



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

College Partnership Laboratory School Standing Committee Members:

The Virginia Department of Education (VDOE) review committee, consisting of subject matter experts have reviewed the application and affirm that all required elements of the application, including the school's educational program, governance, management structure, financial plan (including sustainability plan), placement plan, and other assurances have been provided. Additional, specific review has been conducted by the agency's curriculum and policy teams.

More specifically, this application meets all needed requirements associated with the school's proposed curriculum and graduation requirements.

This application is complete and compliant.

Andrew Armstrong, Ph.D., Assistant Superintendent of Strategic Innovation

A handwritten signature in black ink, appearing to read "Andrew Armstrong".

Jason Ellis, Director of Assessment

A handwritten signature in black ink, appearing to read "Jason Ellis".

Jason Ellis (Jun 3, 2024 11:51 EDT)

Melissa Velazquez, Assistant Superintendent of Policy and Government Relations

A handwritten signature in black ink, appearing to read "Melissa Velazquez".

Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Populations

A handwritten signature in black ink, appearing to read "Samantha Hollins".



COMMONWEALTH of VIRGINIA

***Office of the Attorney General
Richmond 23219***

Jason S. Miyares

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MEMORANDUM

TO: Joan Wodiska, Chair
Standing Committee on College Laboratory Partnership Schools
Board of Education

FROM: Deborah A. Love *DAL*
Senior Assistant Attorney General

DATE: June 3, 2024

SUBJECT: Review of College Partnership Laboratory School Application:
Norfolk State University

The Office of the Attorney General (OAG) has completed its review of the revised application to establish a college partnership laboratory school, received from Norfolk State (version named "NSU_Lab School Application_revision 5.27 (AA highlights per SW feedback)"). An earlier version of this application was also reviewed by OAG, with feedback to the Department on May 22.

Assuming that this application is not for a stand-alone school, in my view, all comments made by OAG have been satisfactorily addressed, and there are no legal impediments to the Standing Committee's consideration of this application. I note that my review does not embrace curricular considerations, the financial plan, or budgeting aspects of the proposal, nor do I offer any opinion as to the merits of the application. This assessment applies to the application reviewed, and not to any subsequent changes.

If you have any questions, please contact me at the address above, by telephone at (804)786-3807, or by electronic mail at dlove@oag.state.va.us.



Virginia College Partnership Laboratory School Application

Approved by the Virginia Board of Education

July 26, 2012

Updated August 31, 2022

Updated June 30, 2023

Updated January 8, 2024

School Name: Norfolk State University
Date of Submission to Virginia Board of Education: May 15, 2024

Name of Authorized Official: Dr. Javaune Adams-Gaston
Date: May 15, 2024

Signature of Authorized Official: _____ **Date:** May 15, 2024

Application Completion Instructions & Mailing Information

All applicants for a college partnership laboratory school should read the College Partnership Laboratory School Application Process before completing the application. The process is available on the Virginia Department of Education's website at the following link:
<https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/laboratory-schools>

Complete the cover page and insert the name of the college partnership laboratory school into the footer before completing the application. Each gray section in the document must contain a response.

Completed applications and supporting documents must be submitted to labschools@doe.virginia.gov. The Department may return or reject applications that are incomplete.

Note: The *Virginia Freedom of Information Act* (FOIA), § 2.2-3700 et seq. of the *Code of Virginia*, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees. Please be advised that documents submitted to the Virginia Department of Education are subject to FOIA and must be released in response to a FOIA request unless the records are exempt as specifically provided by law.

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Part A: Applicant Information

School Information

Lab School Name: Norfolk State University Young Scholars Academy Lab School

The Young Scholars Academy will be in more than one location. The first is on the grounds of Norfolk State University as the existing Child Development Lab is expanded to accommodate kindergarten and first grade through a phase in approach where year two will add kindergarten and year three will add first grade on the campus. Two more locations are identified elementary schools within Portsmouth Public Schools and Norfolk Public Schools. The identification of the district schools is based upon the most recent data reflecting student performance on proprietary literacy assessment instruments utilized by school districts throughout the Commonwealth of Virginia to determine grade level readiness and literacy skills.

On the campus of NSU, the Young Scholars Academy will operate in the Bowser Building, which can accommodate up to 30 preschool (ages 3 and 4) students in its current state. An expansion to kindergarten and grade 1, as proposed, will require additional space.

In Portsmouth Public Schools, Park View Elementary School will house the Young Scholars Lab School Academy. While the school goes from grades kindergarten through grade 6, only kindergarten and grade 1 will be the focus of this program, as they are the foundational grades for early literacy.

Last revision: *January 8, 2024*

Proposed Opening and Planning Date: **September 4, 2024**

Phase 1 will consist of pre-kindergarten students ranging in age from 3 to 4 years old that will attend the Young Scholars Academy Lab School on the NSU campus. Planning with Portsmouth Public Schools and Norfolk Public Schools in fall 2024 to collect data from the schools where the Young Scholars Academy Lab School will be held. Teachers will be identified to begin curriculum development and professional development in spring 2025.

Phase 2 will consist of opening the Young Scholars Academy Lab School at the two sites in the partner school districts in 2025-2026.

Grades to be Served for the Full Term of the Contract (Check All That Apply) *			
Pre-K	<input checked="" type="checkbox"/>	Sixth Grade	<input type="checkbox"/>
Kindergarten	<input checked="" type="checkbox"/>	Seventh Grade	<input type="checkbox"/>
First Grade	<input checked="" type="checkbox"/>	Eighth Grade	<input type="checkbox"/>
Second Grade	<input type="checkbox"/>	Ninth Grade	<input type="checkbox"/>
Third Grade	<input type="checkbox"/>	Tenth Grade	<input type="checkbox"/>
Fourth Grade	<input type="checkbox"/>	Eleventh Grade	<input type="checkbox"/>
Fifth Grade	<input type="checkbox"/>	Twelfth Grade	<input type="checkbox"/>

The Young Scholars Academy Lab School will focus on students in grades pre-kindergarten through first. The first phase of the school will focus on pre-kindergarten where the students will engage in developmentally appropriate literacy instruction provided by highly qualified teachers endorsed in early childhood education and supported by experienced assistant teachers and literacy interventionists. School readiness assessment instruments will be used to provide baseline and progress data throughout the academic year, which will guide continued instruction. In the second phase, grades kindergarten and first will be included on the NSU campus and within the designated elementary school(s) selected by Portsmouth Public Schools and Norfolk Public Schools.

The focus of the Norfolk State University Young Scholars Academy will be to increase educational development and access among underrepresented students using a STEAM curriculum and learner-centered approach focused on literacy and gifted education standards. Consistently, research demonstrates the importance of access to quality preschool educational programs for young children, particularly for children of color and children living in poverty. Hart and Risley (2003) found that children from lower income families experienced a nearly 40-million-word deficit compared to children from professional families and a nearly 25-million-word deficit compared to children from working-class families. This vocabulary deficit over time manifests itself in difficulties with reading comprehension and other literacy measures.

Recently, the National Education Association (2021) released a report emphasizing the need for quality preschool programs. Their report noted that children from disadvantaged families that

attended these quality programs were less likely to be retained in elementary and middle school grades, less likely to be identified for special education services, better prepared for rigorous coursework in middle school and high school, more likely to graduate from high school, and become higher income earners upon entering the workforce. In summary, quality preschool educational programs provide the access and opportunity children need to better achieve academically, economically, and socially throughout their lifespan. In summary, the school will address at-promise students, gifted education, and STEAM through its instructional delivery approaches, community and district partnerships, and ongoing research.

The Young Scholars Academy Lab School will partner with Portsmouth Public Schools and Norfolk Public Schools. To enhance the skills and knowledge of early learners in preparation for gifted education, this program builds on the Virginia Literacy Act (VLA) to improve early literacy outcomes. By meeting students at the point of their need, the Young Scholars Academy Lab School seeks to provide instruction for students in grades K-1, including family resources to promote regular engagement. The instructional team will include reading interventionists, teachers, and tutors. Each will receive ongoing professional development that builds upon their current funds of knowledge to best serve early learners, including those who need matching literacy instruction to meet their specific literacy needs.

By partnering with two school districts to meet the needs of early learners, the Young Scholars Academy Lab School will become a space for educator training and recruitment. NSU Teacher education students and candidates will have the opportunity to work as tutors and apply their content knowledge to classroom environments. This will allow them to strengthen their skills in lesson planning, differentiating instruction, creating culturally responsive learning environments, and utilizing assessment data to foster learning and academic success for young learners. Furthermore, the partnership will benefit the field of education in the identification of the instructional strategies, assessment tools, parental engagement approaches, and educational resources that best address the needs of young scholars from underserved communities.

Contact Information

Name of
Individual/Organization
Submitting Application:

Norfolk State University

Name of Contact Person for
Application:

**Dr Denelle Wallace-Alexander, Dr. Cynthia S. Nicholson, Dr. Aurelia
T. Williams**

Title/Affiliation with
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Prior Experience

1. Has the applicant had any prior experience operating a college partnership laboratory school or similar school?

Check one of the following: Yes ☐ No ☒

No, there has not been prior experience operating a college partnership laboratory school, but the Norfolk State University Child Development Lab has operated for more than 40 years to provide quality early childhood education experiences to students representing underserved communities.

2. If the response to the question above is “yes,” describe any prior experience with establishing and operating college partnership laboratory schools and/or similar schools. Provide information such as the name of the school, the state where it is located, years of operation, and contact information for the school. If the school is no longer operating, provide the reason(s) for closure:

Not applicable

3. Describe the relevant experience of the applicant or members of the college partnership laboratory governing board:

The governing board is identified as the Norfolk State University School of Education Dean and Associate Dean, the Early Childhood, Elementary Special Education Department Chair and faculty, the Portsmouth Public Schools Chief Academic Officer, Pre-K Curriculum and Instruction Director, Elementary Curriculum and Instruction

Director, and Elementary English Language Arts & PALS Coordinator, Norfolk Public Schools Chief Academic Officer, and invited community partners. The names of the members are provided in the governance section.

4. The Applicant agrees the completed Lab School Application was reviewed by Applicant's representative legal counsel and provides assurances that the proposed Lab School School's curriculum, programs and any related Lab School administration meet all federal and state statutory compliance requirements and the Applicant's obligations created therein.

The application was shared with the Office of the Provost and Vice President for Academic Affairs.

Contact Information – Institution of Higher Education Partner

Name of Contact Person for Application:

Dr. Denelle Wallace-Alexander

Dr. Cynthia S. Nicholson

Title/Affiliation with the Institution of Higher Education: Dean and
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Part B: Description of Proposed Laboratory School

The application narrative must contain all of the elements in § [22.1-349.5](#) of the *Code of Virginia*.

I. ELEMENT 1 – Executive Summary

The Hampton Roads area consists of seven cities from which Norfolk State University's School of Education draws many students pursuing early childhood/elementary education degrees leading to teacher licensure. Currently, Norfolk State University (NSU) Preschool Academy provides developmentally appropriate learning experiences to underserved communities. Most of the young scholars participating in the lab are classified as racial/ethnic minorities living in the Southside cities of Norfolk and Portsmouth. The City of Norfolk is considered an urban setting with 16.9% of the population living in poverty, a little more than 50% of the population identified as non-White, and approximately 12% of the population under the age of 10 years old. The City of Portsmouth is considered an urban setting with 8% of the population living in poverty, a little more than 35% of the population identified as non-White, and approximately 11% of the population under the age of 10 years old (www.census.gov). While there has been academic growth since the pandemic for most Hampton Roads school districts with regard to reading and mathematics scores, students of color and students living in poverty are still struggling to demonstrate a level of academic achievement at an early age that prepares them for the rigor of advanced courses and sets them on a path for gifted education program identification.

The Norfolk State University Young Scholars Academy Lab School seeks to enhance early literacy skills by integrating knowledge of science, technology, arts, engineering, and mathematics (STEAM) as connections to their daily lives. Providing students with foundational skills, along with family support, will allow them to gain instruction to reinforce robust academic development. This is possible with highly qualified teachers who will receive ongoing professional development and support from stakeholders, including families, tutors, and volunteers.

The geographical location of the Young Scholars Academy Lab School provides students with tangible access to the real world. From museums to aquariums, the classroom for early learners and their families reaches beyond the school's walls. Reinforcing what is learned in the curriculum, the community becomes a space for students to explore and develop. The incorporation of gifted education instructional delivery practices along with a strong literacy program and STEAM focus will create a base for students to advance to higher levels as they continue through school.

As the lead partner NSU's School of Education serves as a resource. With professors who research teaching and learning, the collaboration with Portsmouth Public Schools (PPS) and Norfolk Public Schools (NPS) is rich in possibilities. Students in teacher preparation programs can learn from curriculum planning and instructional delivery methods provided in the Young Scholars Academy Lab School Academy. Both school districts will be a part of preparing future teachers to work in their schools. Faculty conducting research in the Young Scholars Academy

Lab School can gather quantitative and qualitative data to inform the program and the field of education.

Ultimately, the goal of increasing early literacy skills for students and families who may not otherwise receive intensive instruction is the focus of the Young Scholars Academy Lab School. The resources made possible by this funding can impact early learners for years to come.

Sustainability Plan Overview

Currently, the Norfolk State University Child Development Lab is staffed with a highly qualified director and teachers. Each holds a Virginia teaching license with endorsements in elementary education (preK-6) and/or special education (K-12). The director, teacher, and teacher assistants have been trained on the STREAMin³ curriculum¹ and culturally responsive pedagogy. Furthermore, the director, teachers and teacher assistants have experience in pre-kindergarten through lower (k-2) elementary classrooms within Hampton Roads public schools. There is a current budget that supports the existing faculty and staff of the Norfolk State University Child Development Lab. University facilities management supports the building in which the lab is housed. Additionally, the Childcare Access Means Parents in School (CCAMPIS) grant from the Department of Education has been instrumental in providing financial support to parents/guardians and enrolled students with children that desire to enroll their children in the existing early childhood program at Norfolk State University.

The School of Education Associate Dean has served as the direct supervisor for the Director of the Norfolk State University Child Development Lab School. The Director supervises the teachers and teacher assistants providing direct instruction to the students. This structure will remain in place. Furthermore, the Virginia Department of Education Office of Childcare Health and Safety Division of Early Childhood Education inspects the Norfolk State University Child Development Lab, which has obtained licensure for operation.

Community partnerships that have been developed include the Eastern Virginia Medical School Minus 9 to 5 program, which connects a variety of community stakeholders with programs and services focused on supporting young children and their families. Additionally, local community volunteers, retired educators, and NSU Alumna will assist continue to assist with tutoring.

Yellow HAB, an independent school, has been a strong ally and advocate for the NSU Child Development Lab School, including the STEAM and gifted education focus. The director is an active member of the School of Education Advisory Board and provided valuable input regarding the development of the proposed lab school as Norfolk State University seeks to expand its existing Child Development Lab to include grades kindergarten through second.

¹ STREAMin³ is an innovative, engaging, and interactions-based curriculum model for children ages birth through preschool. It was developed by a team at the Center for Advanced Study of Teaching and Learning (CASTL) at UVA in partnership with and funding from E3: Elevate Early Education, as well as through initial implementation within The New E3 School with their teachers and leaders. For this program it is a foundation for pre-kindergarten 3 and pre-kindergarten 4 students. As students move to kindergarten, the curriculum will be STEAM focused.

The School of Education Advisory Board is an existing group of supporters that will champion the school externally. This board is made up of Hampton Roads public school representatives in various content and administrative areas along with private school representatives.

The existing lab has a general funding budget which provides the funds for the director, teachers, and teacher assistant salaries as well as supplies for instruction. The School of Education is seeking additional financial sources through grants and donors.

