or disapprove such action based on an examination of the written record of the student's behavior.
- The superintendent's designee shall give his/her decision in writing to the student and/or the student's parent(s). If the superintendent's designee confirms the suspension, but alters the consequences in any fashion, the letter shall explain the alterations in detail.
- The decision of the superintendent's designee shall be final.

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

Emergency Suspension

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



Long-Term Suspension

A student may be suspended from attendance at school for sufficient cause. Subject to the above limits concerning students in pre-school through the third grade and the limits upon long term suspensions extending beyond 45 days, a student may be suspended for more than ten school days after written notice to the student and/or the student's parent(s) of the action and the reasons therefore and of the right to hearings before a Board Committee and the full School Board.
The student and/or the student's parent(s) must be provided written notice of the following:
The proposed action, including the proposed duration of the suspension, the reasons for it, including any justification for extending the period beyond the limits concerning students below the fourth grade or the 45 day limit, the fact that the student's entire disciplinary record may be reviewed because of its relevance to both, and the student's eligibility to attend regular school, either her original school or some other, or to attend an alternative educational program, during and/or after the period of suspension.

Expulsion

Except as provided in subsection C of Virginia Code § 22.1-276.2 (Teacher removal of student from class) or Virginia Code §22.1-277.07 (Firearms) or 22.1-277.08 (Drug Offenses), no student in preschool through grade three may be suspended for more than three school days or expelled from attendance at school, unless

(i) the offense involves physical harm or credible threat of physical harm to others or
(ii) the school board or the superintendent or the superintendent's designee finds that aggravating circumstances exist as defined by the Virginia Department of Education. Students may be required to attend alternative school during and after a period of expulsion.

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

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

Regardless of whether the student or the student's parent(s) exercises their right to a hearing beyond the administrative hearing, the full board shall review the written record and confirm or disapprove the expulsion decision.
The student and/or the student's parent(s) must be provided written notice concerning the following:

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

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

Readmission After Expulsion

During the period of expulsion, expelled students may apply for readmission to school after the end of the period of expulsion. The schedule for hearing such applications will be designed to ensure that any timely-filed initial petition for readmission, if granted, would enable the student to resume school attendance one calendar year from the date of the start of the expulsion. The superintendent or a board committee (at the choice of the board) will review all such petitions. If denied, the student may petition the full board to review such denial. The Board shall review such petitions based on the written record alone.

For the complete NPS School Board Policy on Suspensions/Expulsions, see JGDZ/JGEZ.

SUSPENSION APPEAL PROCEDURES

In-school Disciplinary Actions Appeals

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

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

Note: If the principal is unavailable during the five-day period, a designee may be assigned to meet and respond in writing within the same timeframe.

3. The decision of the principal is final.

Note: Some schools may not have assistant principals. If the principal issued the disciplinary action, the parent/legal guardian may appeal the decision to Mr. Haneef Majied, Senior Director of Student Support Services, 800 E. City Hall Ave. Norfolk, VA 23510 or hmajied364@nps.k12.va.us.

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

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

First Level – Appeal to the School Principal

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

Note: If the principal is unavailable during the five-day period, a designee may be assigned to meet and respond in writing within the same timeframe.

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

Second Level – Appeal to the Department of Student Support Services

1. The parent/legal guardian must submit a written appeal to the Senior Director of Student Support Services, Mr. Haneef Majied, 800 E. City Hall Ave. Norfolk, VA 23510 or hmajied364@nps.k12.va.us. The Department of Student Support Services must receive the appeal within three (3) school days of the parent/ legal guardian receiving notification of the principal's (or principal's designee's) decision.
2. A designee in the Department of Student Support Services will meet with the student and parent/legal guardian, investigate the matter and respond in writing within five (5) school days of the receipt of the appeal.
3. The decision of the designee of the Department of Student Support Services is final.

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

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

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

Such requests to appeal must be filed in writing by the parent/legal guardian or students age 18 or older with the Director of Student Support Services, Mr. Haneef Majied, 800 E. City Hall Ave. Norfolk, VA 23510 or hmajied364@nps.k12.va.us within five (5) school days of receipt of the decision, or the right to appeal is waived. The appeal process for a long-term suspension is conducted before a three-member panel of the School Board. The district's attorney will present the case to the Board members, and parents/guardians (or their legal counsel) will present their child's case. School Board members may ask questions. If the three-member panel of the School Board is unanimous in their decision, then the decision is final. Should the three-member panel not render a unanimous decision, the parent/legal guardian may request a further hearing in front of the full School Board. The decision of the full School Board is final.

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

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

Such requests to appeal must be filed in writing by the parent/legal guardian or students age 18 or older with the Director of Student Support Services, Mr. Haneef Majied, 800 E. City Hall Ave. Norfolk, VA 23510 or hmajied364@nps.k12.va.us within five (5) school days of receipt of the decision, or the right to appeal is waived. The appeal process for an expulsion is conducted before a three-member panel of the School Board. The district's attorney will present the case to the Board members, and parents/guardians (or their legal counsel) will present their child's case. School Board members may ask questions. If the three-member panel of the School Board is unanimous in their decision, then the decision is final. Should the three-member panel not render a unanimous

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

DISCIPLINE HEARING PROCEDURES

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

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

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

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

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

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

The hearing officer's decision will be provided after the hearing. If the parent/guardian is not present, a copy of the decision and appeal procedures will be e-mailed to the parent/legal guardian or mailed home.

If the parent/legal guardian disagrees with the hearing officer's decision, then at that time, the parent/legal guardian may appeal the decision to a three-member committee of the School Board.

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



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"



Students are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE

"Get Inside. Lock outside doors"



Students are trained to:
- Return to inside of building
- Do business as usual

Adults and staff are trained to:
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"



Students are trained to:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE

"To a Location"



Students are trained to:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"



Hazards might include:
- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.



WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?



The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

Virginia Department of Criminal Justice Services
Virginia Center for School and Campus Safety

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K12 2025 STANDARD RESPONSE PROTOCOL

Forms



Norfolk Public Schools
The cornerstone of a proudly diverse community

NORFOLK PUBLIC SCHOOLS MEDIA RELEASE FORM

Student Name: _____

School: _____

Grade: _____

Norfolk Public Schools celebrates the achievements, experiences, and contributions of its students, families, employees, and community partners. Photographs, interviews, written testimonials, video recordings, and audio recordings may be used to inform the public and highlight NPS programs, activities, events, and accomplishments.

By signing this form, I grant Norfolk Public Schools, community partners, and authorized members of the news media permission to interview, photograph, film, and record my child.

I authorize NPS to print, reproduce, edit, publish, display, distribute, broadcast, and share these materials for educational, informational, promotional, historical, or public-relations purposes and become the property of NPS.

I also understand that during public NPS events, attendees or members of the media may independently take photographs or make video or audio recordings that include me or my child. NPS may not be able to control photographs or recordings made by members of the public.

Please select one:

☐ **I DO authorize** the use of my student's image and name to be used by Norfolk Public Schools

☐ **I DO NOT authorize** the use of my student's image and name to be used by Norfolk Public Schools.

Student Signature, if 18 or older: _____

Parent/Legal Guardian Signature: _____

Relationship to Student: _____

Date: _____

Phone Number: _____

Email Address: _____

Norfolk Public Schools
The cornerstone of a proudly diverse community

FERPA Opt-Out Form – Directory Information

Under the Family Educational Rights and Privacy Act (FERPA), schools may disclose **directory information** about students without prior written consent, unless a parent or eligible student (18 years or older) requests in writing that the school not release such information.

Directory Information may include:

• Student's name • Address • Telephone number • Date and place of birth • Major field of study • Participation in officially recognized activities and sports	• Weight and height of athletic team members • Dates of attendance • Awards and honors received • Photograph • Grade level • Enrollment status (e.g., full-time or part-time) • Most recent school attended

If you **do not** want your child's directory information disclosed without your prior written consent, please complete and return this form to the principal of your child's school.

FERPA Opt-Out Request

Student Name:	School:	Grade:
Parent/Guardian Name:	Parent/Guardian Phone Number:	
Parent/Guardian Email:		

Please check one:

☐ I **do not** want my child's **directory information** released without my prior written consent. This includes but is not limited to school publications, yearbooks, honor roll lists, sports programs, and media coverage.

☐ I **do not** want my child's information released to **military recruiters, colleges, or other outside organizations** (applies mainly to high school students).

Parent/Guardian Signature: _____
Date: _____

For more information about FERPA and your rights, visit:
👉 https://studentprivacy.ed.gov/ferpa

If you have any questions regarding FERPA, please contact **Mr. Haneef Majied, Senior Director of Student Support Services at 757-628-3931 or hmajied364@nps.k12.va.us.**

Acceptable Use Procedure of 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 Procedure, which outlines appropriate uses, ethics and protocol for the School Board's computer network. This Acceptable Use Procedure is governed by School Board Policy GAB-IIBEA and the Technology Use Guidelines established by the superintendent or their designee.

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 –
    i. child pornography, as set out in Virginia Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
    ii. obscenity, as defined in Virginia Code § 18.2-372 or 18 U.S.C. § 1460;
    iii. 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. NPS recognizes the increasing importance of artificial intelligence (AI) in education and is committed to its responsible and ethical use. The superintendent or their designee will ensure that guidelines are provided to support the ethical implementation of AI technologies.
F. Users shall not obtain unauthorized access, including "hacking", attempts to disrupt or compromise systems, and other unlawful activities, while online.
G. Users shall not bypass filters/monitoring or access blocked content by any means, and shall not disable or tamper with security controls.
H. The School Board, its employees, agents and students shall not disclose, use, or disseminate personal identification information regarding users.
I. 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. Users are expected to engage in respectful, responsible, and lawful online behavior and shall not misrepresent their identity or impersonate others. (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. Users are responsible for safeguarding division-issued accounts and credentials and may not create, access, or use unauthorized online services or accounts using division credentials. Users must immediately report any suspected account compromise or security incidents. 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. This procedure applies to all devices accessing division systems, including personally owned devices, and to off-campus use that may impact the school environment or division operations.

A. All users are responsible for ensuring that any disclosures of information comply with applicable state and federal statutes and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA). Users shall not enter student or staff personally identifiable information into unapproved websites, applications, or online tools.
B. 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:
    i. Properly storing and securing sensitive data on NPS approved secure mediums
    ii. Not misrepresenting or falsely manipulating/altering data
    iii. Not divulging any information to any person or organization without proper authorization.
C. 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.

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.

Revised: September 16, 2015, January 29, 2026. Legal Reference: Code of Virginia § 22.1-70.2. Acceptable Internet use policies for public and private schools.

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Norfolk Public Schools
THE CORNERSTONE OF A PROUDLY DIVERSE COMMUNITY

Acceptable Use Procedure of Computer Systems

Employee Copy

Parent/Guardian (for all students under 18)

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

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

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

Student/Staff

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

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

Student/Staff Name (please print)

Student/Staff Signature

(Staff Only) Job Title

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

Department/School Date

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

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

☐ New Account

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

Network: ☐	Email: ☐	Synergy: ☐

* For Munis Account Requests, use separate permissions forms

Approval Authority Must be completed and signed by Principal, Central Administration Director or Department Head:
(Includes Norfolk Police Department & Juvenile Court Dept. Heads)

_____

Name & Title (please print)

_____

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

Please return student forms to:

School Office Manager
Department
File in Cumulative Folder

Form-AUP808 (Revised ~~6/30/15~~ 1/29/26)

Please return staff forms to:
Account Manager Fax:
628-3840

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Truancy and Chronic Absenteeism Prevention and Intervention Contract
SY 2026-2027

Student: **School:** **Grade:**

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

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

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

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

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

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

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

____1. I know I am legally responsible for my child, including his/her attendance.
____2. I understand school attendance is important to my child's learning and success.
____3. I understand that all absences count; therefore, I will provide documentation for all absences, tardies, and early dismissals.
____4. I understand when my child has five (5) or more unexcused absences, the principal or designee will initiate truancy procedures.
____5. I understand seven (7) or more unexcused days will result in an attendance conference and potentially a referral to the Norfolk Court Service Unit (NCSU) and the Norfolk Juvenile Court. Charges may be filed against me (Class 3 Misdemeanor) if I fail to send my child to school or cooperate with school efforts to address my child's attendance.
____6. I understand I am expected to provide a written excuse for my child's absences, tardies, and early dismissals within five (5) days following the absence upon my child's return to school. In the event of an emergency, if I provide an oral excuse, I will provide a written excuse the following school day.
____7. I understand that if there are family problems or concerns interfering with my child's school attendance, I should seek assistance from my child's school counselor, who can assist me in accessing the appropriate services.
____8. I agree to cooperate with school officials and community partners to ensure my child is present and prepared to learn each day, including ensuring my contact information remains current.
____9. If eligible, I understand I may lose my Temporary Assistance For Needy Families (TANF) if my child does not attend school as required by law.
___10. I have read and understand the above expectations.

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

Parent/Guardian Printed Name: ___

Norfolk Public Schools Bullying Reporting Form

ALLEGED TARGET STUDENT INFORMATION :					
STUDENT'S NAME				TODAY'S DATE:	
AGE/GRADE:		SCHOOL		#DAYS MISSED SCHOOL AS RESULT OF INCIDENT	

Person Reporting Incident:

Name: _____

Title (If form completed by NPS staff): _____

Telephone _____ - _____ - _____ E-mail _____

Check an appropriate box:

☐ Student ☐Parent/Guardian of a student ☐ School Staff ☐ Bystander ☐ Relative

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

1. Name(s) of Alleged Aggressor	Age	School (if known)	Is the alleged aggressor a student?
			☐ Yes ☐ No
			☐ Yes ☐ No
			☐ Yes ☐ No

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

Did a physical injury result from this incident? ☐ Yes ☐ No

Did a psychological injury result from this incident? ☐ Yes ☐ No

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 ☐ Digital device on school property ☐Digital device 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 □ Related to the student's disability involves physical aggression
(specify)_____
□ Getting another person to hit or harm the student
□ Teasing, name-calling, making critical remarks, in person or by other means
□ Demeaning and making the victim of jokes
□ Making rude and/or threatening gestures
□ Excluding or rejecting the student
□ Other (specify)_____

□ Spreading harmful rumors or gossip
□ Related to the student's perceived sexual orientation
□ Cyberbullying (e.g., social media including Instagram, Twitter, etc.)
□ Gang-related/Gang recruitment
□ Intimidating, extorting, or exploiting
□ Relationship/Sexual
□ Racial//Ethnic Harassment

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

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Report a Bully

Elementary Bullying/Harassment/Intimidation Reporting Form

Date:

SETTING (Beginning)

WHO - Name	Self Friend Bystander/Witness
WHEN - Date Bullying Happened month Date Year	WHERE - School

You do not have to put your name on this paper/form if you don't want to. Give this to your teacher, or another adult in your school.

PROBLEM (Middle)

Physical hitting or kicking or breaking someone's things on purpose	**Verbal** saying mean things
Social/Emotional making up a story about someone	**Cyber/Online** website, cell phone, or social media

What happened? Were you or the person who was bullied hurt? Yes No

_____

_____

_____

_____

Who else saw the bullying? _____

Was a teacher or adult nearby? Yes No Who? _____

SOLUTION (End)

What can be done to stop the bullying?