II. ELEMENT 2 – Mission and Vision

The vision of the Norfolk State University Young Scholars Academy is to embrace the curiosity of young learners and foster a love of reading, learning, exploration, and collaboration relating to the STEAM fields.

The mission of the Norfolk State University Young Scholars Academy is to awaken an early learner's passion for science, technology, reading, engineering, art, and mathematics through exploration grounded in developmentally appropriate and culturally relevant instructional delivery practices. By incorporating STEAM, gifted education, and the science of reading, early learners will be introduced to critical thinking and problem-solving skills that will support lifelong learning and discovery.

Partnerships and Support

Norfolk State University (NSU), Portsmouth Public Schools (PPS), and Norfolk Public Schools (NPS) are all public institutions that have always abided by these laws and regulations. Statements attesting to such are prominently displayed on the main webpage of each institution, applications for employment, and job announcements. As the lead entity, the NSU School of Education has ensured adherence through professional development provided to current faculty and staff of the NSU Child Development Lab. Additionally, at least one faculty and one staff have special education backgrounds, while all employees are provided with professional development to work with exceptional children.

Another strength of the program is the foundational knowledge and skills held by the selected teachers and teaching assistants in the Child Development Lab, Portsmouth Public Schools, and Norfolk Public Schools. The Young Scholars Academy will build upon those foundations, especially with VLA training and Peer Assisted Learning Strategies in Reading necessary to enhance early literacy skills.

Development will be individualized to meet the needs of teachers and teacher assistants while being in alignment with the vision, mission, and goals of the school (SOQ § 22.1-253.13:5). The Young Scholars Academy will rely upon a variety of formative and summative developmentally appropriate, valid, and reliable assessment data to monitor student achievement and improve classroom instruction (SOQ § 22.1-253.13:6).

Additionally, the school will be guided by the policies of each of the partners and the parents/guardians of the school will have access to the policies that outline student and teacher responsibilities (SOQ § 22.1-253.13:7). Virginia Regulations Establishing Standards for

Accrediting Public Schools in Virginia (SOA), 8VAC20-131-390 through 400; 8VAC20-131-420 through 430.

School quality will be measured by reliable and valid data gathered throughout each academic year. This academic achievement of all students in reading and writing, mathematics, and science will be measured through board-approved assessments. The school will provide disaggregated data to identify academic achievement gaps by groups in the aforementioned areas. Also, student engagement and attendance will be closely monitored with well-defined steps to address any areas performing below expected outcomes (8VAC20-131-380).

With an emphasis to provide early learners with the skills necessary to promote gifted education, the specific area of academic concentration will be literacy through the integration of science, technology, reading, engineering, arts, and mathematics. Also, exceptional students who will benefit from modifications and accommodations can participate in this early learning program.

Core Philosophy, Strategic Academic Goals, and Target Population

The core philosophy of the Young Scholars Academy is the holistic development of the students through individualized learning that encourages a focus on the natural curiosity of young children. Performance-based assessments will include valid and reliable assessments, continuous observations, portfolios, and authentic tasks grounded in critical thinking and problem-solving skills. The academic goals are tied to the Virginia Standards of Learning student outcomes for reading, writing, mathematics, and science.

The strategic academic goals of the Young Scholars Academy rely on the Virginia Early Learning and Development Standards (ELDS)² for pre-kindergarten 3 and pre-kindergarten 4 and the Virginia Standards of Learning (SOL)³ for kindergarten, grade 1 and grade 2. Early learners will be expected to meet and exceed the standards for their age group as outlined in the documents. For learners ages 3-4 this will include:

- Approaches to Play and Learning
- Social and Emotional Development
- Communication, Language and Literacy Development
- Health and Physical Development
- Cognitive Development

For learners in kindergarten, grade 1, and grade 2 this will include:

- English Standards of Learning for Virginia Public Schools
- History and Social Science Standards of Learning for Virginia Public Schools
- Mathematics Standards of Learning for Virginia Public Schools
- Science Standards of Learning for Virginia Public Schools

² Virginia Early Learning and Development Standards (ELDS) - <https://www.doe.virginia.gov/home/showpublisheddocument/421/637890605072570000>

³ Virginia Standards of Learning (SOL) – curriculum frameworks will be used to teach and assess the learning of students in kindergarten, grade 1, and grade 2 - <https://www.doe.virginia.gov/teaching-learning-assessment/instruction>

- Health Education Standards of Learning for Virginia Public Schools
- Standards of Learning for Fine Arts

In addition to assessing standards from Virginia Public Schools for early learners, Young Scholars will be prepared to take the Cognitive Abilities Test (CogAT). Learning how to take multiple-choice assessments that measure reasoning skills with different types of verbal, quantitative, and nonverbal questions is the aim of preparing students to enter gifted education programs in grade 3.

The Young Scholars Academy will target two groups of students. The first will be housed at the NSU Preschool Academy and the second groups will come from the partner schools in PPS and NPS. Students will be selected using a lottery system thus providing all students an opportunity to apply for the program. The computer-generated selection process will collect all applications and randomly select the students to participate.

At the NSU Preschool Academy, pre-kindergarten 3- and 4-year-olds are the focus. To date students are comprised of children of employees and community members from Norfolk or whose families work in the surrounding area. With the Young Scholars Lab School Academy, advertisements will provide community members will information for the application with a timeline and details on the lottery selection.

For Portsmouth Public Schools, students in kindergarten through grade 2 at Park View Elementary School are the targeted population. The table below gives an overview of the school's demographics over the last two years.

Grade	2022-2023	2023-2024		
Kindergarten	68	64		
Grade 1	70	67		2023-2024
Grade 2	60	83	Black	76.30%
Grade 3	59	64	White	9.90%
Grade 4	75	64	Hispanic	6.80%
Grade 5	66	71	Multiple Races	4.70%
Grade 6	65	60	Students w/ Disabilities	12.70%
Total Students	463	473	Economically Disadvantaged	80.30%

This highlights both the diversity and disparities present within the selected school. Norfolk Public Schools will select a school with similar demographics. Within the curriculum developed for the Young Scholars Academy Lab School, achievement gaps will be addressed to foster student achievement and success.

The curriculum developed at the partner schools will be the foundation for expansion plans at the NSU Preschool Academy to later include serving kindergarten and first grade students. Any student enrolled at the said partner institution may be a part of the Young Scholars Academy.

These varied groups will create an engaging environment with students from diverse backgrounds.

Through its STEAM curriculum and learner-centered pedagogy, the Young Scholars Academy Lab School will accomplish the following:

- Build students' strong foundations for mathematical concepts and scientific thinking.
- Foster competencies in math, science, art, and cultural engagement.
- Provide scaffolding for gifted education identification among marginalized populations.
- Strengthen collaboration and communication skills among program participants.
- Increase early childhood development education research for underrepresented populations.
- Build problem-solving skills which increase opportunities for access to higher level mathematics and science courses.
- Enable early exposure to learner-centered instructional delivery practices for elementary education of undergraduate and graduate majors on the campus.
- Increase positive impact on the NSU community through partnerships with community organizations and school divisions.
- Reduce the need for mathematics and reading remediation courses among marginalized student populations.
- Provide early exposure to college, particularly on an HBCU campus.

III. ELEMENT 3 – Educational Program and Statutory Assessments

The program seeks to utilize the Standards of Learning from the Virginia Department of Education, including the toolkit for “Supporting Teaching Twice Exceptional Students”. Current research reveals the lack of preparation for students who come from impoverished or low socioeconomic backgrounds in gifted programs (Grissom, Redding, & Bleiberg 2019). “A student from a family in the top 20 percent of socioeconomic status is more than six times more likely to receive gifted services than a student in the bottom 20 percent.” While the reasons for this may vary, one area has to do with the needs that face students who are twice exceptional.

Early literacy is a key component to preparing a child to learn. It is only once a student has obtained basic reading skills that he or she will be able to explore new knowledge that leads to the identification of giftedness. The Young Scholars Academy Lab School provides high quality instruction that allows students to have the foundational skills necessary to be literate at or above grade level.

All gifted students, including those with disabilities, deserve the chance to experience success in a gifted classroom through strategic planning and the implementation of various strategies and accommodations to meet student needs. Disability should not be the primary reason for non-participation by a student who is eligible for gifted education; however, it is important to understand that students with disabilities may face challenges in some areas of the gifted curriculum. The degree of difficulty depends on the nature and severity of the disability (VDOE, *Supporting Teaching Twice Exceptional Students*, 2022, p. 3).

With an open admission process for the Young Scholars Academy, it is necessary to consider servicing all student populations. Currently, both partners have services in place for students with disabilities. This will continue with the Young Scholars program as students who need specialized instruction for their disability will receive it. At the NSU site, this will be added through the assistance of the Special Education faculty. The goal is for each early learner who needs services to receive the necessary accommodations and modifications.

English Language Learners (ELL) will be welcomed at the Young Scholars Academy. Plans are underway to hire ELL teachers as the need arises. This person can be of assistance to all three locations as curriculum will be modified to assist these early learners.

Students in grade 2 are screened using Cognitive Abilities Test (CogAT), a universal assessment used to measure student ability. Made up of three batteries (sections) the test has grade level sub-test questions from each of the areas in the chart below.

Verbal Battery	Quantitative Battery	Non-Verbal Battery
Picture Analogies	Number Analogies	Figure Matrices
Sentence Completion	Number Puzzles	Paper Folding
Picture Classification	Number Series	Figure Classification

(Source: <https://mercerpublishing.com/assets/img/faq-table-5.png>)

By utilizing the Virginia Language and Literacy Screening System (VALLSS), the Young Scholars Academy Lab School will be able to provide instruction and interventions for students and families to assist early learners. This will build upon the incorporation of science-based reading throughout the curriculum.

Creating a systematic approach to foundational skill acquisition will better prepare students to enter gifted and talented programs based on knowledge and not referral which may contribute to the problem of underrepresentation. Teachers will receive continual professional development on preparing early learners to excel beyond SOL requirements.

The goals of the Young Scholars Academy Lab School are as follows:

- Provide early learners with the foundational literacy skills necessary to engage in classroom instruction.
- Teach critical thinking skills by utilizing a STEAM curriculum as the basis for gifted education.
- Engage families as partners by providing them with tools to support early learners at home.

Curriculum Overview

The Young Scholars Academy Lab School aims to create a more inclusive, culturally responsive curriculum to meet our target audience's needs. The collaborative partnership with NSU Child Development Lab, Portsmouth Public Schools, and Norfolk Public Schools allows us the opportunity to develop curriculum to foster literacy instruction to promote gifted education.

Utilizing learning centers and experiential learning, young scholars will participate in engaging, stimulating activities that have a real-world basis. Each day instruction will be facilitated by teachers who will connect what they are learning to prior knowledge and apply it to new situations or problems.

As daily plans are developed, there will be adherence to VQB5, Virginia's Unified Measurement and Improvement System to establish a unified quality rating and improvement system for continual improvement of school readiness outcomes. VLA will be a focus for teaching reading skills that lay a foundation for STEAM integration and critical thinking. While pacing guides will incorporate all grade-specific Virginia Standards of Learning, the goal is to stimulate the curiosity of early learners to excel beyond minimal competency.

With the first phase of the Young Scholars Academy being at the NSU Preschool Academy, the implementation of STREAMin3 curriculum has begun during the planning grant year. The teachers have begun instruction with a pilot group of students enrolled during the spring semester. The first schedule below is a snapshot for students in prekindergarten 3 and 4.

The second schedule is an "Ideal Day" for students in kindergarten and grade 1. This is an early plan and will be revised as the program begins at the sites in PPS and NPS. Input will be given by teachers at all three sites as the goal is to create a schedule that is conducive to students enrolled.

Pre-kindergarten 3 and Pre-kindergarten 4 Schedule	
7:30 – 8:30 am	Arrival/Center Play 
8:30 – 9:00 am	Morning Meeting/Music Movement 
9:00 – 9:30 am	Wash Hands and Morning Snacks 
9:30 – 10:30 am	Learning Time STREAMin3 
10:30 – 11:15 am	Outside/Gross Motor Activities 
	Mid-day Snack and Water 

11:15 -11:45 am	Resources	
	Monday Library	
	Tuesday Music	
	Wednesday Art	
	Thursday Spanish	
11:45 am -12:15 pm	Friday Career Exploration	
	Learning Time STREAMin3 	
12:15 – 1:15 pm	Wash Hands and Lunch  	
1:15 – 2:15 pm	Nap Time 	
2:15 – 3:15 pm	Wrap-up with STREAMin3 	

Ideal Day for Young Scholars Academy – Kindergarten and Grade 1

Literacy Block 2 ½ Hours

- Whole Group- Language Comprehension- 30 minutes
- Whole Group-Phonics-25-30 minutes
- Small Group: one hour to include tutor support

School should follow the Flooding approach

- Whole Group- Writing (Integrated from Whole Group Language Comp)-25-30 Minutes

STEAM- 90 Minutes

- Math/Science

Mini lesson

Guided Practice with opportunities for students to conduct experiments

Small Group Collaboration

Wrap up

Social Studies 45 minutes

Specials/Encore 45 minutes

Lunch 30 minutes

Recess 30 minutes

While the unit topics will vary based upon the theme selected by teachers, the day-to-day instruction will incorporate each of the above components.

Curriculum design will begin with STREAMin³ with support from the VDOE, *Supporting Teaching Twice Exceptional Students*. The Five Core Skills are the building blocks for all learning and the foundation for the STREAMin³ curriculum model.



(Source: <https://streamin3.org/streamin3-curriculum-model-2/why-we-need-it/research-behind-streamin3/>)

The activities, routines, and materials are designed to support these skills in engaging and culturally sensitive ways. Activities and resources are structured to promote important interactions that support Core and STEAM Skill development, and flexible enough to connect young scholars learning needs, culture, and background. Teachers will have the chance to learn about their students' families while adapting to the curriculum.

The curriculum for students in Kindergarten and Grade 1 will be built upon the same components in STREAMin3. However, instruction will be developed to meet the needs of the students, especially as it pertains to literacy instruction. Teachers will build upon PALS assessment to provide the reinforcement needed to ensure knowledge acquisition for each student.

Curriculum Development Team

Educational content will be developed by NSU professors and partner school staff who specialize in early learning, reading, and gifted education. This team of curriculum developers will work together to create culturally inclusive material to best prepare early learners.

NSU professors will include Dr. Kianga Thomas, chair of the Elementary, Education and Special Education Department whose research is in gifted education. He is a certified teacher who holds a gifted endorsement. Dr. Jacqueline Boone is an early childhood professor with a specialization in reading instruction. Dr. Denelle Wallace-Alexander, Dean for the School of Education, is a counseling education professor whose research includes counseling and black male education. Dr. Cynthia Nicholson, Associate Dean, is an English Education professor who is a certified teacher with research in family and community literacy. Ms. Jewel Holliman is a teaching assistant with experience in exceptional children.

Portsmouth Public School partners will include Dr. Nicole DeVries - Chief Academic Officer; Heidi M. Lewis - Director of Elementary Curriculum & Instruction; Nicole Booker - Coordinator of Elementary Reading/Language Arts Coordinator; Lakeesha McCoy - K-2 PALS Coordinator/Elementary Program Specialist; Kimberly Brown-McCray - Elementary Reading Program Specialist; Crystal McLaurin - Elementary Reading Program Specialist.

Curriculum Review

Currently, NSU Child Development Lab School, Portsmouth Public Schools, and Norfolk Public Schools have relevant instructional models that are: research-based; differentiated in content, process, and product; and provides a variety of learning experiences. The Young Scholars Academy Lab School partnership will allow for collaboration to reinforce critical thinking, problem-solving, and global thinking opportunities. With acceleration and enrichment opportunities for all students, the shared curriculum will allow for flexibility and creativity with support for teachers, teaching assistants, and volunteers.