_____

_____

_____

Signed _____ (Only if you want to) 8/23

COMMONWEALTH OF VIRGINIA
SCHOOL ENTRANCE HEALTH FORM
Health Information Form/Comprehensive Physical Examination Report/Certification of Immunization

Part I – HEALTH INFORMATION FORM

State law (Ref. Code of Virginia § 22.1-270) requires that your child is immunized and receives a comprehensive physical examination before entering public kindergarten or elementary school. **The parent or guardian completes this page (Part I) of the form.** The Medical Provider completes Part II and Part III of the form. This form must be completed no earlier than one year before your child's entry into school.

Name of School: _____ Current Grade: _____

Student's Name: _____
Last First Middle

Student's Date of Birth: _____/____/_____ Sex: _____ State or Country of Birth:_____Main Language Spoken: _____

Student's Address_____ City_____ State_____ Zip Code_____

Name of Parent or Legal Guardian 1:_____Phone:_____-_____-_____Work or Cell: _____ - _____-_____

Name of Parent or Legal Guardian 2:_____Phone:_____-_____-_____Work or Cell: _____-_____-_____

Emergency Contact:_____Phone:_____-_____-_____Work or Cell: _____-_____-_____

Hospital Preference: _____

Child's Health Insurance: None☐ FAMIS Plus (Medicaid) ☐ FAMIS☐ Private/Commercial/ Employer Sponsored☐_____

Box 1. Pre-Existing Conditions

Condition	Yes	Comments	Condition	Yes	Comments
Allergies (food, insects, drugs, latex)			Diabetes: Type 1		
Please list **Life Threatening Allergies**:			Diabetes: Type 2		
			Insulin pump		
Allergies (seasonal)			Head injury, concussion		
Asthma or breathing conditions			Hearing conditions or deafness		
Attention-Deficit/Hyperactivity Disorder			Heart conditions		
Behavioral/Psych/ Social conditions			Lead poisoning		
Developmental conditions			Muscle conditions		
Bladder conditions			Seizures		
Bleeding conditions			Sickle Cell Disease (not trait)		
Bowel conditions			Speech conditions		
Cerebral Palsy			Spinal injury		
Cystic fibrosis			Surgery		
Dental Health conditions			Vision conditions		

Describe any other important health-related information about your child (☐ Feeding tube , ☐ Trach , ☐Oxygen support, ☐ Hearing aids, ☐ Dental appliance, ☐ Wheelchair, Hospitalizations, etc.):

Box 2. Medications

List all prescription, emergency, over-the-counter, and herbal medications your child takes regularly (Home/ School):

Medication Name	Dosage	Time Administered (Home/School)	Notes
1.			
2.			
3.			
4.			

Additional Medications (Name, Dose, Time Administered, Notes)

Check here if you want to discuss confidential information with the school nurse or other school authority. Yes No Please provide the following information:

Type	Name	Phone	Date of Last Appointment
Pediatrician/primary care provider			
Specialist			
Dentist			
Case Worker (if applicable)			

I_____ ☐ (do)☐(do not) authorize my child's health care provider and designated provider of health care in the school setting to discuss my child's health concerns and/or exchange information pertaining to this form. This authorization will be in place until or unless you withdraw it. You may withdraw your authorization at any time by contacting your child's school. When information is released from your child's record, documentation of the disclosure is maintained in your child's health or scholastic record.

Signature of Parent or Legal Guardian:_____Date:_____/_____/_____

Signature of Interpreter: _____Date_____/_____/_____

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

A copy of child's immunization records are attached ☐

Section I

See Section II for conditional enrollment and exemptions.

A copy of the immunization record signed or stamped by a physician or designee, registered nurse, or official of health department indicating the dates of administration including month, day, and year of the required vaccines shall be acceptable in lieu of recording the dates on this page, as long as the completed immunization record is attached to the School Entrance Health Form: Part II Certification of Immunization (MCH213G).

As per 12VAC5-110-70, the Certification of Immunization form must be signed and dated by the Medical Provider (physician or designee, registered nurse, or official of the health department) in the appropriate box below. Contact local health department for assistance with foreign vaccine records.

Student Name: **Date of Birth :** / / **Sex:**

Race (Optional): **Ethnicity:** ☐ **Hispanic** ☐ **Non-Hispanic**

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

Certification of Immunization

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

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

Section II
Conditional Enrollment and Exemptions

A qualified licensed physician, nurse practitioner, or physician assistant must complete the medical exemption or conditional enrollment section as appropriate to include signature and date. This section must be attached to Part I Health Information (to be filled out and signed by parent).

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

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

_____

_____

_____

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

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

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

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

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

CONDITIONAL ENROLLMENT: As specified in the *Code of Virginia* § 22.1-271.2, B, I certify that this child has received at least one dose of each of the vaccines required by the State Board of Health for attending school and that this child has a plan for the completion of his/her requirements within the next 90 calendar days (or 180 days for Hepatitis B). **Next immunization due on** .

Signature of Medical Provider or Health Department Official:_____Date (*Mo., Day, Yr.*):|___|___|___|

Section III Requirements

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

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

Part III -- COMPREHENSIVE PHYSICAL EXAMINATION REPORT

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

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

Health Assessment

Date of Assessment: ____/____/_____

Weight:_____lbs. Height:_____ft._____in.

Body Mass Index (BMI):_____BP_____

❑ Age / gender appropriate history completed

❑ Anticipatory guidance provided

Physical Examination

1 = Within normal 2 = Abnormal finding 3 = Referred for evaluation or treatment

	1	2	3		1	2	3		1	2	3	
HEENT				Neurological				Skin				
Lungs				Abdomen				Genital				
Heart				Extremities				Urinary				

Tuberculosis Screening

Check the box that applies:

☐ No risk for TB infection identified | ☐ No symptoms compatible with active TB disease | ☐ Risk for TB infection or symptoms identified: _____

Test for TB Infection: TST IGRA Date: TST Reading mm TST/IGRA Result: ☐ Negative ☐ Positive

CXR required if positive test for TB infection or TB symptoms. CXR Date:_____ ☐ Normal ☐ Abnormal

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

Blood Lead:_____ Hct/Hgb _____

Developmental Screen

Assessed for:	*Assessment Method:*	*Within normal*	*Concern identified:*	*Referred for Evaluation*
Emotional/Social				
Problem Solving				
Language/Communication				
Fine Motor Skills				
Gross Motor Skills				

Hearing Screen

❑ Screened at 20dB: Indicate Pass (P) or Refer (R) in each box.

❑ Screened by OAE (Otoacoustic Emissions): ☐ Pass ☐ Referred

	1000	2000	4000
R			
L			

☐ Referred to Audiologist/ENT ☐ **Unable to test – needs rescreen**

☐ Permanent Hearing Loss Previously identified: ☐ Left ☐ Right

☐ Hearing aid or another assistive device

Vision Screen

☐ With Corrective Lenses (Check if yes)

Stereopsis ☐ Pass ☐ Fail				☐ Not tested
Distance	Both	R	L	Test used:
	20/	20/	20/	

☐ Pass ☐ Referred to eye doctor ☐ **Unable to test-needs rescreen**

Dental Screen

☐ Problems Identified: Referred for Treatment

☐ No Problem: Referred for prevention

☐ No Referral: Already receiving dental care

☐ **Unable to perform**

Recommendations to (Pre) School, Child Care, or Early Intervention Personnel

Summary of Findings (check one):

☐ Well child; no conditions identified of concern to school program activities

Conditions identified that are important to schooling or physical activity (complete sections below and/or explain here):

_____

____**Allergy:** ☐ food:_____ ☐ insect:_____ ☐ medicine:_____ ☐ other:_____

Type of allergic reaction: ☐ *anaphylaxis* ☐ *local reaction* *Response required:* ☐ *none* ☐ *epinephrine auto-injector* ☐ other::_____

____I**ndividualized Health Care Plan needed** (e.g., asthma, diabetes, seizure disorder, severe allergy, etc)

____**Restricted Activity Specify:** :_____

____**Developmental Evaluation** ☐ Has IEP ☐ Further evaluation needed for: _____

____**Medication.** Child takes medicine for specific health condition(s). ☐ Medication must be given and/or available at school.