For each unit of study, a comparison of the essential knowledge and skills connected to career pathways will be highlighted. Young Scholars will learn from two of the Career Clusters for

College and Career Readiness and Architecture & Construction. Taking into consideration the abilities of learners, connections will be made in the curriculum to:

Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems

Architecture & Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

While this list is not all encompassing, it provides an example of the ways that career exploration can be applicable to early learners. Also, the family engagement component will encourage participation of the student's primary caregiver as a vital part of this learning experience. By providing families with this knowledge, they will be able to support early learners at home.

The Young Scholars Lab School Academy was formed to provide early learners with foundational skills to be productive students. They will be assessed at the beginning of their entry into the program to create baseline data. Formative assessments will guide the instructional delivery and support services.

The curriculum team will meet quarterly to review data at all three locations. This will allow for continuous program improvement. Monitoring the needs of students and teachers is essential for the success of the program. Adjustments to curriculum will be made based on the data gathered from formative and summative assessments.

Safety, discipline, and engagement

Young Scholars Academy Lab School will provide a safe environment for all students to learn. Students will be expected to abide by all site rules for behavior as outlined by the each partnering school district. This will include abiding by school arrival, dismissal, breakfast, lunchtime, and hallway procedures to ensure safety and maximize instruction. School culture will be improved by having all teachers implement Positive Behavioral Interventions and Supports model including a proactive behavior policy. The goal will be to create an environment for students to earn a positive consequence for scholarly behavior. Teachers will communicate weekly with families about student performance as to establish an ongoing relationship to support students. Families will be invited to visit the Young Scholars Academy Lab School and participate in field trips to support their students.

Successful pupil performance is the goal of the Young Scholars Academy Lab School. While considering the target audience, pre-kindergarten through grade 1, the Corrective Action Plan addresses safety, discipline and engagement. In the Appendix, the Student Code of Conduct for Portsmouth Public School will be the general guide for the Young Scholars Academy Lab School.

Response to adverse behavior

Once families are notified that their student’s behavior is not in alignment with the goals of the Young Scholars Academy Lab School, a probationary period will begin to provide the student with an opportunity to make corrections. Each probationary period will be set by the site and will be documented and communicated to the parents. If the student cannot be successful during this time, he or she will be dismissed from the Young Scholars Academy Lab School.

Class Size and School Calendar

The desired maximum class size is 15-20 students per grade level. However, the Code of Virginia supports 24 students in one kindergarten class with no class being larger than 29 students. To create smaller learning groups teaching assistants and volunteers will be utilized to support this specialized curriculum. Below is a chart illustrating the expected growth.

Academic Year	Class Size Pre-kindergarten 3 & 4	Class Size Kindergarten	Class Size Grade 1
2024-2025	Minimum – 20 Maximum – 30 ⁴	Minimum – 15 Maximum – 29	Minimum – 15 Maximum – 29
2025-2026	Minimum – 20 Maximum – 30	Minimum – 20 Maximum – 29	Minimum – 20 Maximum – 29
2026-2027	Minimum – 20 Maximum – 30	Minimum – 25 Maximum – 29	Minimum – 25 Maximum – 29
2027-2028	Minimum – 20 Maximum – 30	Minimum – 25 Maximum – 29	Minimum – 25 Maximum – 29

The desired maximum class size is 15-20 students per grade level. While the Code of Virginia supports 24 students in one kindergarten class with no class being larger than 29 students, it is essential to enforce the need for smaller class sizes to support this specialized curriculum.

The Young Scholars Academy Lab School will join with Portsmouth Public Schools and follow their academic calendar. It is in the Appendix on page 2 under “Instructional Calendar”.

Alignment to Virginia’s Standards of Learning and Assessment

The SOL Curriculum Framework will be the basis for the Young Scholars Academy Lab School. With the focus on early literacy, prekindergarten, kindergarten, and grade 1 students will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, and comprehension, and an appreciation for literature.

⁴ The maximum capacity for the site on the campus of Norfolk State University is 30 students. This will remain the same until a new facility is assigned.

The VLA provides support for families, reading interventionist, and tutors to be an essential part of literacy instruction. With continuous professional development, this team can work with teachers to assist in the learning process.

Assessment Plan

Students in the Young Scholars Lab School Academy will undergo continual assessment to inform instruction. Each assessment will be jointly developed by teachers from all sites. The table below illustrates how assessments will be developed and utilized.

Type	Purpose	Source	Definition	Assessment Examples
CHECKS FOR UNDERST.	Formative	Classroom feedback loop informs Instruction	Check for Understanding is a planned daily process used during instruction to elicit and use evidence of student learning to improve student understanding of outcomes and support students to become more self-directed learners.	Exit Tickets Short Answer
PROGRESS MONITORING			Progress Monitoring is a planned, regular weekly or biweekly process used to determine progress towards meeting targeted standards during learning to elicit and use evidence of student learning to improve student understanding of outcomes and support students to become more self-directed learners.	Teacher planned Question/ Responses
CLASSROOM SUMMATIVE	Summative	Teacher Developed	Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards	End of Unit Tests, Culminating Assignments/ Performance Tasks
END-OF COURSE/YEAR SUMMATIVE			End of Course/Year Summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.	End-of-Course Assessments

Program Evaluation and Continuous Improvement

The goals of the Young Scholars Academy Lab School are as follows:

- Provide early learners with the foundational literacy skills necessary to engage in classroom instruction.

- Teach critical thinking skills by utilizing a STEAM curriculum as the basis for gifted education.
- Engage families as partners by providing them with tools to support early learners at home.

The program evaluation and continuous improvement plan will be constructed by the Governing Board in collaboration with Norfolk State University, Portsmouth Public Schools, and Norfolk Public Schools educators specializing in the areas of literacy, early elementary education, STEAM, and gifted education. The plan begins with the program goals and the proprietary (i.e. VALLS) and school division created instruments utilized to conduct formative and summative assessments of student progress and instructional effectiveness. Performance data on the progress of students in the program will be used to monitor progress toward meeting state standard of learning. Additional assessment data will be gathered to evaluate instructional delivery methods, experiential learning opportunities, and student support services. The data is gathered and analyzed quarterly with the results report to stakeholders as mentioned in Element 4 Lab School Governance.

The partnership between NSU, PPS, and NPS allows for a resource of professional development. Each entity will be able to benefit from planned events that enhance the quality of teaching within the Young Scholars Academy. NSU is a teacher preparation institution and relies heavily on school districts to assist with practicum experiences. Professors within the School of Education at NSU are researchers in various topics including Exceptional Children, Literacy and Family Engagement. A calendar of presentations and talks will be available to PPS and NPS teachers at the beginning of each academic year to provide.

The Young Scholars Academy is an in-person learning environment. However, in the event of a pandemic, NSU has the capability to provide instruction via Blackboard, the university's learning management system. Both PPS and NPS have learning management systems in place, if circumstances required alternative learning environments.

The Young Scholars Academy will have a fine arts co-curricular program. Students will be able to attend NSU theater, music concerts, and art exhibitions. Families will be invited to attend as this is an opportunity to engage them in the learning of their scholars. This fine arts component will allow for students to gain knowledge of the arts in various contents. A schedule of events will be shared with families at the beginning of each semester.

Additionally, scholars will take field trips to the Virginia Living Museum, the Virginia Children's Museum, and Virginia Air and Space Museum, and/or Chrysler Museum. Ideally, the location will be aligned with the curriculum framework developed by teachers. Families will be invited to attend as it will assist with learning reinforcement.

IV. ELEMENT 4 – Lab School Governance

Governing Board

Dr. DoVeanna Fulton, Provost and Vice President of Academic Affairs, is a seasoned leader-teacher-scholar serves as Provost and Vice President for Academic Affairs at Norfolk State University. Previously, she was Dean of the College of Humanities and Social Sciences at the University of Houston- Downtown and founding chair of the Department of Gender and Race Studies at The University of Alabama. Committed to diversity, inclusion, and social justice, Dr Fulton works for increased access and success in higher education for under-represented groups. She is committed to engaging communities for progress and enrichment and bridging communities through collaborations that reflect a consciousness of what bell hooks has called “education as the practice of freedom.” Dr. Fulton is equally committed to student success through curriculum and service. She understands the impact of advising models that include professional academic advisors, faculty advisors and mentors, career counseling, healthcare services, and peer advising. This compounded approach contributes to significantly increasing retention and graduation rates. Improving retention and graduation rates is a major priority at Norfolk State University. Under her leadership, faculty and staff have worked to transform the general education curriculum to reflect the needs of our 21st-century era.

Dr. Aurelia Williams - Senior Vice Provost for Academic Administration, a Professor of Computer Science and Executive Director of the Cybersecurity Complex at Norfolk State University (NSU). She offers 20+ years of progressive experience in the development and oversight of academic programs, policies, and initiatives to promote student growth and achievement. As the former Computer Science Chair, she provided senior departmental leadership through a period of exponential growth, enhancing Cybersecurity at NSU to expand across multidisciplinary departments at NSU, regionally and nationally. The outcome of these efforts has led to championing the university’s cybersecurity initiative to secure \$42 million in external funding. Her talents have strengthened the department of computer science, the cybersecurity complex, and the division of academic affairs at NSU.

Dr. Denelle Wallace-Alexander, Dean, School of Education and professor in the Secondary Education and School Leadership Department. She has 17 years of public school and 12 years of higher education teaching experience. She served as the Associate Dean and CAEP Coordinator for the School of Education from 2018-2020. She has served as a Council for the Accreditation of Educator Preparation (CAEP) Site Visitor since 2016 with appointment to Lead Site Visitor in 2020. As the Director of the Title III grant funded Future Teacher Academy from 2015 through 2020, she has focused on diversifying the teacher population and providing the support needed for candidate success on teacher licensure examinations. From 2008-2016 she served as a National Urban Alliance for Effective Education mentor, which enabled her to mentor and provide professional development to urban school administrators, school counselors, and classroom teachers focused on culturally competent school environments, academic equity and access, culturally relevant instructional

delivery and classroom management methods, and effective leadership in public school reform. She is the author of *Managing the Three C's: Culture Class and Conflict*, which is a part of the American School Counselor Association Resource Series. In 2019, she became a Certified Online Instructor (COI) through Learning Resources Network (LERN).

Dr. Cynthia S. Nicholson, Associate Dean, School of Education, has spent over three decades of experience in public school and higher education. As a faculty member in the Department of Secondary Education and School Leadership, Dr. Nicholson serves as Activity Director for the Title III – Enhancing Secondary Education project, created for curriculum revision and alignment to Virginia Department of Education and content standards. Prior to joining the NSU faculty, she served as an administrator at a private, liberal arts university, managing and collaborating activities for eight academic departments. Dr. Nicholson has been recognized for her dedication to the profession and to students. Her research includes publications that consider teaching and learning and issues of equity and access in secondary education.

Dr. Elie Bracy, III, Superintendent of Portsmouth Public Schools, began working for the school division in February 2015, bringing with him more than 20 years of experience as professional school counselor and school administrator. He works tirelessly to ensure the children of our Portsmouth Public Schools are engaging in relevant and rigorous learning to prepare them for the world and workforce of tomorrow. His efforts led to him being named the Region 2 Superintendent of the Year in 2020 due to his leadership which led to an increase in school accreditation for the district. Additionally, Dr. Bracy served President for the Urban Superintendents Association of America (USAA) in 2023 after serving as the President-elect in 2022.

Dr. Nicole DeVries, Chief Academic Officer of Portsmouth Public Schools, has dedicated more than two decades to the field of education. Throughout her 25 years of service in education, she has served as teacher, literacy coach, central office coordinator and director. Dr. DeVries' areas of expertise include curriculum development, instructional coaching, and instructional leadership. Her passion remains with ensuring all students have equity of opportunity throughout their academic career.

Dr. Sharon Byrdsong, Superintendent of Norfolk City Public Schools, is a highly experienced, award-winning professional who has worked her way through the ranks of the field of education by making a difference in the lives of children. She was appointed as the Superintendent of Norfolk City Public Schools in 2020, but her tenure with Norfolk Public Schools spans more than 20 years. As the principal of Azalea Garden Middle School, she was able to successfully turnaround the school, which was once deemed as a low-performing school by the school division and the Virginia Department of Education (VDOE). In 2005, Dr. Byrdsong was named the Outstanding Middle School Principal of Virginia by the Virginia Association of Secondary School Principals (VASSP); and in 2006, she was the recipient of the National Middle School Principal of the Year Award by the National Association of

Secondary School Principals (NASSP). She continues to move Norfolk Public Schools forward with her visionary leadership.

Dr. James Pohl, Chief Academic Officer of Norfolk City Public Schools, utilizes his years of experience in education to focus on providing the academic supports, curriculum development, professional learning, assessment and accountability needed for student achievement. Through his team, effective instruction in the core areas of mathematics, language arts, science, and history/social sciences is monitored and assessed in an effort to make data driven decisions with regard to continuous program improvement.

The members of the Governing Board are responsible for establishing the overall vision and mission of the Young Scholars Academy Lab School, which includes the educational philosophy and student learning outcome goals. The members of the Board work collaboratively to develop policies and procedures that govern the operations of the Young Scholars Academy Lab School in accordance with the Commonwealth of Virginia, the School Divisions of Portsmouth and Norfolk, and Norfolk State University. These policies and procedures include, but are not limited to curriculum development, student and staff conduct, student admissions, and assessment protocols. The development of a strategic plan for the Young Scholars Academy Lab School is developed with input from the School of Education Advisory Board at Norfolk State University and the Advisory Boards/Committees of the Portsmouth and Norfolk Public Schools Divisions.

The members of the Governing Board provide input regarding the allocation of resources and the budget for the Young Scholars Academy. Norfolk State University will be responsible for directly overseeing the budget and resource allocations. The selection of personnel for the Young Scholars Academy Lab School will involve support from the Superintendents of the School Divisions and the Provost and Vice President of Academic Affairs while the Chief Academic Officers, Sr. Vice Provost of Academic Affairs, Young Scholars Academy Administrator, and Young Scholars Academic Research Director engage in the application reviews, interviews, and selection of personnel.

The Young Scholars Academy Administrator and Young Scholars Academic Research Director will receive direct support and supervision from the Provost and Vice President of Academic and Sr. Vice Provost of Academic Affairs. School leaders within the Portsmouth and Norfolk Public Schools Divisions will receive direct support and supervision from the Superintendents and Chief Academic Officers. The supervision of personnel providing instruction and support to the students enrolled in the Young Scholars Academy Lab School will receive direct support and supervision from the Young Scholars Academy Administrator and Young Scholars Academy Research Director. The Chief Academic Officers of each school division will provide additional direct support and supervision to the personnel providing instruction and support within the schools selected for the Young Scholars Academy Lab School.

A key component of the success of the Young Scholars Academy Lab School is the engagement and support of the community. While advocating for the Lab School is a shared responsibility among all board members, the Superintendents and Provost will be responsible

for promoting the vision and mission of the Young Scholars Academy Lab School to the Portsmouth and Norfolk Public Schools Divisions School Boards and the Norfolk State University Board of Visitors. The Chief Academic Officers and Sr. Vice Provost will provide the support to promote the vision, mission, and goals of the Lab School and ensure transparency with the public by providing access to meeting minutes, research, and annual reports through division and institution information sharing platforms such as webpages and social media.