____**Special Diet Specify:** _____

____**Special Needs Specify:**_____

Other Comments:_____

Health Care Professional's Certification (Write legibly or stamp) ☐ **By checking this box, I certify with an electronic signature that all of the information entered above is accurate (enter name and date on signature and date lines below).**

Name:_____ **Signature/Date:**_____

Practice / Clinic: **Address:**_____

Phone:_____-_____-_____ **Fax:** _____-_____-_____ **Email:**_____

Norfolk Public Schools
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2026-2027
ATHLETIC PREPARTICIPATION FORMS

Sudden Cardiac Arrest In Sport

What is cardiac arrest?

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

Who is at risk for sudden cardiac arrest?

Risk Factors	Warning Signs That May Lead to Cardiac Arrest
▪ Family history of heart disease, attack, or cardiac death ▪ Cardiac conditions such as high blood pressure, diabetes, obesity, smoking or high cholesterol ▪ Underlying or unknown cardiac condition	▪ Unexplained fainting or near fainting ▪ Chest Pain or Tightness ▪ Heart racing (chest palpitations) ▪ Abnormal shortness of breath ▪ Lightheadedness

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

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

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

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

What is done in a sudden cardiac arrest emergency?

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

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

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

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

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

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

_____	_____	_____
Print Name: Parent/Guardian	**Signature: Parent/Guardian**	**Date**
_____	_____	_____
Print Name: Athlete	**Signature: Athlete**	**Date**

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

CONTINUE TO NEXT PAGE

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Concussions In Sport

Parents/Guardians of Athletes: In order to help protect the student athletes of Norfolk Public Schools, the Virginia General Assembly in accordance with **Senate Bill 652** (Concussion in Student-Athletes) has mandated that all student athletes, parents and coaches follow the Norfolk Public Schools Concussion Policy. *Please read and sign this fact sheet and return it to your school's Athletic Director prior to participation in any school sponsored athletic activity.* This form **must** be reviewed and signed on a yearly basis.

What is a Concussion?

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

What are the Signs and Symptoms of a Concussion?

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

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

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

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

How can you Help your Child Prevent a Concussion?

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

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

How can a concussion affect my child in the classroom?

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

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

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

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

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

Brief Overview of the Norfolk Public Schools Concussion Policy

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

1. Return to full participation in academic activities, without accommodations/adjustments
2. Each stage of the NPS Concussion Graduated Return to play Protocol
3. Receive clearance by a physician who has been trained in concussion management, as deemed necessary by the Athletic Trainer
4. Receive final clearance from the school's Athletic Trainer

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

Print Name: Parent/Guardian	**Parent/Guardian Signature**	**Date**
Print Name: Athlete	**Athlete Signature**	**Date**

CONTINUE TO NEXT PAGE

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Heat Related Illness

What are heat related illnesses?

Heat related illnesses are conditions that arise from exercising in a hot, humid environment. There are four different types of heat illness, that range in severity, as well as how they are treated-

Heat Stroke – The most severe heat related illness, characterized by having a core body temperature above 105°F and central nervous system dysfunction (disorientation, altered consciousness, collapse, irritability etc.) Heat stroke is life threatening.

Heat Exhaustion – The most common type of heat illness that results in the individual's inability to continue activity due to cardiovascular insufficiency and energy depletion.

Heat Cramps – Muscle cramping due to dehydration, electrolyte insufficiency and deconditioning

Heat Syncope – Fainting in high environmental temperatures.

What are the Risk Factors associated with heat illness?

- Exercising in hot/humid environment
- Dehydration
- Obesity
- History of heat illness
- Lack of appropriate nutrition
- Lack of appropriate acclimatization

What are the signs and symptoms of heat related illness?

Heat Stroke
Rectal temperature greater than 105°F (40.5°C)
Irrational behavior, irritability or emotional instability
Altered consciousness
Disorientation
Dizziness
Headache
Confusion
Nausea or vomiting
Diarrhea
Collapse
Staggering or sluggish feeling

Heat Exhaustion
Fatigue
Nausea
Fainting
Weakness
Vomiting
Dizziness/lightheadedness
Pale
Chills
Diarrhea
Irritability
Headache

Heat Cramping
Dehydration
Fatigue
Painful, involuntary muscle spasms

Heat Syncope
Dizziness/lightheadedness
Weakness
Loss of consciousness
Tunnel vision

How is heat illness managed?

The treatment of heat related illness depends on the type of illness experienced. Cold towels, ice packs and cold water immersion (where available) may be used to aid in the cooling of a student-athlete. In cases of heat stroke, EMS will be activated, and the effected student-athlete will be transported to the hospital per NPS and EMS protocols.

How can heat illness be prevented?

- Proper Hydration
- Proper Nutrition
- Wear loose moisture wicking clothing
- Heat acclimatization protocols
- Monitor Environmental Conditions
- Modify practices as needed

How does Norfolk Public Schools Athletics work to prevent heat related illness?

As with all emergencies, Norfolk Public Schools Athletics works to prevent and prepare for heat related illness:

- ✓ Each High School & Middle School has an *Emergency Action Plan* in place that is reviewed annually by coaches, medical personnel, and staff
- ✓ Each coach and athletic staff member must hold a First Aid, CPR, and AED certification from a nationally recognized organization
- ✓ Policies in place to encourage safe participation in various environmental hazards
- ✓ Heat acclimatization protocol in place for at-risk sports
- ✓ Ice designated for cooling is available within each of our schools
- ✓ Preparticipation exams (physicals) are required every 14 months for each student-athlete prior to participation in activity

While these prevention strategies are in place for everyone's safety, Norfolk Public Schools cannot guarantee that a heat-related illness will not occur. Furthermore, participating in athletics could increase your child's risk.

By signing this document, I have received the educational information above and I have reviewed the risk factors and signs of heat related illness.

_____	_____	_____
Print Name: Parent/Guardian	**Signature: Parent/Guardian**	**Date**
_____	_____	_____
Print Name: Athlete	**Signature: Athlete**	**Date**

This fact sheet is provided in accordance with § 22.1-271.9. Guidelines and policies on student-athlete extreme heat safety and protection policies.

REVISED APRIL 2025

Norfolk Public Schools
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MIDDLE SCHOOL LEAGUE
ATHLETIC PARTICIPATION/PARENTAL CONSENT/EVALUATION FORM

Pages 1-3 MUST be submitted to the school to be eligible for Middle School League sports.

This form expires 14 months from the date of the practitioner's signature on page 3.

For school year_____ **PART I- ATHLETIC PARTICIPATION** Male___

(To be filled in and signed by the student and parent/guardian) Female___

Name_____ School Year _____ Grade _____

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 ☐ I 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.

Student's Signature _____ Date:_____

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.

Parent's Signature _____Date:_____

INDIVIDUALIZED ELIGIBILITY RULES

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

- Must be a regular bona fide student in good standing of the school you represent.
- 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
    - o 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
    - o 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
    - o 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 have submitted to your principal before any kind of participation, including tryouts or practice as a member of any school athletic or cheerleading team, an Athletic Participation/Parent Consent/Evaluation Form, completely filled in and properly signed attesting that you have been examined, found to be physically fit for athletic competition no more than 14 calendar months prior to the date on which report was signed and that your parents consent to your participation.
- must not have participated in any all-star contest between teams whose players are selected from more than one middle school

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

PART II- ACKNOWLEDGEMENTS OF RISK AND INSURANCE STATEMENT

(To be completed by parent/guardian)

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

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

Name of medical insurance company: _____

Policy number: _____ Name of policy holder: _____

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

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

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

To access quality, low-cost comprehensive health insurance through FAMIS for your child, please contact Cover Virginia by going to www.coverva.org or calling 855-242-8282.