Governing Board		
Dr. Elie Bracy III	Dr. Sharon Byrdsong	Dr. DoVeanna Fulton
<ul style="list-style-type: none"> • Superintendent Advisory Boards/Committees • School Boards • Board of Visitors • Community Forums • Partnerships; Business, Community Agencies, and Resources, Division Schools • School Communications (Superintendent and University Communication platforms) 		
Dr. Nicole DeVries	Dr. James Pohl	Dr. Aurelia Williams
<ul style="list-style-type: none"> • Vice President of Finance • Chief Financial Officers • Human Resources Directors • State and Federal Grant Directors • School Division Building Principals • School Division Academic Directors 		
Dr. Denelle Wallace-Alexander		Dr. Cynthia Nicholson
<ul style="list-style-type: none"> • Young Scholars Academy Lab School Personnel • School of Education Advisory Board • Young Scholars Academy Lab School Parent Advisory 		

The Governing Board will be comprised of Norfolk State University, Portsmouth Public Schools, and Norfolk City Public Schools leaders. Members of the Governing Board will employ a shared governance structure that enables all parties to ensure school district and university policies and procedures are aligned with proposed curricula, experiential learning activities, and overall lab school functioning. The Governing Board will convene quarterly. These meetings are open to the public, so notices of them will be shared through various social media platforms and emails. The meetings will be livestreamed via these media platforms and the minutes from these meetings will be available online. This open platform addresses full compliance with the Freedom of Information Act (FOIA). The meeting dates, times, and locations will be set before the academic year starts with consideration for the established school district and university academic calendars for each academic year.

The partnership between Norfolk State University, Portsmouth Public Schools, and Norfolk City Public Schools will consist of members of each institution, which will employ a collaborative approach to addressing the planning, implementation, and sustainability of the Young Scholars Academy Lab School. This relationship between NSU, PPS, and NPS will be cultivated through the inclusion of school board members, parents/guardians, community organizations, district leadership, classroom educators, and university faculty. An Advisory Committee will be composed of school board members, parents/guardians, community organization members, district leadership, classroom educators, and university faculty. These Advisory Committee members will collaborate with the Governing Board to help the Young Scholars Academy Lab School evolve regarding areas such as Curriculum, Educator Preparation, Research, and Parent and Community Engagement.

Throughout the planning stage, NSU, PPS, and NSU will rely upon the collective expertise of the institution's leaders to adhere to a broad-based strategy that aligns with the vision, mission, core values, and goals of each institution. Throughout the planning stage, a culturally responsive, STEAM based curricula with a focus on literacy and gifted education will be developed for pre-kindergarten, kindergarten, first, and second grade. The collaboration between the institutions will yield rigorous, student-centered curricula that meet the needs of a diverse student population.

The implementation stage requires increased open, honest, and transparent communication between the stakeholders associated with Portsmouth Public Schools, Norfolk City Public Schools, and Norfolk State University as depicted in the Governing Board chart. The Superintendents will provide bi-monthly updates to their School Boards while the Office of Academic Affairs at Norfolk State University provides regular updates to the Board of Visitors. This line of open, consistent communication holds each institution accountable and strengthens relationships between the PPS, NPS, and NSU community stakeholders.

Norfolk State University, Portsmouth Public Schools, and Norfolk City Public Schools will begin their relationship with considerations for sustainability at the forefront. The plan for sustainability is addressed Element 6 of this application. PPS, NPS, and NSU will emphasize continuous program improvement through the shared responsibility of monitoring the progress of the Young Scholars Academy Lab School participants. Based upon the data gathered to measure the student learning outcomes and goals of the Lab School, the institutions will employ data-drive decision making approaches to positively impact student learning and academic achievement. The goal is not only for the Young Scholars Academy to experience success within each school district and an institution of higher education, but to positively contribute to the field of education throughout the state of Virginia and the nation.

The governing board for the Young Scholars Academy Lab School will consist of the following:

Portsmouth Public Schools (2 members):

Dr. Elie Bracy, Division Superintendent

Dr. Nicole DeVries, Division Chief Academic Officer

Last revision: *January 8, 2024*

Norfolk Public Schools (2 members):

Dr. Sharon Byrdsong, Division Superintendent

Dr. James Pohl, Division Chief Academic Officer

Norfolk State University (4 members):

Dr. DoVeanna Fulton, Provost and Vice President of Academic Affairs

Dr. Aurelia Williams, Senior Vice Provost for Academic and Faculty Affairs

Dr. Denelle Wallace-Alexander, Dean of the School of Education

Dr. Cynthia Nicholson, Associate Dean of the School of Education

A key foundation of this partnership is the relationship the parents/guardians and community members have with the institutions. All Governing Board meetings will be open to the public like a school board meeting where there is a designated public comment period. Additionally, Norfolk State University will work with Portsmouth Public Schools and Norfolk City Public Schools to establish other meetings that allow for participation in Young Scholars Academy Lab School activities and events. As previously stated, the meetings are open to the public and the minutes from these meetings will be available online for the public to review. Additionally, annual reports will be shared via presentations to the School Board and the Board of Visitors as well as an archive of these reports will be created to allow the public access through both the school division and the university websites.

Admissions

Acceptance into the Young Scholars Academy Lab School will be contingent upon available space within the existing Child Development Lab, future NSU Lab School, and the designated elementary schools in the school divisions. The recruitment of students for the Young Scholars Academy Lab School will be a joint marketing effort between NSU, PPS, and NPS. Interested families will be provided with the goals and student learning outcomes of the program. Eligible students will be considered during the review process. Eligible students are defined as any student that resides in the Commonwealth of Virginia. A computer-generated randomization process is utilized with the applications submitted for admission. While a lottery process is utilized, upon notice of acceptance into the academy, applicants must submit attendance agreements electronically by a specified due date. The attendance agreement outlines the program's participation expectations for the student and their family. A computer-generated randomization process is also utilized to create a waitlist. Students on the waitlist will fill any seat made available should a student's family decline their seat at one of the available locations.

Norfolk State University's existing NSU Child Development Lab will become a part of the Young Scholars Academy. Thus, the same computer-generated randomization process will be utilized with the applications submitted for admission. NSU will continue to advertise the Young Scholars Academy Lab School the same way it solicits applications for the NSU Child Development Lab, which includes providing advertisements at community events, NSU Campus Announcements, University and School of Education webpages, School of Education Advisory Board meetings, and partnerships with preschool committees such as the Preschool Division Wide Steering Committee led by Dr. Kelli Cedo, Senior Director of Early Learning and Title I in

Norfolk Public Schools. Parents wanting to enroll their children in the program at the designated division elementary schools will utilize the same computer-generated randomization process. In both cases, upon notice of acceptance an attendance agreement will be submitted electronically by a specified due date. Should any families decline their seat, students on the computer-generated randomized waiting list will be contacted until all available seats are filled.

When students accepted into the Young Scholars Academy Lab School wish to withdraw from the program, the leaders of the Young Scholars Academy should be notified. It is important to ensure the student's compulsory education is not interrupted. This withdrawal process allows the school division and the university to assist the student's family in the transition from one learning environment to another with no to minimal instructional loss.

V. ELEMENT 5 – Laboratory School Management Structure

Position	Supervisor	Required Qualifications	Preferred Qualifications	Other
NSU Young Scholars Academy Administrator	NSU Academic Affairs	Earned doctorate Tenured NSU faculty	Higher Education and K-12 Administration experience	
NSU Young Scholars Academy Research Director	NSU Young Scholars Academy Administrator	Earned doctorate Tenured NSU faculty	Experience with grant project administration, program evaluation, and curriculum development	
NSU Young Scholars Academy Lead Teacher (Campus)	NSU Young Scholars Academy Administrator	Master's degree in education 5 or more years of teaching experience at the PK through grade 2 level VDOE eligible teacher certification	Leadership experience (elementary school administrator or lead teacher)	
Reading Interventionist (Campus)	NSU Young Scholars Academy Research Director	Master's degree in education with an endorsement in elementary	3 or more years as a Reading Specialist, Language	

		education PK-3 and/or Language Arts/English VDOE teacher certification	Arts/English Teacher in a public-school division	
Reading Interventionist (One per selected school division site)	NSU Young Scholars Academy Research Director in collaboration with on- site supervisor designated by Governing Board	Master's degree in education with an endorsement in elementary education PK-3 and/or Language Arts/English VDOE teacher certification	3 or more years as a Reading Specialist, Language Arts/English Teacher in a public-school division	
Elementary Teacher (Grade K)	NSU Young Scholars Academy Research Director in collaboration with on- site supervisor designated by Governing Board	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	
Elementary Teacher (Grade 1)	NSU Young Scholars Academy Research Director in collaboration with on- site supervisor designated by Governing Board	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	
Elementary Teacher (Grade Pre-K3)	NSU Young Scholars Academy Research Director	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	
Elementary Teacher (Grade Pre-K4)	NSU Young Scholars Academy Research Director	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	
Elementary Teacher (Grade K)	NSU Young Scholars Academy Research Director	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	

Elementary Teacher (Grade 1)	NSU Young Scholars Academy Research Director	VDOE teacher certification with elementary PK-6 endorsement	At least 3 years of teaching completed at time of hire	
Gifted Education Coordinator	NSU Young Scholars Academy Administrator	VDOE teacher certification with endorsements in elementary PK-6 and gifted education	At least 3 years of teaching completed at time of hire	
Gifted Education Coordinator	NSU Young Scholars Academy Administrator in collaboration with on-site supervisor designated by Governing Board	VDOE teacher certification with endorsements in elementary PK-6 and gifted education	At least 3 years of teaching completed at time of hire	
Literacy Screeners	NSU Young Scholars Academy Research Director	Master's degree in education	3 or more years as a PK-6 educator in a public-school division	VDOE teacher certification with Reading Specialist endorsement
STEAM Education Consultant	NSU Young Scholars Academy Administrator	Earned doctorate Tenured NSU faculty	Experience with STEM programs, teaching STEM focused teacher education courses	Experience with program development and evaluation
Gifted Education Consultant	NSU Young Scholars Academy Administrator	Earned doctorate Tenured NSU faculty	Experience with gifted education programs, endorsed in gifted education	Experience with program development and evaluation
Parent Academy Coordinator	NSU Young Scholars Academy Research Director	Associate/ Bachelor's degree	Experience with providing services to families in the areas of effective parenting,	School division parent liaison/ parent coordinator

			academic and social development for your children	
Experiential Learning Coordinator	NSU Young Scholars Academy Administrator	Associate/Bachelor's degree	Experience working with business and community partners to establish partnerships	Previous experience as an activities coordinator for childcare or child development centers
Curriculum Developers	NSU Young Scholars Academy Research Director	Master's degree and above	School Division and NSU faculty	Content expertise: Early Childhood Education, STEM, Arts, Reading/Literacy, Gifted Education

The NSU Young Scholars Academy Lab School Administrator, NSU Young Scholars Academy Lab Research Director, Gifted Education Consultant, and STEM Education Consultant are existing members of the faculty in the School of Education that will receive supplemental funding via the Lab School grant. The Young Scholars Academy Lab School Lead, Pre-K 3, and Pre-K 4 teachers are funded positions within the existing Child Development Lab of the School of Education at Norfolk State University. Funds awarded from this grant would be utilized to establish the kindergarten and grade 1 teacher positions on the campus. The Portsmouth Public Schools and Norfolk City Public Schools Gifted Education Coordinator and Elementary Teachers (Kindergarten and First grades) participating in the Young Scholars Academy Lab School will be employed as Norfolk State University faculty while continuing to be employed by their respective school divisions. Funding via the Lab School grant will provide their NSU employee salaries.

The recruitment for the Young Scholars Academy Lab School positions will begin in Fall 2024 and continue into Spring 2025 until all positions are filled for both the NSU campus and selected school division school sites. The recruitment begins with the creation of the position postings that will be posted to the job boards utilized by professional organizations, the school divisions, and the university. In addition to posting on job boards, Governing Board members will attend career fairs and recruit from the teacher preparation programs of Norfolk State University and within the school divisions through their employment and transfer fairs.

The job descriptions for each position will provide explicit details outlining the duties and responsibilities of each position. The advertisement for these positions will be done through a collaborative marketing campaign between Norfolk State University and the school divisions. The Governing Board will review the job descriptions and marketing plans before the hiring campaign starts.

The Governing Board will work with the Human Resources departments of the university and school divisions to ensure all policies and procedures are followed. The selection committee will consist of the Chief Academic Officers, Sr. Vice Provost, Young Scholars Academy Administrator, Young Scholars Academy Research Director, Parent Advisory Board Member, and a representative from each of the selected school division sites chosen by the Superintendent and Chief Academic Officers. The selection committee will receive training in standardized interview rubrics to limit bias in the selection process. These rubrics will align with the vision, mission, and goals of the Young Scholars Academy Lab School and school division and university policies. For positions that involve direct instructional delivery to students participating in the Young Scholars Academy Lab School, sample lessons and teaching simulations will be incorporated into the interview process.

The onboarding of new personnel will begin with an orientation day that includes pairing each new hire with a mentor that will offer support with understanding the curriculum, mission and goals, and expectations for the school environment. The orientation day will provide the initial professional development sessions specifically designed to create a better understanding of the student learning outcome goals for the Young Scholars Academy Lab School and the benefits/supports provided to every employee that include though are not limited to the employment benefits package, self-care resources, and professional development opportunities and related resources. During the onboarding process, Lab School employees will receive a link to the electronic Young Scholars Academy Lab School Personnel Handbook which will provide details of the terms and conditions of their employment. All employees receive an annual contract, NSU Terms and Conditions of Employment, and an ethics document that requires signature to acknowledge receipt and understanding. One of the key components that should be noted is that teachers and teacher assistants will be able to participate in professional development sessions through Norfolk State University faculty facilitated session, professional organization conferences, and school division workshops in traditional, hybrid, and virtual instructional delivery modalities that address the professional development areas of focus directly related to the Young Scholars Academy Lab School. Also, after one full year of employment, Lab School employees will receive the tuition benefit afforded to university employees when taking courses at NSU that can lead to advancement and degree attainment. While Lab School employees must participate in the quarterly professional development sessions, enrolling in other coursework at Norfolk State University is optional.

The retention of the new personnel is vitally important to the success of the Young Scholars Academy Lab School. As such, mentoring, professional development, formative and summative feedback, supervision, and support are seen as continuous components that will meet the individual and collective needs of the personnel.

Norfolk State University will employ all Young Scholars Academy Lab School personnel, which will include those employed by a public-school division. The individuals filling the positions in which Norfolk State University School of Education Administrators serve as the supervisor will be identified as university employees with a status of full-time faculty. All applicants will meet the conditions of § 22.1-349.9 of the Code of Virginia which states that the college partnership laboratory school personnel will be employees of the Institute of Higher Education and/or the Eligible Entity and be granted the same employment benefits given to professional, licensed

personnel in public schools in accordance with the agreement between the college partnership laboratory school and the Board.

Positions that require licensure are outlined in the staffing chart provided. The Human Resources department of the school division will ensure that licensure and endorsements are included in the hiring process. University faculty will provide documentation of experience, research, and credentials as required.

The Young Scholars Academy teachers must be eligible to possess a Virginia Collegiate Professional License or Post Graduate Professional License with appropriate endorsements. Additionally, every teacher must complete a background check with fingerprinting, collecting data on convictions for crimes of child abuse and neglect as required by §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#).

Furthermore, teachers (campus and school division locations) must be able to create a culturally responsive, safe learning environment, communicate effectively verbally and in writing, and be able to foster collaborative, meaningful relationships with faculty, staff, students, families, and community stakeholders.

The instructional staff housed on campus and the selected school division sites will be employees of Norfolk State University with the PreK 3 and PreK 4 teachers being employed through an existing NSU Child Development Lab budget. The teachers for grades Kindergarten and 1 will be employed through the Lab School grant in phases 2 (2025-2026 academic year) and 3 (2026-2027 academic year). Similarly, the instructional staff housed in the schools selected by the school divisions will be employees of Norfolk State University even if employed by their respective school divisions. All positions identified in the application including the Experiential Learning Coordinator, Parent Academy Coordinator, Reading Interventionists, and Literacy Screeners will be compensated through the Lab School grant.

Positions in which the University serves as supervisor, the performance evaluation will be consistent with the Norfolk State University Evaluation Guidelines for Teaching Faculty (see Appendix) and the Virginia Department of Education guidelines as supplied to school divisions.

Individuals also employed by the school division while employed by Norfolk State University as a part of the Young Scholars Academy Lab School will have a performance evaluation consistent with the school division's policies. While all employees of the Young Scholars Academy Lab School are employed by Norfolk State University even if they are also employed by the school divisions, the Governing Board recognizes the need for a collaborative approach to supervision, formative and summative feedback, and mentoring. As such, the Norfolk State University Evaluation Guidelines for Teaching Faculty will serve as a valuable tool for formative feedback as it relates to instructional delivery, curriculum development, and content management for the creation of an optimal learning environment. Summative feedback will utilize the teacher evaluation tools of the school divisions as it relates to instructional delivery, differentiating instruction, utilizing assessment data to differentiate instruction, and creating environments that foster learning.

Last revision: *January 8, 2024*

Portsmouth Public Schools

<https://www.ppsk12.us/schoolboard/policies>

Norfolk City Public Schools

<https://go.boarddocs.com/vsba/nps/Board.nsf/goto?open&id=89476K57C109>

The qualifications for teachers and administrators of the Young Scholars Academy Lab School will be carefully reviewed by the Governing Board, adhere to the school divisions' policies, and align with the NSU Teaching Faculty Handbook policies in compliance with § [22.1-349.9](#) of the *Code of Virginia*.

While experience with and a passion for both gifted education and STEAM are preferred, teachers with demonstrated success in educating young children will be the priority in the selection process. Professional development will be provided to ensure teachers are differentiating instruction and engaging students in experiential learning opportunities that prepare them for access to gifted education programs throughout their compulsory education experience.

The professional development provided to the Young Scholars Academy Lab School will consist of pedagogical knowledge and experiences grounded in the research of eminent scholars in the areas of gifted education, STEM, reading literacy, and effectively serving underrepresented student populations. The professional development offerings will be delivered in traditional, hybrid, and virtual instructional delivery modalities. Professional development will be offered starting with the planning year and continuing four times a year throughout the Young Scholars Academy Lab School.

The professional development sessions will be ongoing throughout each academic year, with in-person, virtual, and hybrid modalities that occur quarterly throughout the academic year (school division and university calendars will be utilized to identify the dates for the quarterly session offerings). In addition to the professional development offerings provided in the chart below, personnel are encouraged to work with their mentors to identify other professional development opportunities that will enhance their skills and techniques for creating an inclusive school environment and promoting academic excellence. Lab School personnel will engage in professional development through Norfolk State University faculty facilitated sessions, professional organization conferences, and school division workshops in traditional, hybrid, and virtual instructional delivery modalities that address the professional development areas of focus directly related to the Young Scholars Academy Lab School. As previously stated, Lab School personnel must participate in the quarterly professional development, but enrolling in other coursework at Norfolk State University is optional.

Area of Focus	Topics (Note: The titles listed are subject to change/revision)	Facilitators/ Responsible Party	Delivery Method
Inclusive School Environments	<ul style="list-style-type: none">• Classroom design• Peer mentoring• Positive feedback	<ul style="list-style-type: none">• Young Scholars Academy Administrator	<ul style="list-style-type: none">• In Person Workshops

		<ul style="list-style-type: none"> • Young Scholars Academy Research Director 	<ul style="list-style-type: none"> • Online Session Offerings • Professional Organization Conferences
Literacy	<ul style="list-style-type: none"> • Building strong foundations for reading/literacy • Interventions for Young Learners • Inspiring a love for literature 	<ul style="list-style-type: none"> • Young Scholars Academy Research Director • Reading Interventionists 	
Gifted Education and the Young Learner	<ul style="list-style-type: none"> • Early Identification • Supporting families • Research • Gifted instruction for all learners 	<ul style="list-style-type: none"> • Young Scholars Academy Research Director • Gifted Education Coordinator 	
STEAM for Young Learners	<ul style="list-style-type: none"> • Science for young learners • Technology use in instruction • Problem-based learning and engineering • Art and academic achievement • Fostering a love for mathematics • Understanding the power of STEAM for students and their families 	<ul style="list-style-type: none"> • Young Scholars Academy Administrator • Young Scholars Academy Research Director 	
Experiential Learning Opportunities	<ul style="list-style-type: none"> • Learning what museum partnerships can offer young learners • Expanding learning beyond the field trip 	<ul style="list-style-type: none"> • Young Scholars Academy Research Director • Experiential Learning Coordinator 	
Project-based Learning Environments	<ul style="list-style-type: none"> • Business and community partnerships • Differentiated instruction 	<ul style="list-style-type: none"> • Young Scholars Academy Administrator • Young Scholars Academy 	

	<ul style="list-style-type: none"> • Situating learning in the lives of the learner 	Research Director	
Family/Community Engagement	<ul style="list-style-type: none"> • Power of the Parent in Learning 	<ul style="list-style-type: none"> • Young Scholars Academy Research Director • Parent Academy Coordinator 	
Curriculum Development and Assessment	<ul style="list-style-type: none"> • Develop a diverse curriculum • Assessment Practices • Evaluating the Curriculum and its Impact on Student Learning 	<ul style="list-style-type: none"> • Young Scholars Academy Administrator • Young Scholars Academy Research Director 	

The School Divisions and Norfolk State University will work collaboratively on logistics and costs for student transportation to and from experiential learning opportunities. For students attending the NSU campus, families will be responsible for transportation to and from the campus. NSU will ensure students have access to counseling, support services, meals and necessary accommodations. The Young Scholars Academy Administrator, Research Director, and Lead Teacher will work with the Interventionists, Consultants, and Faculty to provide the educational services that meet the unique needs of students participating in the Young Scholars Academy. For students attending on the campus of Norfolk State University that require accommodations and/or modifications in compliance with IDEA and FAPE, assistance from the Office of Accessibility at Norfolk State University and the school divisions will be sought. Whenever necessary, services to meet the needs of the students will be outsourced. For students attending the school division designated schools, transportation will be the school division's responsibility. Additionally, the school division will ensure students have access to counseling, support services, meals and necessary accommodations. While Norfolk State University does not participate in a National School Lunch Program and/or the School Breakfast Program like the programs utilized by our school division partners, students attending the Young Scholars Academy Lab School will be provided with meals through Thompson Hospitality, which is the contracted food services company on the Norfolk State University campus. Counseling and other support services are offered through faculty in the School of Education along with the educator preparation program interns (early childhood, elementary, health/physical education, and special education teacher preparation as well as school counseling) being supervised by Lab School administration and designated University supervisors.

Memorandums of Understanding (MOU) will be developed between Norfolk State University and each school division that will include, but are not limited to the following:

- Access to standardized learning assessment data
- Submission of attendance, quarterly grades, formative and summative assessment reports

- Access to counseling, support services, and accommodations for students
- Shared responsibilities for experiential learning opportunities

Norfolk State University understands the importance of stakeholders and building relationships. As such, reaching out to the community for input is conducted in several ways:

- Parent/Guardian Surveys
- Parent/Guardian Focus Groups
- Governing Board Meetings
- Advisory Board Meetings
- Website
- Community Engagement Meetings

The input of parents and the community through the approaches listed will be utilized to address any concerns or questions about the lab school model. The data analysis will be used for the initial planning stages during year 1 and will continue as part of the Young Scholars Academy Lab School's cycle of continuous improvement. Follow-up will be provided during Governing Board, Advisory Board, and Community Engagement meetings where key findings will be shared and details regarding how the input of parents and the community influenced the decisions of the Governing Board. Clear communication through open forums, and social media will continuously be utilized to ensure accessibility, clear communication, and transparency while also emphasizing the appreciation the Governing Board has for parental and community engagement.

Teachers and administrators at all Young Scholars Academy Lab School locations will adhere to the policies that address student behavior, discipline, and participation in school activities. These policies are addressed in the school division's *Student Code of Conduct* handbooks. Links to the Portsmouth Public Schools and Norfolk Public Schools handbooks are provided. The student handbook for the Child Development Lab on the campus of Norfolk State University is provided in the Appendix.

School division handbook links:

Portsmouth Public Schools

https://www.ppsk12.us/students/student_handbook

Norfolk Public Schools

https://www.npsk12.com/cms/lib/VA02208074/Centricity/Domain/4/web%2023-24%20SSC_01.pdf

Start-up and Implementation Plan

Year 1	Tasks to Complete	Responsible Parties	Timeline
Personnel	Develop job descriptions Review applications Establish selection committees Interview Candidates Select Candidates	Governing Board Human Resource Departments (Norfolk State University, Portsmouth Public Schools, and Norfolk Public Schools)	July 2024 through December 2024

	Onboard Candidates		
Curriculum	Develop the Young Scholars Academy Lab School Curriculum for Pre-K 3, Pre-K 4, Kindergarten, and 1 st grade	Curriculum Developers	July 2024 through March 2025
Assessment and Research	Develop Program Evaluation and Continuous Improvement Plan Selection of Assessment Instruments Program Gather and analyze district student achievement data (baseline data)	Norfolk State University faculty and research students Portsmouth Public Schools and Norfolk Public Schools Educators	July 2024 through March 2025
Marketing	Create multimedia campaign	Governing Board	July 2024 through December 2024
Experiential Learning Opportunities	Establish museum partnerships Identify business and community partners	Experiential Learning Coordinator	July 2024 through June 2025
Parent Academy	Create parent academy workshop plan Pilot 1 parent academy workshop Utilize feedback from pilot workshop to refine future parent academy workshops	Parent Academy Coordinator Governing Board	July 2024 through December 2024
Year 2-5	Tasks to Complete	Responsible Parties	Timeline
Personnel	Summer Retreat (Team Building, Curriculum and Instructional Delivery Sessions, Building Positive Learning Environments for Young Learners, Authentic Assessments) Quarterly Professional Development Educator Reflection and Support Group Sessions	Norfolk State University, Portsmouth Public Schools, and Norfolk Public Schools leadership	Quarterly
Curriculum	Review the Young Scholars Academy Lab School Curriculum for Pre-K 3, Pre-K 4, Kindergarten, and 1 st grade Revise curriculum using data (Monthly Data Talks)	Norfolk State University faculty and research team Portsmouth Public Schools and Norfolk Public Schools Teams	See establish calendar for monthly and quarterly team meetings
Assessment and Research	Gather and analyze data (Data Talks)	Norfolk State University faculty and research team	See establish calendar for monthly and quarterly team meetings

	Assessment Reports	Portsmouth Public Schools and Norfolk Public Schools Teams	
Marketing	Implement the multimedia campaign	Governing Board	Ongoing
Experiential Learning Opportunities	Engage Young Scholars Academy Lab School students and families in quarterly experiences	Experiential Learning Coordinator Parent Academy Coordinator Young Scholars Academy Educators	Ongoing/Quarterly
Parent Academy	Parent Academy Workshops	Parent Academy Coordinator	Ongoing/Quarterly

Research and teacher preparation are key components of a lab school. As such, the Young Scholars Academy Lab School provides professional learning for teacher education candidates and practitioners to increase their content knowledge and enhance their skills through developing and revising curricula, employing new instructional delivery methods, and engaging in action research for the purpose of continuous professional development. High school students engaged in early childhood education programs, such as NPS' Norfolk Technical Center Early Childhood Education program will have opportunities to work with young scholars in a manner that enables them to earn credit for their coursework and continues to foster their interest in the teaching profession. For candidates in teacher preparation programs at Norfolk State University, there are increased opportunities to engage with young scholars in the school divisions and collaborate with their peers on campus. Norfolk State University has the Spartans Teach program, which is a collaboration between the School of Education and the College of Science, Engineering and Technology. The program is under the umbrella of the nationally recognized UTeach program founded at the University of Texas at Austin, which encourages biology, chemistry, and mathematics majors to pursue teacher licensure while earning their undergraduate degrees in their chosen STEAM fields. Elementary, special education, and health physical education teacher preparation program candidates can develop STEAM focused lesson and unit plans with their Spartans Teach peers and engage in inquiry-based instructional delivery methods while receiving support from NSU faculty and highly qualified school division educators.

For in-service teachers, the college partnership laboratory school offers on-going support for the use of effective instructional delivery methods, assessment data for the purpose of differentiated instruction to meet learner needs, and reflection for the purpose of strengthening and refining existing skills as well as learning new strategies, techniques, and technologies.

The Child Development Lab Parent Handbook, the Norfolk State University Policy Library, and the policy handbooks of Portsmouth Public Schools and Norfolk Public Schools address how the

Young Scholars Academy Lab School will meet the following requirements including the process to notify parents of health and safety situations:

- Fire & Safety Regulations
- Severe Weather/Natural Disaster
- Student Missing/Hiding/Runaway/Abduction
- Terrorist/Hostage Situation
- Possession of Weapons
- Bomb Threats/Explosions
- Food Inspections
- Student Medical Issues/Medical Emergencies

Norfolk State University

<https://www.nsu.edu/Office-of-the-President/NSU-Policy-Library>

Portsmouth Public Schools

<https://www.ppsk12.us/schoolboard/policies>

Norfolk City Public Schools

<https://go.boarddocs.com/vsba/nps/Board.nsf/goto?open&id=89476K57C109>

See **Appendix** 2023-2024 NSU Child Development Lab Parent Registration Handbook

V. ELEMENT 6 – Financial and Operations Information

The Young Scholars Academy Lab School will adhere to the fiscal policies of Norfolk State University, which include financial controls and audit requirements. The Governing Board may adopt additional fiscal policies and procedures, but the NSU policies will serve as the baseline. These policies can be found here (<https://www.nsu.edu/Office-of-the-President/NSU-Policy-Library>).

The budget provided considers the four-year funding of the laboratory school grant. The University and school division will also utilize support provided by existing university and school division partnerships. Beyond the four years of funding, the University anticipates securing funding through an active sustainability campaign that will begin at the end of the planning year (Year 1: 2024-2025 academic year). Currently, there is a recurring budget that covers a lead teacher/director and one teacher. The recurring budget also includes two classified positions that can be utilized for teacher assistants in the classrooms. There has been consistent grant funding over the past three years. Securing continued grant funding will provide for another teacher and other positions at the campus location. Donors will be sought to cover non-personnel expenditures, such as experiential learning opportunities and instructional supplies.

The development of the projected budget included a number of considerations. The first consideration involved the largest expenditure, which is personnel. The salaries for full-time personnel not already accommodated by existing funded positions included consideration for employee benefits, which are approximately 30% of personnel costs. Professional development costs are 10% of the personnel costs. Instructional materials and experiential learning opportunities are based on \$20 per student with a projected student enrollment of 180 students across all Young Scholars Academy Lab School sites by year 4.

Y1: 60 students
Y2: 120 students
Y3: 150 students
Y4: 180 students

Research and assessment as well as marketing expenses were based on an average of the cost of these items over the past two years with other grant projects. The scope of the research, the assessment tools utilized, and size of the marketing campaigns were taken into consideration when reviewing these expenditures within other grant funded projects.