PART III- EMERGENCY PERMISSION FORM*

(To be completed and signed by the parent/guardian)

STUDENT'S NAME: _____ GRADE: _____ AGE: _____ DOB: _____

MIDDLE SCHOOL: _____ CITY: _____ Please list and

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 CURRENT PRESCRIBED AN INHALER OR EPI-PEN? _____ LIST THE EMERGENCY MEDICATION: _____

IS THE STUDENT PRESENTLY TAKING ANY OTHER MEDICATION? _____ IF SO, WHAT? _____

DOES THE STUDENT WEAR CONTACT LENSES? _____ DATE OF LAST Tdap OR Td (TETANUS) SHOT: _____

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

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

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

CELL PHONE NUMBER: _____

→ SIGNATURE OF PARENT/GUARDIAN: _____ **DATE:** _____

RELATIONSHIP TO STUDENT: _____

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

→ I CERTIFY ALL OF THE ABOVE INFORMATION IS CORRECT: _____

Parent/Guardian signature

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

The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

■ PREPARTICIPATION PHYSICAL EVALUATION

MEDICAL ELIGIBILITY FORM

Name: _____ Date of birth: _____

□ Medically eligible for all sports without restriction

□ Medically eligible for all sports without restriction with recommendations for further evaluation or treatment of

_____

_____

□ Medically eligible for certain sports

_____

_____

□ Not medically eligible pending further evaluation

□ Not medically eligible for any sports

Recommendations: _____

_____

_____

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined on this form. A copy of the physical examination findings are on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

SHARED EMERGENCY INFORMATION

Allergies: _____

_____

_____

Medications: _____

_____

_____

Other information: _____

_____

_____

Emergency contacts: _____

_____

_____

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This form should be placed into the athlete's medical file and should *not* be shared with schools or sports organizations. The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

Disclaimer: Athletes who have a current Preparticipation Physical Evaluation (per state and local guidance) on file should not need to complete another History Form.

PREPARTICIPATION PHYSICAL EVALUATION (Interim Guidance)

HISTORY FORM

Note: Complete and sign this form (with your parents if younger than 18) before your appointment.

Name: _____ Date of birth: _____

Date of examination: _____ Sport(s): _____

Sex assigned at birth (F, M, or intersex): _____ How do you identify your gender? (F, M, non-binary, or another gender): _____

Have you had COVID-19? (check one): ☐ Y ☐ N

Have you been immunized for COVID-19? (check one): ☐ Y ☐ N If yes, have you had: ☐ One shot ☐ Two shots ☐ Three shots ☐ Booster date(s) _____

List past and current medical conditions. _____

Have you ever had surgery? If yes, list all past surgical procedures. _____

Medicines and supplements: List all current prescriptions, over-the-counter medicines, and supplements (herbal and nutritional).

Do you have any allergies? If yes, please list all your allergies (ie, medicines, pollens, food, stinging insects).

Patient Health Questionnaire Version 4 (PHQ-4)

Over the last 2 weeks, how often have you been bothered by any of the following problems? (Circle response.)

	Not at all	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	0	1	2	3
Not being able to stop or control worrying	0	1	2	3
Little interest or pleasure in doing things	0	1	2	3
Feeling down, depressed, or hopeless	0	1	2	3

(A sum of ≥3 is considered positive on either subscale [questions 1 and 2, or questions 3 and 4] for screening purposes.)

GENERAL QUESTIONS (Explain "Yes" answers at the end of this form. Circle questions if you don't know the answer.)	Yes	No
1. Do you have any concerns that you would like to discuss with your provider?		
2. Has a provider ever denied or restricted your participation in sports for any reason?		
3. Do you have any ongoing medical issues or recent illness?		
HEART HEALTH QUESTIONS ABOUT YOU	**Yes**	**No**
4. Have you ever passed out or nearly passed out during or after exercise?		
5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?		
6. Does your heart ever race, flutter in your chest, or skip beats (irregular beats) during exercise?		
7. Has a doctor ever told you that you have any heart problems?		
8. Has a doctor ever requested a test for your heart? For example, electrocardiography (ECG) or echocardiography.		

HEART HEALTH QUESTIONS ABOUT YOU (*CONTINUED*)	Yes	No
9. Do you get light-headed or feel shorter of breath than your friends during exercise?		
10. Have you ever had a seizure?		
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY	**Unsure**	**Yes**	**No**
11. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 years (including drowning or unexplained car crash)?			
12. Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?			
13. Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?			

BONE AND JOINT QUESTIONS	Yes	No
14. Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?		
15. Do you have a bone, muscle, ligament, or joint injury that bothers you?		

MEDICAL QUESTIONS	Yes	No
16. Do you cough, wheeze, or have difficulty breathing during or after exercise?		
17. Are you missing a kidney, an eye, a testicle, your spleen, or any other organ?		
18. Do you have groin or testicle pain or a painful bulge or hernia in the groin area?		
19. Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant *Staphylococcus aureus* (MRSA)?		
20. Have you had a concussion or head injury that caused confusion, a prolonged headache, or memory problems?		
21. Have you ever had numbness, had tingling, had weakness in your arms or legs, or been unable to move your arms or legs after being hit or falling?		
22. Have you ever become ill while exercising in the heat?		
23. Do you or does someone in your family have sickle cell trait or disease? (Unsure)		
24. Have you ever had or do you have any problems with your eyes or vision?		

MEDICAL QUESTIONS (*CONTINUED*)	Yes	No
25. Do you worry about your weight?		
26. Are you trying to or has anyone recommended that you gain or lose weight?		
27. Are you on a special diet or do you avoid certain types of foods or food groups?		
28. Have you ever had an eating disorder?		

MENSTRUAL QUESTIONS	N/A	Yes	No
29. Have you ever had a menstrual period?			
30. How old were you when you had your first menstrual period?			
31. When was your most recent menstrual period?			
32. How many periods have you had in the past 12 months?			

Explain "Yes" answers here.

I hereby state that, to the best of my knowledge, my answers to the questions on this form are complete and correct.

Signature of athlete: _____

Signature of parent or guardian: _____

Date: _____

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This form should be placed into the athlete's medical file and should *not* be shared with schools or sports organizations. The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

Disclaimer: Athletes who have a current Preparticipation Physical Evaluation (per state and local guidance) on file should not need to complete another examination.

PREPARTICIPATION PHYSICAL EVALUATION (Interim Guidance)

PHYSICAL EXAMINATION FORM

Name: _____ Date of birth: _____

PHYSICIAN REMINDERS

1. Consider additional questions on more-sensitive issues.
   - Do you feel stressed out or under a lot of pressure?
   - Do you ever feel sad, hopeless, depressed, or anxious?
   - Do you feel safe at your home or residence?
   - Have you ever tried cigarettes, e-cigarettes, chewing tobacco, snuff, or dip?
   - During the past 30 days, did you use chewing tobacco, snuff, or dip?
   - Do you drink alcohol or use any other drugs?
   - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
   - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
   - Do you wear a seat belt, use a helmet, and use condoms?
2. Consider reviewing questions on cardiovascular symptoms (Q4–Q13 of History Form).

EXAMINATION		
Height: Weight:		
BP: / (/) Pulse: Vision: R 20/ L 20/ Corrected: ☐ Y ☐ N		
COVID-19 VACCINE		
Previously received COVID-19 vaccine: ☐ Y ☐ N Administered COVID-19 vaccine at this visit: ☐ Y ☐ N If yes: ☐ First dose ☐ Second dose ☐ Third dose ☐ Booster date(s) _____		
MEDICAL	**NORMAL**	**ABNORMAL FINDINGS**
Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency)		
Eyes, ears, nose, and throat • Pupils equal • Hearing		
Lymph nodes		
Heart[a] • Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver)		
Lungs		
Abdomen		
Skin • Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant *Staphylococcus aureus* (MRSA), or tinea corporis		
Neurological		
MUSCULOSKELETAL	**NORMAL**	**ABNORMAL FINDINGS**
Neck		
Back		
Shoulder and arm		
Elbow and forearm		
Wrist, hand, and fingers		
Hip and thigh		
Knee		
Leg and ankle		
Foot and toes		
Functional • Double-leg squat test, single-leg squat test, and box drop or step drop test		

[a] Consider electrocardiography (ECG), echocardiography, referral to a cardiologist for abnormal cardiac history or examination findings, or a combination of those.

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

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VIRGINIA HIGH SCHOOL LEAGUE, INC.

1642 State Farm Blvd., Charlottesville, Va. 22911

ATHLETIC PARTICIPATION/PARENTAL CONSENT/EVALUATION FORM

Pages 1-3 MUST be submitted to the school to be eligible for VHSL sports.

This form expires 14 months from the date of the practitioner's signature on page 3.

For school year_____ **PART I- ATHLETIC PARTICIPATION** Male___

(To be filled in and signed by the student and parent/guardian) Female___

PRINT CLEARLY

Name _____ Student ID#_____

(Last) (First) (Middle Initial)

Home Address _____

City/Zip Code _____

Home Address of Parents _____

City/Zip Code _____

Date of Birth _____ Place of Birth _____

This is my _____ semester in _____ High School, and my _____ semester since first entering the ninth grade. Last

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

INDIVIDUALIZED ELIGIBILITY RULES

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

- Must be a regular bona fide student in good standing of the school you represent.
- Must be enrolled in the last four years of high school. (Eighth-grade students may be eligible for junior varsity)
- Must have enrolled not later than the fifteenth day of the current semester.
- For the first semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which may be used for graduation the immediately preceding year or the immediately preceding semester for schools that certify credits on a semester basis. (Check with your principal for equivalent requirements.) **May not repeat courses for eligibility purposes for which credit has been previously awarded.**
- For the second semester must be currently enrolled in not fewer than five subjects, or their equivalent, offered for credit and which may be used for graduation and have passed five subjects, or their equivalent, offered for credit and which many be used for graduation the immediately preceding semester. (Check with your principal for equivalent requirements.)
- Must sit out all VHSL competition for 365 consecutive calendar days following a school transfer unless the transfer corresponded with a family move. (Check with your principal for exceptions.)
- Must not have reached your nineteenth birthday on or before the first day of August of the current school year.
- Must not, after entering ninth grade for the first time, have been enrolled in or been eligible for enrollment in high school more than eight consecutive semesters.
- Must have submitted to your principal before any kind of participation, including tryouts or practice as a member of any school athletic or cheerleading team, an Athletic Participation/Parent Consent/Evaluation Form, completely filled in and properly signed attesting that you have been examined, found to be physically fit for athletic competition no more than 14 calendar months prior to the date on which report was signed 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:_____

→Parent/Guardian Signature: _____ Date:_____

PROVIDING FALSE INFORMATION WILL RESULT IN INELIGIBILITY FOR ONE YEAR.

PART II- ACKNOWLEDGEMENTS OF RISK AND INSURANCE STATEMENT

(To be completed by parent/guardian)

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

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

Name of medical insurance company: _____

Policy number: _____ Name of policy holder: _____

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

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

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

To access quality, low-cost comprehensive health insurance through FAMIS for your child, please contact Cover Virginia by going to www.coverva.org or calling 855-242-8282.

PART III- EMERGENCY PERMISSION FORM*

(To be completed and signed by the parent/guardian)

STUDENT'S NAME: _____ GRADE: _____ AGE: _____ DOB: _____

HIGH SCHOOL: _____ CITY: _____

Please list and 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 CURRENT PRESCRIBED AN INHALER OR EPI-PEN? _____ LIST THE EMERGENCY MEDICATION: _____

IS THE STUDENT PRESENTLY TAKING ANY OTHER MEDICATION? _____ IF SO, WHAT? _____

DOES THE STUDENT WEAR CONTACT LENSES? _____ DATE OF LAST Tdap OR Td (TETANUS) SHOT: _____

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

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

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

CELL PHONE NUMBER: _____

→ SIGNATURE OF PARENT/GUARDIAN: _____ DATE: _____

RELATIONSHIP TO STUDENT: _____

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

→ I CERTIFY ALL OF THE ABOVE INFORMATION IS CORRECT: _____

Parent/Guardian signature

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

The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

■ PREPARTICIPATION PHYSICAL EVALUATION

MEDICAL ELIGIBILITY FORM

Name: _____ Date of birth: _____

□ Medically eligible for all sports without restriction

□ Medically eligible for all sports without restriction with recommendations for further evaluation or treatment of

_____

_____

□ Medically eligible for certain sports

_____

_____

□ Not medically eligible pending further evaluation

□ Not medically eligible for any sports

Recommendations: _____

_____

_____

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined on this form. A copy of the physical examination findings are on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the physician may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

SHARED EMERGENCY INFORMATION

Allergies: _____

_____

_____

Medications: _____

_____

_____

Other information: _____

_____

_____

Emergency contacts: _____

_____

_____

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This form should be placed into the athlete's medical file and should *not* be shared with schools or sports organizations. The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

Disclaimer: Athletes who have a current Preparticipation Physical Evaluation (per state and local guidance) on file should not need to complete another History Form.

PREPARTICIPATION PHYSICAL EVALUATION (Interim Guidance)

HISTORY FORM

Note: Complete and sign this form (with your parents if younger than 18) before your appointment.

Name: _____ Date of birth: _____

Date of examination: _____ Sport(s): _____

Sex assigned at birth (F, M, or intersex): _____ How do you identify your gender? (F, M, non-binary, or another gender): _____

Have you had COVID-19? (check one): ☐ Y ☐ N

Have you been immunized for COVID-19? (check one): ☐ Y ☐ N If yes, have you had: ☐ One shot ☐ Two shots ☐ Three shots ☐ Booster date(s) _____

List past and current medical conditions. _____

Have you ever had surgery? If yes, list all past surgical procedures. _____

Medicines and supplements: List all current prescriptions, over-the-counter medicines, and supplements (herbal and nutritional).

Do you have any allergies? If yes, please list all your allergies (ie, medicines, pollens, food, stinging insects).

Patient Health Questionnaire Version 4 (PHQ-4)

Over the last 2 weeks, how often have you been bothered by any of the following problems? (Circle response.)

	Not at all	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	0	1	2	3
Not being able to stop or control worrying	0	1	2	3
Little interest or pleasure in doing things	0	1	2	3
Feeling down, depressed, or hopeless	0	1	2	3

(A sum of ≥3 is considered positive on either subscale [questions 1 and 2, or questions 3 and 4] for screening purposes.)

GENERAL QUESTIONS (Explain "Yes" answers at the end of this form. Circle questions if you don't know the answer.)	Yes	No
1. Do you have any concerns that you would like to discuss with your provider?		
2. Has a provider ever denied or restricted your participation in sports for any reason?		
3. Do you have any ongoing medical issues or recent illness?		
HEART HEALTH QUESTIONS ABOUT YOU	**Yes**	**No**
4. Have you ever passed out or nearly passed out during or after exercise?		
5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?		
6. Does your heart ever race, flutter in your chest, or skip beats (irregular beats) during exercise?		
7. Has a doctor ever told you that you have any heart problems?		
8. Has a doctor ever requested a test for your heart? For example, electrocardiography (ECG) or echocardiography.		

HEART HEALTH QUESTIONS ABOUT YOU (*CONTINUED*)	Yes	No
9. Do you get light-headed or feel shorter of breath than your friends during exercise?		
10. Have you ever had a seizure?		
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY	**Unsure**	**Yes**	**No**
11. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 years (including drowning or unexplained car crash)?			
12. Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?			
13. Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?			