Short-Term Revenue Sources (Years 1-4)

Lab School Grant
CCAMPIS Grant

Long-Term Revenue Sources (Beyond Year 4)

Child Development Lab Budget with 2% annual increase
Grants
Donors

Year 1: Baseline Data Collection and Curriculum Development			
Personnel			
NSU Young Scholars Academy Administrator	Serves as the Co-Principal Investigator and Supervisor of NSU Young Scholars Academy personnel	Stipend not to exceed 33% of annual salary	\$25,000
NSU Young Scholars Academy Research Director	Serves as the Co-Principal Investigator and Supervisor of NSU Young Scholars Academy Literacy Screeners, Consultants, and Curriculum Developers	Stipend not to exceed 33% of annual salary	\$25,000

Reading Interventionist (NSU Campus)	Provides professional development focused on the science of reading, literacy for young learners, and research-based strategies for interventions	Stipend not to exceed 2 month's salary	\$8,000
Reading Interventionists (6)	Provides classroom support focused on the science of reading, literacy for young learners, and differentiating instruction to address learner needs and employ research-based intervention strategies	Full-time instructional personnel	\$60,000 x 6 = \$360,000
Kindergarten Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000
1 st Grade Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000

2 nd Grade Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000
Parent Academy Coordinator	Facilitates workshops geared toward enabling parents and guardians of students participating in the Young Scholars Academy to engage in the young scholar's learning.	Part-time	\$30,000
Experiential Learning Coordinator	Develops partnerships with Hampton Roads museums for the benefit of experiential learning opportunities for Lab School participants and their families. Coordinates experiential learning opportunities throughout the academic year.	Full-time	\$45,000
Gifted Education Consultant (NSU Campus)	Assists with the development of the curriculum, supervises classroom instruction, engages teacher	Stipend not to exceed 2 month's salary	\$8,000

	preparation program candidates in hands-on learning opportunities with young students, and provides in service lab school teachers with support		
STEM Education Consultant (NSU Campus)	Assists with the development of the curriculum, supervises classroom instruction, engages teacher preparation program candidates in hands-on learning opportunities with young students, and provides in service lab school teachers with support	Stipend not to exceed 2 month's salary	\$8,000
Literacy Screeners	Analyze formative and summative assessment results to guide instruction and to select intervention strategies; engage in individual and small group instructional delivery and assessment methods for the purpose of improved academic achievement	Part-time/ hourly	\$30,000
Curriculum Developers: Early Childhood, STEM, Gifted, Reading, Art	Develop project-based and inquiry-based curriculum	Part-time/ hourly	\$25,000

	that incorporates gifted education and STEM standards with a focus on literacy		
Subtotal:			\$579,000.00
Fringe Costs @ 8%			46,320.00
Benefits Cost for Full-Time positions @ 30%			153,000.00
Total:			\$778,320.00
Year 1: Non-Personnel Expenses			
Category	Brief Description	Annual Cost	
Materials & Supplies	Classroom Libraries (Fiction and Non-Fiction) Art Station Supplies (water colors, cups, brushes, etc.) Math Lab Kits Science Lab Kits Pencils Paper Card Stock Markers Post It Notes Laminator Supplies Poster Board Assorted Size Plastic Baggies Disinfectant Wipes Incentive Stickers Binder Clips Glue	\$100,000	
Research & Assessment	Tools Instruments Subscriptions	\$25,000	
Marketing	Print Multimedia (Webpages, Social Media, etc.)	\$12,000	
Professional Development	Facilitators Materials Travel Registration fees Professional Memberships	\$70,000	
Experiential Learning Opportunities	Transportation Admissions	\$100,000	

	Support	
Total:		\$307,000.00
Year 1: NSU Child Development Lab Expansion in Bowser		
Facilities/Renovations	Convert an additional 1, 935 square feet into an additional classroom to accommodate kindergarten	\$120,000.00
Furniture/Technology/Equipment	Lightbox Technology, Classroom Furniture, Computer Station, etc.	\$80,000.00
Total:		\$200,000.00
Total Costs for Year 1		
		\$1,285,320.00
Revenue		
	Lab School Grant Funding: Start Up	\$1,000,000.00
	Existing E & G Funding	\$302, 407.00
	Other Grants: CCAMPIS Federal Grants	\$70,000.00
During year 1, Norfolk Public Schools will select a school. Portsmouth Public Schools has selected Parkview. Year 1 will consist of gathering baseline data, reviewing, writing and revising curriculum, and providing professional development for effective instructional delivery, assessment practices, and creating inclusive classroom environments that meet the needs of young scholars. Projected enrollment during year 1 is 60 students.		

Year 2-4: Implementation Pre-K 3 through Grade 2			
Personnel			
NSU Young Scholars Academy Administrator	Serves as the Co-Principal Investigator and Supervisor of NSU Young Scholars Academy personnel	Stipend not to exceed 33% of annual salary	\$25,000
NSU Young Scholars Academy Research Director	Serves as the Co-Principal Investigator and Supervisor of NSU Young Scholars Academy Literacy	Stipend not to exceed 33% of annual salary	\$25,000

	Screeners, Consultants, and Curriculum Developers		
Reading Interventionist (NSU Campus)	Provides professional development focused on the science of reading, literacy for young learners, and research-based strategies for interventions	Stipend not to exceed 2 month's salary	\$8,000
Reading Interventionists (6)	Provides classroom support focused on the science of reading, literacy for young learners, and differentiating instruction to address learner needs and employ research-based intervention strategies	Full-time	\$60,000 x 6 = \$360,000
Kindergarten Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000
1 st Grade Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000
2 nd Grade Educator Curriculum Developer	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Annual salary	\$5,000
Elementary Educator Curriculum Developer (Kindergarten: Campus)	Engages in action research, professional development related to the science of reading, STEM and gifted education, and experiential learning opportunities.	Full-time	\$50,000
Parent Academy Coordinator	Facilitates workshops geared toward enabling parents and guardians of students participating in the	Part-time	\$30,000

	Young Scholars Academy to engage in the young scholar's learning.		
Experiential Learning Coordinator	Develops partnerships with Hampton Roads museums for the benefit of experiential learning opportunities for Lab School participants and their families. Coordinates experiential learning opportunities throughout the academic year.	Full-time	\$45,000
Gifted Education Consultant (NSU Campus)	Supervises classroom instruction, engages teacher preparation program candidates in hands-on learning opportunities with young students, and provides in service lab school teachers with support	Stipend not to exceed 2 month's salary	\$5,000
STEM Education Consultant (NSU Campus)	Supervises classroom instruction, engages teacher preparation program candidates in hands-on learning opportunities with young students, and provides in service lab school teachers with support	Stipend not to exceed 2 month's salary	\$5,000
Literacy Screeners	Analyze formative and summative assessment results to guide instruction and to select intervention strategies; engage in individual and small group instructional delivery and assessment methods for the purpose of improved academic achievement	Part-time/ hourly	\$30,000
Subtotal:			\$598,000.00
Fringe Costs & Benefits @ 38%			47,840.00
Benefits Cost for Full-Time positions @ 30%			136,500.00

Total:		\$782,340.00
Year 2-4: Non-Personnel Expenses Increase in students being served in the school division selected schools and kindergarten added to the campus location.		
Category	Brief Description	Annual Cost
Materials & Supplies	Classroom Libraries (Fiction and Non-Fiction) Art Station Supplies (water colors, cups, brushes, etc.) Math Lab Kits Science Lab Kits Pencils Paper Card Stock Markers Post It Notes Laminator Supplies Poster Board Assorted Size Plastic Baggies Disinfectant Wipes Incentive Stickers Binder Clips Glue	\$90,000
Research & Assessment	Tools Instruments Subscriptions	\$25,000
Marketing	Print Multimedia (Webpages, Social Media, etc.)	\$15,000
Professional Development	Facilitators Materials Travel Registration fees Professional Memberships	\$80,000
Experiential Learning Opportunities	Transportation Admissions Support	\$130,000
Total:		\$340,000.00
Total Annual Costs for Years 2-4		
		\$1,122,340.00 annually

Revenue			
	Lab School Grant Funding	\$1,350,000.00	Based on per pupil expenditure consideration
	Existing E & G Funding with 2% projected increase	\$307, 251.00	
	Other Grants: CCAMPIS Federal Grants	\$70,000.00	
Revenue for Year 2-4 is based on an enrollment of 180 students across all locations with a per pupil expenditure rate of \$7,500.			

Beyond the four years of funding, we anticipate the Young Scholars Academy Lab School will be sustained through the sustainability campaign that will be developed in year 1. This campaign includes projected increases for personnel at a rate of 2% annually, specific budget lines of our school division partner which may include but is not limited to a state funded per pupil expenditure, securing applicable grants from various sources, and including the Young Scholars Academy Lab School in annual donor campaigns and other opportunities identified by University Advancement.

Norfolk State University will provide public liability insurance coverage against injuries to persons or property, which will provide general liability coverage per person for the occurrence of bodily injury and for property damage in relation to bodily injury claims. As a state institution of higher learning, Norfolk State University has Worker's Compensation Employment Insurance that will cover all employees of the Young Scholars Academy Lab School on the campus. Norfolk State University will ensure compliance with the Commonwealth of Virginia Worker's Compensation requirements.

Due to participants under 18, Norfolk State University requires a background check through the Virginia Department of Social Services Central Registry Release of Information. The Department of Risk Management will be consulted to identify any additional insurance coverage needed.

(See Appendix)

The liability insurance policies held by Norfolk State University and the school divisions will provide the coverage needed for persons and property. Norfolk State University will provide public liability insurance coverage against injuries to persons or property. As a state institution of higher learning, Norfolk State University will comply with Worker's Compensation Employment Insurance requirements. The Department of Risk Management will be consulted to identify any additional insurance coverage needed. (See Appendix)

Full address: Norfolk State University, 700 Park Avenue, Bowser Building 1st floor, Norfolk, VA 23505

Describe the facility in which the school will be located. Include information on how the site is appropriate to the mission and instructional program for the college partnership laboratory school.

The existing NSU Child Development Lab is housed in this building. The current preschool program is NAEYC accredited.

Has the school obtained a valid Certificate of Occupancy for Education? Yes

Description of the Facility:

Total square feet: 6040 square feet

Number of Classrooms:4

Number of Restrooms: 3

Portsmouth Public Schools: Parkview Elementary Layout of the School

Downstairs

Kindergarten Classrooms – 3

First Grade Classrooms – 3

Technology Resource Teacher Classroom

Main Office (Principal, Nurse, Office Staff, and School Counselor)

Media Center

Art Room

Music Room

Gymnasium/Multi-Purpose Room

Speech Therapy Office

Reading Specialist/PALs IA/Small Group Classroom

Math Coach Office/Small Group Classroom

ESL Classroom

Parent Family Liaison Office

Upstairs

Assistant Principal's Office

Second Grade Classrooms- 4

Third Grade Classrooms – 3

Fourth Grade Classrooms – 3

Gifted & Talented Teacher Classroom – 1

Cafeteria

School Counselor Office

Occupational Therapy

Science Lab

Comprehensive Facilities Plan

The NSU Child Development Lab will utilize existing classrooms for the Pre-K 3 and Pre-K 4 students. Within Park View Elementary, the NSU Young Scholars Academy will utilize the kindergarten, first, and second grade classrooms for core instruction. The Technology Resource, Math Coach, Reading Specialist, and Gifted & Talented classrooms will be utilized for enhanced instruction, small group instruction, and tutoring.

Park View Elementary has a media center. All students attending the school will utilize this space. The NSU Child Development Lab has age-appropriate reading libraries within each classroom.

Student records at the NSU Child Development Lab are secured in a locked filing cabinet in the office of the Lead Teacher. Medications are secured in a locked cabinet and administered by the Lead Teacher according to the prescription directions. A log depicting when the medication was administered to the student is kept and parents receive daily notification reflecting the medication was dispensed. Policies regarding the storage and administration of student records and prescribed medications at Parkview Elementary will align with Portsmouth Public Schools. Upon selecting the Norfolk Public School, the school division's policies will be followed regarding records and medication.

Norfolk State University and the school divisions adhere to the building and fire codes of their localities (City of Norfolk and the City of Portsmouth). Additionally, NSU, PPS, and NPS remain compliant with the federal Americans with Disabilities Act.

The Young Scholars Academy on the campus of NSU and within the school divisions will follow the emergency evacuation plans developed by their respective institutions.

The Lab School located on the campus of Norfolk State University is a fully operational Child Development Lab providing instruction to pre-kindergarten 3- and 4-year-old students. The Child Development Lab just underwent renovations to upgrade the technology and update the instructional areas. Parkview Elementary is a fully operational school building within Portsmouth Public Schools. A school site in Norfolk Public Schools will be identified.

Norfolk State University manages the operational and maintenance services for the Bowser Building, which houses the existing Child Development Lab. Portsmouth Public Schools and Norfolk City Public Schools will manage the operational and maintenance services of the selected school buildings.

The financial arrangements for facilities, including any lease arrangements with school divisions or other entities and whether debt will be incurred is not applicable.

Portsmouth Public Schools and Norfolk City Public Schools will provide transportation for students attending the Lab School. Norfolk State University will provide transportation for teacher preparation program candidates engaging in tutoring, practicum, student teaching, and other internship experiences.

Portsmouth Public Schools and Norfolk City Public Schools provide transportation for students to and from their zoned schools. Each school division ensures the mode of transportation meets ADA accessibility standards for students enrolled in any school or program, which is in compliance with Section 22.1-221 A of the *Code of Virginia* states that “[e]ach disabled child enrolled in and attending a special education program provided by the school division pursuant to any of the provisions of § 22.1-216 or § 22.1-218 shall be entitled to transportation to and from such school or class at no cost if such transportation is necessary to enable such child to obtain the benefit of educational programs and opportunities.” . Students attending the Pre-K 3 and Pre-K 4 classes on the campus of Norfolk State University will be transported by their parents/guardians to and from the Lab School.

Food services are available for students attending the Lab School on the NSU campus and through the school divisions. Students have access to a designated cafeteria with the school divisions and there is a designated area within the space on the NSU campus. While Norfolk State University does not participate in a National School Lunch Program and/or the School Breakfast Program like the programs utilized by our school division partners, students attending the Young Scholars Academy Lab School will be provided with meals through Thompson Hospitality, which is the contracted food services company on the Norfolk State University campus. Existing funding will be utilized to cover the cost of lunch meals for students. Additionally, parents that desire to do so may send their students to school with a packed lunch.

VI. ELEMENT 7 – Lab School Closure Placement Plan

The Chief Academic Officers of the school districts and the NSU Young Scholars Academy Administrators will work collaboratively to further develop a closure placement plan. The following individuals will be responsible for implementing the closure placement plan:

Dr. Nicole DeVries, Portsmouth Public Schools Chief Academic Officer
Nicole.devries@portsk12.com, 757-393-8556

Dr. James Pohl, Norfolk Public Schools Chief Academic Officer
jpohl@nps.k12.va.us, 757-628-3834

Dr. Denelle Wallace-Alexander, Dean of the School of Education at Norfolk State University
Dlwallace@nsu.edu, 757-823-8590

Dr. Denelle Wallace-Alexander will serve as the single point of contact for the activities that may need to take place should the Young Scholars Academy Lab School close.

If the contract is terminated or revoked, the campus team will connect families with other program services for alternative placements. Families will receive additional information about alternative placement options and contact information for additional assistance with transitioning students to a new placement for 21 days (about 3 weeks). These services are for all students with

additional support for students receiving special education services. The Governing Board will determine if an alternative approach can be developed.

Student records will remain with the school districts. Thus, Portsmouth Public Schools and Norfolk City Public Schools will maintain the records of the students attending sites within their school divisions. Records of students attending on the campus of NSU will remain secured on the campus unless a release of student records is requested by the parent/guardian. All measures to secure student records and/or provide student records to the parents/guardians of a student that will transfer will comply with § [22.1-289](#) of the *Code of Virginia*.