BONE AND JOINT QUESTIONS	Yes	No
14. Have you ever had a stress fracture or an injury to a bone, muscle, ligament, joint, or tendon that caused you to miss a practice or game?		
15. Do you have a bone, muscle, ligament, or joint injury that bothers you?		

MEDICAL QUESTIONS	Yes	No
16. Do you cough, wheeze, or have difficulty breathing during or after exercise?		
17. Are you missing a kidney, an eye, a testicle, your spleen, or any other organ?		
18. Do you have groin or testicle pain or a painful bulge or hernia in the groin area?		
19. Do you have any recurring skin rashes or rashes that come and go, including herpes or methicillin-resistant *Staphylococcus aureus* (MRSA)?		
20. Have you had a concussion or head injury that caused confusion, a prolonged headache, or memory problems?		
21. Have you ever had numbness, had tingling, had weakness in your arms or legs, or been unable to move your arms or legs after being hit or falling?		
22. Have you ever become ill while exercising in the heat?		
23. Do you or does someone in your family have sickle cell trait or disease? **Unsure**		
24. Have you ever had or do you have any problems with your eyes or vision?		

MEDICAL QUESTIONS (*CONTINUED*)	Yes	No
25. Do you worry about your weight?		
26. Are you trying to or has anyone recommended that you gain or lose weight?		
27. Are you on a special diet or do you avoid certain types of foods or food groups?		
28. Have you ever had an eating disorder?		

MENSTRUAL QUESTIONS	N/A	Yes	No
29. Have you ever had a menstrual period?			
30. How old were you when you had your first menstrual period?			
31. When was your most recent menstrual period?			
32. How many periods have you had in the past 12 months?			

Explain "Yes" answers here.

I hereby state that, to the best of my knowledge, my answers to the questions on this form are complete and correct.

Signature of athlete: _____

Signature of parent or guardian: _____

Date: _____

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This form should be placed into the athlete's medical file and should *not* be shared with schools or sports organizations. The Medical Eligibility Form is the only form that should be submitted to a school or sports organization.

Disclaimer: Athletes who have a current Preparticipation Physical Evaluation (per state and local guidance) on file should not need to complete another examination.

PREPARTICIPATION PHYSICAL EVALUATION (Interim Guidance)

PHYSICAL EXAMINATION FORM

Name: _____ Date of birth: _____

PHYSICIAN REMINDERS

1. Consider additional questions on more-sensitive issues.
   - Do you feel stressed out or under a lot of pressure?
   - Do you ever feel sad, hopeless, depressed, or anxious?
   - Do you feel safe at your home or residence?
   - Have you ever tried cigarettes, e-cigarettes, chewing tobacco, snuff, or dip?
   - During the past 30 days, did you use chewing tobacco, snuff, or dip?
   - Do you drink alcohol or use any other drugs?
   - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
   - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
   - Do you wear a seat belt, use a helmet, and use condoms?
2. Consider reviewing questions on cardiovascular symptoms (Q4–Q13 of History Form).

EXAMINATION		
Height: Weight:		
BP: / (/) Pulse: Vision: R 20/ L 20/ Corrected: ☐ Y ☐ N		
COVID-19 VACCINE		
Previously received COVID-19 vaccine: ☐ Y ☐ N Administered COVID-19 vaccine at this visit: ☐ Y ☐ N If yes: ☐ First dose ☐ Second dose ☐ Third dose ☐ Booster date(s) _____		
MEDICAL	**NORMAL**	**ABNORMAL FINDINGS**
Appearance • Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency)		
Eyes, ears, nose, and throat • Pupils equal • Hearing		
Lymph nodes		
Heart[a] • Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver)		
Lungs		
Abdomen		
Skin • Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant *Staphylococcus aureus* (MRSA), or tinea corporis		
Neurological		
MUSCULOSKELETAL	**NORMAL**	**ABNORMAL FINDINGS**
Neck		
Back		
Shoulder and arm		
Elbow and forearm		
Wrist, hand, and fingers		
Hip and thigh		
Knee		
Leg and ankle		
Foot and toes		
Functional • Double-leg squat test, single-leg squat test, and box drop or step drop test		

[a] Consider electrocardiography (ECG), echocardiography, referral to a cardiologist for abnormal cardiac history or examination findings, or a combination of those.

Name of health care professional (print or type): _____ Date: _____

Address: _____ Phone: _____

Signature of health care professional: _____, MD, DO, NP, or PA

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Norfolk Public Schools
The cornerstone of a proudly diverse community

School Year 2026 – 2027

Dear Parents/Guardians:

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

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

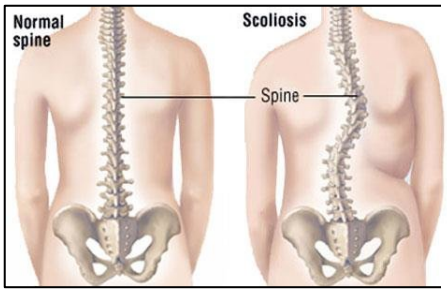
Scoliosis education and screening are recommended for students in grades 5 through 10. The American Academy of Pediatrics recommends scoliosis screening with the forward-bending test at routine health visits. The *Bright Futures Guidelines* recommend noting the presence of scoliosis during the physical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

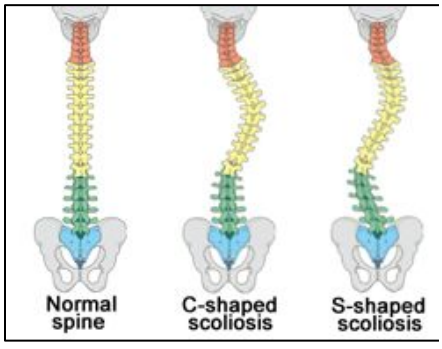
The procedure is a simple one and involves looking at your child's back while he or she is in a forward-bending position. The proper screening procedure is shown on the back of this letter. If you have concerns that your child has a possible abnormal curvature, please discuss this with your child's primary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

Sincerely,

Shelley J. Lewis

Shelley J. Lewis
School Nursing Supervisor





Steps to assess your child for scoliosis at home:

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

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

Norfolk Public Schools
The cornerstone of a proudly diverse community

School Year 2026 – 2027

Dear Parent/Guardian:

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

Please clarify the allergy status of your child at _____ School.

Your child's name: _____ Room #: _____

Your child's primary physician: _____

Your child's primary dentist: _____

☐ My child **does not** or **has not ever had** any allergies or intolerances.

☐ My child **has outgrown or no longer exhibits** symptoms of an allergy or intolerance.
Outgrown Allergy: _____

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

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

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

_____ _____
Parent's signature Parent's printed name

Phone #: _____ Date: _____

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

Sincerely,

Shelley J. Lewis

Shelley J. Lewis
School Nurse Supervisor

(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 whelps), itchy rash
- Tightening of throat, difficulty swallowing, drooling, hoarseness
- Hacking or persistent cough
- Difficulty breathing
- Wheezing
- Nausea, vomiting, abdominal cramps, diarrhea
- Pale or red color to face and body
- Weak pulse, low blood pressure, fainting

Life-Threatening Allergy Management Plan (LAMP)

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

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

Part 1- Medical history and contact information. To be completed by parent/guardian.
Part 2- Have your child's physician complete this section unless the physician's office prefers to use his/her own Life Threatening Allergy Management Plan which must include all components.

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

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

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

Life-Threatening Allergy Management Plan (LAMP)

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

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

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

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

Life-Threatening Allergy Management Plan

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

Name: _____ DOB: _____ Weight_____

Allergy to: _____

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

Extremely Reactive to:_____
If known exposure, give epinephrine immediately and call 911.