In the event of the Young Scholars Academy Lab School's closure, the Governing Board recognizes the need for early and transparent communication that begins with an explanation for the closure along with the clear timeline and impact to all personnel. There will be emails, multimedia announcements, and meetings held to provide updates regarding the closure. All personnel will receive support services that include job placement services, career counseling, and mental health resources. Additional considerations will include support to families engaged in the Lab School to ensure that they have the resources and support needed to find and identify the most optimal educational setting for their students.

The close out plan will be continue to be developed and revised during year 1. The process will begin with the Governing Board. The initial draft of the plan will be reviewed by school district and university members associated with the Lab School. The final draft of the plan will be completed within the first three months of Year 1.

VII. ELEMENT 8 – Other Assurances and Requirements

The federal *Family Educational Rights and Privacy Act* (FERPA) protects the privacy of student records and applies to any institution that receives funds from the U.S. Department of Education. Norfolk State University is a public institution that receives federal funding and as such complies with FERPA.

The Young Scholars Academy Lab School will fully comply with the Virginia Freedom of Information Act as well as any applicable federal and state laws and regulations.

There are no waivers at this time.

Through collaboration with Portsmouth Public Schools and Norfolk City Public Schools, the Norfolk State University Young Scholars Academy seeks to enhance early literacy skills by integrating knowledge of science, technology, arts, engineering, and mathematics (STEAM) as connections to their daily lives which addresses § [22.1-349.3](#) G of the *Code of Virginia* . Providing students with foundational skills, along with family support, will allow them to gain instruction to reinforce robust academic development. This is possible with highly qualified teachers who will receive ongoing professional development and support from stakeholders, including families, tutors, and volunteers.

An Individual School Accreditation Plan (see § [22.1-349.3](#) B of the *Code of Virginia* and Section [22.1-349.4](#) of the *Code of Virginia*) are not applicable for the Young Scholars Academy Lab School. School performance will be based on existing school accreditation plans of all schools in the districts of Portsmouth and Norfolk.

The applicant and the school division partners are subject to the Conflict of Interests Act (See § [2.2-3114](#) of the *Code of Virginia*). Conflicts of interest shall be disclosed in accordance with the requirements of the Conflicts of Interest Act.

The applicant and the school division partners are subject to the Conflict of Interests Act. Conflicts of interest shall be disclosed according to the Conflicts of Interest Act requirements. The disclosure will be made orally and reflected in meeting minutes. Additionally, there will be a form that reflects any conflicts of interest that will be kept on file for at least five years as required by law.

Members of the Governing Board are familiar with the requirements of the Conflict of Interests Act. Members disclose any conflicts of interest in accordance with the requirements of the Conflict of Interests Act. Norfolk State University's Ethics in Procurement policies address conflict of interest. Board members and other personnel engaged in procurement transactions will be given this document during the orientation period. (See Appendix).

Part C: Assurances

Assurances in the *Code of Virginia*: The assurances in the *Code of Virginia* represent the policies and procedures that must be developed and addressed in the application by the college partnership laboratory school to carry out the provisions of the law. By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. No tuition will be charged to students attending the college partnership laboratory school, except as described in subsection E of § [22.1-349.3](#) of the *Code of Virginia*.
2. The school will be nonreligious in its admission policies, employment practices, instruction, and all other operations.
3. The proposed college partnership laboratory school programs, services, and activities will operate in accordance with all applicable federal and state laws and regulations (including the federal *Americans with Disabilities Act*, the federal *Individuals with Disabilities Education Improvement Act*, Section 504 of the federal *Rehabilitation Act of 1973*, and the *Virginia Freedom of Information Act*) and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
4. The applicant will take all actions necessary to enter into a contract with the Board no later than nine (9) months prior to the opening date of the college partnership laboratory school.
5. The school leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
6. An assurance that the applicant will meet the condition in § [22.1-349.9](#) of the *Code of Virginia*, which state that “teachers who work in a college partnership laboratory school shall hold a license issued by the Board or, in the case of an instructor in the Board-approved teacher education program of the institution of higher education, be eligible to hold a Virginia teaching license. Teachers working in a college partnership laboratory school shall be subject to the requirements of §§ [22.1-296.1](#), [22.1-296.2](#), and [22.1-296.4](#) applicable to teachers employed by a local school board.”
7. All initial requests for waivers from the Board will be made no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the local school board to request additional waivers once the school is operational.)
8. The applicant must assure knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Assurances approved by the Virginia Board of Education: By signing and submitting this application for a college partnership laboratory school, the applicant expressly assures the Board of the following:

1. If this application is approved, the applicant will take all actions necessary to enter into a contract with the Board not later than nine (9) months prior to the opening date of the college partnership laboratory school.
2. If the application is approved, the leadership of the college partnership laboratory school will be retained on contract no later than six (6) months prior to the opening date of the school.
3. All initial requests for waivers from the Board will be made by the local school board, on behalf of the applicant, no later than six (6) months prior to the opening date of the school. (This does not preclude a college partnership laboratory school from working with the Board to request additional waivers once the school is operational.)
4. The applicant assures knowledge of the *Virginia State and Local Government Conflict of Interest Act* (§ [2.2-3100 et seq.](#) of the *Code of Virginia*) and the *Virginia Public Procurement Act* (§ [2.2-4300 et seq.](#) of the *Code of Virginia*).

Pursuant to the requirements, I hereby certify that to the best of my knowledge, the information in this application is correct; the applicant has addressed all application elements that pertain to the proposed college partnership laboratory school; and that the applicant understands and will comply with the assurances listed above.

Name of Authorized Official: Dr. Javaune Adams-Gaston Title: President, Norfolk State University

Signature of Authorized Official: Date: _____

APPENDIX SECTION

- I. Letters of support
- II. NSU Child Development Lab School Handbook
- III. Portsmouth Public Schools Code of Student Policy
- IV. NSU Evaluation Guidelines for Teaching Faculty
- V. Certificate of Insurance Coverage

Virginia Department of Education
James Monroe Building
101 N 14th Street
Richmond, VA 23219

May 15, 2024

Dear Virginia College Partnership Laboratory School Committee,

I am writing to express full support for the lab school grant application, a collaborative effort between Norfolk State University, Portsmouth Public Schools, and Norfolk Public Schools. This partnership, which we are privileged to be a part of, is dedicated to creating the Young Scholars Academy Lab School. This innovative program aims to stimulate early literacy for preschool through first grade students, leading them towards gifted education. Integrated with science, technology, engineering, arts, and mathematics (STEAM), the Young Scholars Academy Lab School's curriculum is designed to:

- Provide early learners with the foundational literacy skills necessary to engage in classroom instruction.
- Teach critical thinking skills by utilizing a STEAM curriculum as the basis for gifted education.
- Engage families as partners by providing them with tools to support early learners at home.

As a Historically Black University committed to fostering academic excellence, equity, and innovation, Norfolk State University recognizes the critical importance of initiatives that address disparities in education and promote access to high-quality learning for early learners. We are confident that the proposed Young Scholars Academy Lab School, with its focus on early literacy and critical thinking, will have a profound and lasting impact on the lives of students and their families, fostering a love for learning and setting them on a path to success.

Please do not hesitate to contact me if you require any additional information or assistance. I look forward to collaborating further with the Virginia Department of Education and our partner school districts to advance our shared educational excellence and equity mission.

Sincerely,



Javaune Adams-Gaston, Ph.D.
President



May 14, 2024

Virginia College Partnership Laboratory School Committee
Virginia Department of Education

Dear Virginia College Partnership Laboratory School Committee,

Please accept this letter of support for a Norfolk State University (NSU)/Portsmouth Public Schools (PPS) partnership Lab School focused on early literacy and STEM integration. As both the Chair of the PPS School Board and the Executive Director of Mile High Kids Community Development, Inc., literacy education is a top priority.

Portsmouth Schools continues to experience high levels of K-2 students reading below grade level, and while the implementation of the specific components of the Virginia Literacy Act will take place next school year to support our literacy efforts, we know that it takes a village and we were very excited when NSU approached us with a partnership to support our work.

I fully support this proposal and look forward to seeing our students' progress as a result of this PPS/NSU collaboration.

Thank you for your consideration of this request. If you have any questions, I may be reached at cardell.patillo@portsk12.com.

Respectfully,

Cardell C. Patillo, Jr., Ph.D.
Chair, Portsmouth City School Board

CCPjr:slp
pc: Dr. Nicole M. DeVries, Chief Academic Officer

Office of the Chairman • 801 Crawford Street/P.O. Box 998 • Portsmouth, VA 23705-0998 Phone (757) 393-8200

www.ppsk12.us



May 14, 2024

Virginia College Partnership Laboratory School Committee
Virginia Department of Education

Dear Virginia College Partnership Laboratory School Committee:

Please accept this letter of support for a Norfolk State University (NSU)/Portsmouth Public Schools (PPS) partnership Lab School focused on early literacy and STEM integration. As the superintendent of a public school division, literacy education is a top priority.

Our most recent schools' student literacy data indicates a continued challenge with Portsmouth K-2 students reading on grade level. This challenge was exacerbated during the COVID school closures, and while our teachers are working diligently to close the gap, high numbers of K-2 students continue to read below grade level in several of our schools.

The intensive focus of a Lab School environment will enable teachers and students to benefit from an extra layer of support provided by NSU, as well as benefit NSU students and staff by providing them with training in the science of reading and experience in a classroom working with students.

Upon approval to move forward, PPS and NSU will collaborate to identify the elementary school which will most benefit from a Lab School setting.

Thank you for your consideration of this request. If you have any questions, I may be reached at elie.bracy@portsk12.com.

Sincerely,

Elie Bracy, III, Ed.D.
Division Superintendent

EB:slp
pc: Dr. Nicole M. DeVries, Chief Academic Officer



Norfolk Public Schools

The cornerstone of a proudly diverse community

School Board Members:

Hon. Tiffany Moore-Buffaloe
Chair
Ward 4

May 15, 2024

Hon. Noëlle M. Gabriel, M.D.
Vice Chair
Superward 6

Hon. Tanya K. Bhasin
Member
Ward 2

Hon. Carlos J. Clanton
Member
Ward 3

Hon. Rodney A. Jordan
Member
Superward 7

Hon. Adale M. Martin, Ph.D.
Chair
Ward 1

Hon. Nichelle Stone
Member
Ward 5

Dear Virginia College Partnership Laboratory School Committee:

Please accept this letter of support for a Norfolk State University (NSU)/Norfolk Public Schools' (NPS) partnership Lab School focused on early literacy, STEAM integration, and gifted education. As the Chair of the City of Norfolk Public School Board, early literacy is a top priority for our school division and aligned with School Board Goal 2. Thus, I see the possibility of this Lab School as an opportunity to strengthen our commitment to students within NPS.

Although our most recent division-wide PALS data demonstrate continued improvement in early literacy over the past three years, our students in prekindergarten through grade 2 are still below pre-pandemic levels in the area of reading. Additionally, there is also underrepresentation in gifted identification amongst our students within the Black subgroup.

The intensive focus of a Lab School environment will enable teachers and students to benefit from the additional support provided by Norfolk State University, as well as benefit NSU teacher preparation program candidates by providing them with training in the science of reading, experience in the classrooms of young scholars, and opportunities for continuous professional development.

Thank you for your consideration of this request. If you have any questions, please contact me at Tiffany.Buffaloe@nps.k12.va.us.

Sincerely,

Tiffany Moore-Buffaloe
School Board Chair



Norfolk Public Schools

The cornerstone of a proudly diverse community

May 15, 2024

Dear Virginia College Partnership Laboratory School Committee:

Please accept this letter of support for a Norfolk State University (NSU)/Norfolk Public Schools' (NPS) partnership Lab School focused on early literacy, STEAM integration, and gifted education. As the superintendent of Norfolk Public Schools, early literacy remains a top priority for our school division. Thus, we see the possibility of this Lab School as an opportunity to strengthen our commitment to students within NPS in alignment with our strategic plan: Continuing the Drive Equity and Excellence for All.

Although our most recent division-wide PALS data demonstrate continued improvement in early literacy over the past three years, our students in prekindergarten through grade 2 are still below pre-pandemic levels in the area of reading. Additionally, there is also underrepresentation in gifted identification amongst our student within the Black subgroup.

The intensive focus of a Lab School environment will enable teachers and students to benefit from the additional support provided by Norfolk State University, as well as benefit NSU teacher preparation program candidates by providing them with training in the science of reading, experience in the classrooms of young scholars, and opportunities for continuous professional development.

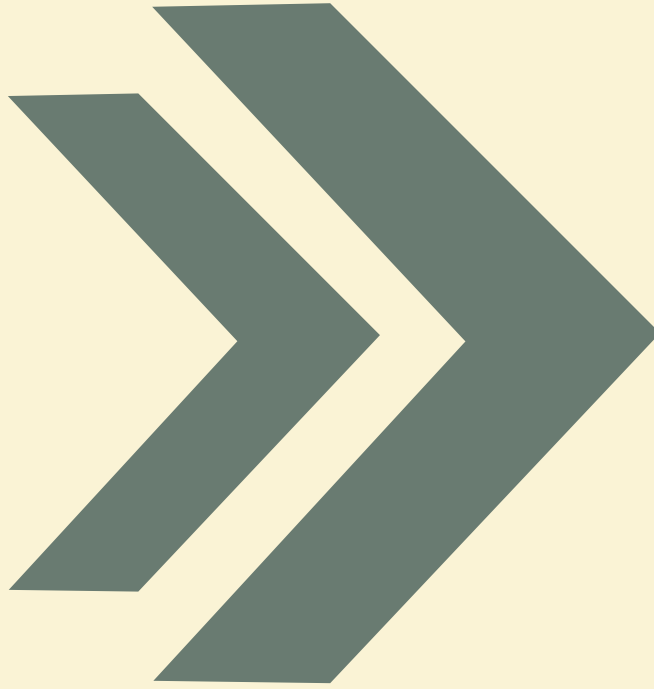
Upon securing approval to move forward, Norfolk State University and Norfolk Public Schools will collaborate to identify an elementary school which will be best suited to support a Lab School setting.

Thank you for your consideration of this request. If you have any questions, please contact me at sbyrdson@nps.k12.va.us.

Sincerely,

Dr. Sharon I. Byrdsong
Superintendent of Schools

**NSU Child
Development Lab
2023 - 2024**



*We're Moving
Forward!*

**Registration
Packet**

Norfolk State University
Child Development Lab
Child Registration Form

Child	Nickname	Date of Birth	Sex
Address			Home Phone
Chronic Physical Problems/Pertinent Developmental Information/Special Accommodations Needed			
Previous Child Day Care Programs and Schools Attended			
Name of Child Day Care Program Currently Attending			Grade or Class Level

PARENT(S)/GUARDIAN(S)

Person 1	Place Employed	Work Phone
Home Address		Home Phone
Person 2	Place Employed	Work Phone
Home Address		Home Phone
Person(s) or Agency Having Legal Custody of Child		
Home Address		Home Phone
Work Address		Work Phone

EMERGENCY INFORMATION

Allergies or Intolerance to Food, Medication, etc., and Actions to Take in an Emergency		
Child's Physician		Phone
Emergency Contact (Required: 2)	Address	Phone
1.	1.	1.
2.	2.	2.
Person(s) Authorized To Pick Up Child		
Person(s) <u>NOT</u> Authorized To Pick Up Child*		

- Appropriate paperwork such as custody papers shall be attached if a parent/person is not allowed to pick up the child.
- NOTE: Section 22.1-4.3 of the *Code of Virginia* states that unless a court order has been issued to the contrary, the noncustodial parent of a student enrolled in a public school or daycare center (i) shall not be denied the opportunity to participate in any of the student's school or daycare activities in which such participation is supported or encouraged by the policies of the school or daycare 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 daycare activities.