Action for Mild Reaction:

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

Liquid

□ diphenhydramine (12.5mg//5ml) p.o.
(can be repeated q 4-6 hours)
□ cetirizine (5mg/5ml) p.o.
(do not repeat)
Dose:_____

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

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

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

1. Inject Epinephrine immediately intramuscularly
□ Epipen® □ Epipen® Jr □ Auvi-Q™ 0.30mg □ Auvi-Q™ 0.15mg □ _____

2. Call RESCUE SQUAD 911 ASK FOR ADVANCED LIFE SUPPORT
- **Students should not suddenly sit up, stand or be placed in the upright position. This increases risk for sudden death.**

3. Note time epinephrine was given and repeat dose after 5 minutes if no improvement or worsening symptoms.
- **Antihistamines and inhalers are not first line therapy in a severe reaction.**

4. Transport via EMS to the emergency department.

Emergency Contacts:
Parent/Guardian_____ Phone:_____
Other emergency contact_____ Phone:_____

_____ _____ _____ _____
Parents Signature **DATE** **DOCTOR'S SIGNATURE** **DATE:**

_____ _____ **Print MD Name:** _____
Nurses Signature **DATE** **Contact number:** _____

Life-Threatening Allergy Management Plan (LAMP)

Permission to Carry and/or Self-Administer Epinephrine (if appropriate)

Name: _____ DOB: _____

I, as the Healthcare Provider, certify that this child has a medical history of severe allergic reactions has been trained in the use of the prescribed medication(s) and is judged to be capable of carrying and self-administering this medication(s). The nurse or the appropriate school staff should be notified anytime the medication/injector is used. This child understands the hazards of sharing medications with others and has agreed to refrain from this practice.

☐ Self-Carry

☐ Self-Administer

_____ _____ _____

Healthcare Provider Signature | Print Healthcare Provider Name | Date

---

In accordance with the Code of Virginia Section 22.1-274, I agree to the following:

I will not hold the school board or any of its employees liable for any negative outcome resulting from the self-administration of said emergency medication by the student.

I understand that the school, after consultation with the parent(s) may impose reasonable limitations or restrictions upon a student's possession and/or self-administration of said emergency medication relative to the age and maturity of the student or other relevant consideration.

I understand that the school may withdraw permission to possess and self-administer the said emergency medication at any point during the school year if it is determined the student has abused the privilege of possession and self-administration or that the student is not safely and effectively self-administering the medication.

_____ _____

Parent/Guardian Signature | Date

_____ _____

Student Signature | Date

Norfolk Public Schools
The cornerstone of a proudly diverse community

School Year 2026 – 2027

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

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

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

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

- Academy for Eating Disorders (AED)
  https://www.eatingdisorderhope.com/

- Families Empowered and Supporting Treatment of Eating Disorders (F.E.A.S.T.)
  https://www.feast-ed.org/

- National Eating Disorders Association
  https://www.nationaleatingdisorders.org/
  Toll free, confidential Helpline, 1-800-931-2237

Sincerely,

Shelley J. Lewis

Shelley J. Lewis
School Nursing Supervisor

What are Eating Disorders?

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

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

Eating disorders affect both males and females of all ages.

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

Key things to look for around food:

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

Key things to look for around activity:

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

Physical Risk Factors:

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

Other Risk Factors:

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

How to Communicate with Your Child

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

If Your Child Shows Signs of a Possible Eating Disorder

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

Request for Administration of Medication In Hampton Roads Schools

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

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

Today's Date _____

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

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

Signature – Parent/Legal Guardian	Date
Home Phone Number - Parent/Legal Guardian	Work Phone Number - Parent/Legal Guardian

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

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

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

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

HAMPTON ROADS PUBLIC SCHOOLS STUDENT HEALTH SERVICES SUPERVISORS

THIS FORM MAY BE REPRODUCED AS NEEDED

VIRGINIA PEDIATRIC ASTHMA ACTION PLAN

Child Name:

DOB:

School Year:

Healthcare Provider

Contact Number:

EMERGENCY CONTACT

Name: Phone:

Relationship:

Additional info:



GREEN ZONE: GO!

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

☐ **Daily Maintenance/Controller**

	Day puffs	Night puffs

☐ Montelukast/Singulair ____ Mg once daily.

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

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

____ And ☐ Ipratropium ☐ Only if needed



YELLOW ZONE: Caution!

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

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

First

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

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

Second

If your symptoms continue or return within a few hours of above treatment, take:

☐ Puffs every 4-6 hours as needed until symptoms resolve.

☐ Continue every 4-6 hours daily for ____ days.

☐ Add: ____

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

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



RED ZONE: DANGER!

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

CALL 911 Now/Go to the Emergency Department!

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

Take: ____ ☐ 2 puffs ☐ 4 puffs ☐ 6 puffs or ☐ nebulizer

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

Parent/Guardian signature ____ Date ____

School Nurse/Staff Signature ____ Date ____

SCHOOL MEDICATION CONSENT & HEALTH CARE PROVIDER ORDER

☐ Student may carry and self-administer inhaler at school.

☐ Student needs assistance & should not self-carry.

MD/NP/PA signature ____ Date ____

Approved June 2023, Virginia Asthma Action Plan Expert Group convened by the Consortium for Infant and Child Health at Eastern Virginia Medical School. *Updated March 2024*

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NOTES

Norfolk Public Schools
The cornerstone of a proudly diverse community

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.

Norfolk Public Schools
The cornerstone of a proudly diverse community

IMPORTANT

STANDARDS OF STUDENT CONDUCT SIGNATURE AND ACKNOWLEDGMENT FORM

Please acknowledge or print, sign and return this form to your child's school by **September 30, 2026.**

By signing and returning this page, you acknowledge you have received the Student Handbook including Standards of Student Conduct 2026-2027. This handbook is required by law and contains the following:

- Acceptable Use Procedure (AUP) for Computer Systems
- Compulsory School Attendance Law
- Graduation Requirements
- Behavior Supports and Code of Student Conduct
- Parental Educational Information on Scoliosis
- Parental Educational Information on Eating Disorders
- Notice of Parental Duty (§ 22.1-279.3) - requires parents to meet with school staff upon request to review conduct standards, attendance requirements, behavior concerns, or educational/attendance plans
- Parent Notification of the Safe Storage of Prescription Medications and Firearms
- Photo Release Form
- Virginia State Police Sexual Offender and Crimes Against Minors Registry
- Section 504 of the Rehabilitation Act of 1973
- School Board Policies, Regulations and Procedures
- Protection of Pupil Rights Amendment (PPRA) Information
- Family Educational Rights and Privacy Act (FERPA) Information – Note: Any parent/legal guardian/adult student who objects to the release of any directory information must notify, in writing, the principal of the school where the records are kept.

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

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

The parties agree that this agreement may be electronically signed. The parties agree that the electronic signatures appearing on this agreement are the same as handwritten signatures for the purposes of validity, enforceability, and admissibility. A copy of the Student Handbook is available on the School Division's website: Click here.

_____ Parent or Guardian's Name	_____ Parent or Guardian's Signature
_____ Student Name	_____ Student's Signature
_____ School's Name	_____ Date

Norfolk Public Schools
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Notice of Non-Discrimination Policy

Norfolk School Board Policy ACZ

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

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

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

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

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

Legal Ref.:
20 U.S.C. §§ 1681-1688. 29 U.S.C. § 794. 42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff1. 34 C.F.R. 106.9.
Constitution of Virginia, article I, section 11.
Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 22.1-23.3, 22.1-295.2.
Legal Ref. Updated: September 18, 2013, August 18, 2021
Cross Ref.:
GB Equal Employment Opportunity/Nondiscrimination
GBA/JFHA Prohibition Against Harassment and Retaliation
JB Equal Educational Opportunities/Nondiscrimination
Cross Ref. Updated: September 18, 2013, August 18, 2021
Adopted by Norfolk City School Board April 15, 1996.
Revised: January 28, 1999; September 18, 2013; September 16, 2015; August 15, 2018;
September 30, 2020, August 18, 2021.
VSBA Update © 02/2004, 10/2012, 05/13, 05/2015, 02/2018, 05/2020, 5/2021.

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