AGREEMENTS

1. The child day center agrees to notify the parent(s)/guardian(s) whenever the child becomes ill and the parent(s)/guardian(s) will arrange to have the child picked up as soon as possible if so requested by the center.
2. The parent(s)/guardian(s) authorize the child day center to obtain emergency medical care if any emergency occurs when the parent(s)/guardian(s) cannot be located immediately. **
3. The parent(s)/guardians agree to inform the center within 24 hours or the next business day after his child or any member of the immediate household has developed a reportable communicable disease, as defined by the State Board of Health, except for life-threatening diseases which must be reported immediately.

SIGNATURES

Parent(s) or Guardian(s) _____

Date _____

Program Director _____

First Date of Attendance _____ Last Date of Attendance _____

** If there is an objection to seeking emergency medical care, a statement should be obtained from the parent(s) or guardian(s) that states the objection and the reason for the objection.

OFFICE USE ONLY
IDENTITY VERIFICATION

If proof of identity is required and a copy is not kept, please fill out the following.

Place of Birth	Birth Date	Birth Certificate Number	Date Issued
Other Form of Proof		Date Documentation Viewed	Person Viewing Documentation

Date of Notification of Local Law-Enforcement Agency (when required proof of identity is not provided):

Proof of the child's identity and age may include a certified copy of the child's birth certificate, birth registration card, notification of birth (hospital, physician or midwife record), passport, copy of the placement agreement or other proof of the child's identity from a child placing agency (foster care and adoption agencies), record from a public school in Virginia, certification by a principal or his designee of a public school in the U. S. that a certified copy of the child's birth record was previously presented or copy of the entrustment agreement conferring temporary legal custody of a child to an independent foster parent. Viewing the child's proof of identity is not necessary when the child attends a public school in Virginia *and* the center assumes responsibility for the child directly from the school (i.e., after school program) or the center transfers responsibility of the child directly to the school (i.e., before school program). While programs are not required to keep the proof of the child's identity, documentation of viewing this information must be maintained for each child.

Section § 22.1-289.049 of the Code of Virginia states that the proof of identity, if reproduced or retained by the child day program or both, shall be destroyed upon the conclusion of the requisite period of retention. The procedures for the disposal, physical destruction, or other disposition of the proof of identity containing social security numbers shall include all reasonable steps to destroy such documents by (i) shredding, (ii) erasing, or (iii) otherwise modifying the social security numbers in those records to make them unreadable or indecipherable by any means..

Norfolk State University
Child Development Lab
Child and Family History

Name of Child _____ Date of Birth _____

Mother's Name _____ Age _____

Father's Name _____ Age _____

Brothers and/or Sisters of Child:

Name _____ Age _____

Name _____ Age _____

Name _____ Age _____

Other Members of Household (Include Relationship and Age)

Please, provide the family's ethnic background _____

Home language _____

Does the child have a room alone or a shared room? ☐ Alone ☐ Share

Has the child had group play experience? ☐ Yes ☐ No If yes, where _____

Does the child have neighborhood playmates? ☐ Yes ☐ No

Developmental History of Child

Age at which child – Walked _____ Began Toilet Training _____ Word
child uses for – Urination _____ Bowel Movement _____ Usual time
for bowel movement _____

Does the child dress self? _____

Is the child right or left-handed? _____

What time does the child usually eat: breakfast _____ lunch _____ dinner _____

Is the family vegetarian? _____

Other dietary restrictions _____

What time does the child usually go to bed at night? _____ Awaken? _____

Indoor play restrictions _____

Outdoor play restrictions _____

Does child play with water? _____

Does the child have any special fears that you are aware of?

What method do you use to control your child's behavior in your home?

What is the child's usual reaction? _____

How would you describe your child's personality? _____

Health History

1. Does the child have any physical condition that we should be aware of?

2. Is the child allergic to any specific foods, medication, or any other? ☐ Yes ☐ No

If yes, please indicate _____

3. Any previous illnesses? ☐ Yes ☐ No

4. Is the child under the care of a doctor? ☐ Yes ☐ No

If yes, for what reason?

5. Does this child require special attention, medication, or routines that may have to be taken into consideration in planning for his/her daily activities? ☐ Yes ☐ No

If yes, please explain _____

List the names of the person(s) who will be authorized to access your child's information.

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 longer than one year before your child's entry into school.

Name of School: _____ Current Grade: _____
 Student's Name: _____
 Student's Date of Birth: ____/____/____ Last First Middle Sex: _____ State or Country of Birth: _____ Main Language Spoken: _____
 Student's Address: _____ City: _____ State: _____ Zip: _____
 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: _____-_____-____

Condition	Yes	Comments	Condition	Yes	Comments
Allergies (food, insects, drugs, latex)			Diabetes		
Allergies (seasonal)			Head injury, concussions		
Asthma or breathing problems			Hearing problems or deafness		
Attention-Deficit/Hyperactivity Disorder			Heart problems		
Behavioral problems			Lead poisoning		
Developmental problems			Muscle problems		
Bladder problem			Seizures		
Bleeding problem			Sickle Cell Disease (not trait)		
Bowel problem			Speech problems		
Cerebral Palsy			Spinal injury		
Cystic fibrosis			Surgery		
Dental problems			Vision problems		

Describe any other important health-related information about your child (for example; feeding tube, hospitalizations, oxygen support, hearing aid, dental appliance, etc.): _____

List all prescription, over-the-counter, and herbal medications your child takes regularly: _____

Check here if you want to discuss confidential information with the school nurse or other school authority. ☐ Yes ☐ No

Please provide the following information:

	Name	Phone	Date of Last Appointment
Pediatrician/primary care provider			
Specialist			
Dentist			
Case Worker (if applicable)			

Child's Health Insurance: ☐ None ☐ FAMIS Plus (Medicaid) ☐ FAMIS ☐ Private/Commercial/Employer sponsored

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 person completing this form: _____ **Date:** ____/____/____

Signature of Interpreter: _____ **Date:** ____/____/____

**COMMONWEALTH OF VIRGINIA
SCHOOL ENTRANCE HEALTH FORM**

Part II - Certification of Immunization

Section I

**To be completed by a physician or his designee, registered nurse, or health department official.
See Section II for conditional enrollment and exemptions.**

A copy of the immunization record signed or stamped by a physician or designee, registered nurse, or health department official indicating the dates of administration including month, day, and year of the required vaccines shall be acceptable in lieu of recording these dates on this form as long as the record is attached to this form.

Only vaccines marked with an asterisk are currently required for school entry. Form must be signed and dated by the Medical Provider or Health Department Official in the appropriate box.

Student's Name: _____ Date of Birth: ____/____/____
Last
First
Middle
Mo.
Day
Yr.

IMMUNIZATION	RECORD COMPLETE DATES (month, day, year) OF VACCINE DOSES GIVEN				
*Diphtheria, Tetanus, Pertussis (DTP, DTaP)	1	2	3	4	5
*Diphtheria, Tetanus (DT) or Td (given after 7 years of age)	1	2	3	4	5
*Tdap booster (6 th grade entry)	1				
*Polio (IPV, OPV)	1	2	3	4	
*Haemophilus influenzae Type b (Hib conjugate) *only for children <60 months of age	1	2	3	4	
*Pneumococcal (PCV conjugate) *only for children <60 months of age	1	2	3	4	
Measles, Mumps, Rubella (MMR vaccine)	1	2			
*Measles (Rubeola)	1	2	Serological Confirmation of Measles Immunity:		
*Rubella	1		Serological Confirmation of Rubella Immunity:		
*Mumps	1	2			
*Hepatitis B Vaccine (HBV) <input type="checkbox"/> Merck adult formulation used	1	2	3		
*Varicella Vaccine	1	2	Date of Varicella Disease OR Serological Confirmation of Varicella Immunity:		
Hepatitis A Vaccine	1	2			
Meningococcal Vaccine	1				
Human Papillomavirus Vaccine	1	2	3		
Other	1	2	3	4	5
Other	1	2	3	4	5

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.):** ____/____/____

Student's Name: _____ Date of Birth: ____/____/____

Section II
Conditional Enrollment and Exemptions

Complete the medical exemption or conditional enrollment section as appropriate to include signature and date.

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: [____]; Pneum: [____]; Measles: [____]; Rubella: [____]; Mumps: [____]; HBV: [____]; Varicella: [____]

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

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

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

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

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

Section III
Requirements

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

**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.)**

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

Health Assessment	Date of Assessment: ____/____/____ Weight: ____lbs. Height: ____ft. ____in. Body Mass Index (BMI): ____ BP ____ <input type="checkbox"/> Age / gender appropriate history completed <input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neurological	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Lungs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abdomen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Genital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Urinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	TB Screening: <input type="checkbox"/> No risk for TB infection identified <input type="checkbox"/> No symptoms compatible with active TB disease <input type="checkbox"/> Risk for TB infection or symptoms identified Test for TB Infection: TST IGRA Date: ____ TST Reading ____mm TST/IGRA Result: <input type="checkbox"/> Positive <input type="checkbox"/> Negative CXR required if positive test for TB infection or TB symptoms. CXR Date: ____ <input type="checkbox"/> Normal <input type="checkbox"/> Abnormal												
EPSDT Screens <u>Required</u> 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	<input type="checkbox"/> Screened at 20dB: Indicate Pass (P) or Refer (R) in each box.				<input type="checkbox"/> Referred to Audiologist/ENT		<input type="checkbox"/> Unable to test – needs rescreen	
		1000	2000	4000				
	R				<input type="checkbox"/> Permanent Hearing Loss Previously identified: __Left __Right			
	L				<input type="checkbox"/> Hearing aid or other assistive device			
	<input type="checkbox"/> Screened by OAE (Otoacoustic Emissions): <input type="checkbox"/> Pass <input type="checkbox"/> Refer							

Vision Screen	<input type="checkbox"/> With Corrective Lenses (check if yes)				
	Stereopsis		<input type="checkbox"/> Pass	<input type="checkbox"/> Fail	<input type="checkbox"/> Not tested
	Distance	Both	R	L	Test used:
		20/	20/	20/	
	<input type="checkbox"/> Pass <input type="checkbox"/> Referred to eye doctor <input type="checkbox"/> Unable to test – needs rescreen				

Dental Screen	<input type="checkbox"/> Problem Identified: Referred for treatment
	<input type="checkbox"/> No Problem: Referred for prevention <input type="checkbox"/> No Referral: Already receiving dental care

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

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

Norfolk State University
Child Development Lab
Child Release Form

Our Licensing standards require complete information on both parents. Parents who are separated, divorced, and any single parent must provide appropriate legal guardianship documentation if only one parent is the sole guardian of the child. If the parent does not give the other parent's information, i.e., court documents for sole guardianship, our school does not have the authority to withhold the child from the other parent when they come to pick up the child from the school.

I have read the above statement and fully understand and agree with the program's policy that it is not accountable for releasing my child to their parent without the legal documentation of sole guardianship.

Child's Name _____

Mother's Name _____

Address _____

Phone Number _____

Father's Name _____

Address _____

Phone Number _____

Guardian's Name _____

Address _____

Phone Number _____

Parent/Guardian Signature

Date

Norfolk State University
Child Development Lab
Confidentiality Policy

Our program stresses the importance of protecting the rights and privacy of children, families, and staff. The practice of maintaining the confidentiality of verbal information and written records is a basic policy of our program. It is program policy that staff and participating students should not repeat or share private information they received from the children.

It is also the program's policy that families must not share or post other children's information or photos on social media without authorization from the school or children's parents.

All children's information is kept confidential and locked. Information is accessible to authorized program staff only. The preschool program will only release the child's information to those individuals, agencies, schools, or facilities authorized by the child's parent/guardian.

I give authorization, to share and access my child's information, to the names below:

1. _____
2. _____
3. _____
4. _____

I have read, understood, and will comply with the NSU Child Development Lab's confidentiality policy.

Child's Name _____

Parent's Signature _____ **Date** _____

**Norfolk State University
Child Development Lab
Emergency Form**

1. Child's Name (First)_____ (Middle)_____ (Last)_____
Nick Name _____ Age _____ Birth Date _____
Home Address _____ City _____ Zip _____
Home Phone _____
2. Mother's (Guardian) Name _____
Address (If different from above) _____
Place of Employment _____
Business Telephone _____ Cell Phone _____
E-mail address _____
3. Father's (Guardian) Name _____
Address (If different from above) _____
Place of Employment _____
Business Telephone _____ Cell Phone _____
E-mail address _____
4. Physician's Name _____ Telephone _____
Emergency Hospital Preference _____

5. Emergency Contacts

Please provide COMPLETE information for three Emergency Contacts.

Two contacts must have a different address than the home address listed above.

1. Name _____

Address _____

Home Telephone _____ Cell Phone _____

Work Phone _____

2. Name _____

Address _____

Home Telephone _____ Cell Phone _____

Work Phone _____

3. Name _____

Address _____

Home Telephone _____ Cell Phone _____

Work Phone _____

6. List persons AUTHORIZED to pick up child:

(1) _____

(2) _____

(3) _____

(4) _____

Any additional information the school needs to know (allergies, dietary needs, medical conditions, etc)

Parent/Guardian's Signature

Date

Norfolk State University
Child Development Lab
Infection Control and Sick Policy

Children will inevitably get sick, no matter where they are. As children begin to have contact with the world outside that of their own families, they encounter viruses and bacteria that are foreign to their bodies. This is the way they build immunities. We cannot, nor would we want to, shield a child completely from the outside world. If we did, the natural immunities a child gains through contact with others would not develop and a simple cold could become a serious illness. We do, however, want to protect a child from an unusually high exposure to germs all at once.

In a childcare setting, children meet groups of other children outside their families. It is in this situation that the illness of one child can spread rapidly through the group to other children and staff members if stringent measures to prevent this spread are not taken.

For this reason, the staff at the center will take constant precautions to prevent the spread of disease. Many common childhood diseases are contagious. They are caused by germs which may be spread in several ways. Intestinal tract infections are spread through stools. Respiratory tract infections are spread through direct contact. Careful hand washing by staff and children can eliminate approximately 75 percent of the risk of spreading these illnesses. Other precautions include separating sick children from those who are well, taking extra precautions with toilet training children, and working to maintain sanitary conditions throughout the center.

You, the parents, can help us in our effort to keep your children healthy. We ask for your cooperation in the following ways:

1. If your child or any family member has been exposed to any of the diseases listed on the accompanying list, we ask that you notify us of the exposure as soon as possible.
2. If your child shows any of the following symptoms you will be called and asked to pick up your child immediately. Please help us protect the other children by responding promptly. If your child has any of the following symptoms at home, we ask that you keep him/her out of school until the symptoms are gone or note from the physician stating that it is safe for the child to return to school.
3. For those children who have some of the following symptoms (runny nose, coughing, or difficulty breathing) related to their allergy or Asthma problems, the parent must provide the statement from the physician stating that the child's symptom is related to the allergy or asthma, and it is not contagious.
4. Please be alert to a child who may have a cold and start to have more major symptoms and ensure he/she is seen by a doctor.
5. Children must be fever-free for 24 hours before returning to school.

The symptoms include:

- o fever greater than 100°F. or 37.7°C
- o constant severe coughing
- o high-pitched croupy or whooping sounds after coughing
- o constant runny nose
- o difficult or rapid breathing
- o yellowish skin or eyes
- o pinkeye – tears, redness of eyelid lining, followed by swelling and discharge of pus. o unusual spots or rashes
- o sore throat or trouble swallowing
- o infected skin patches
- o crusty, bright yellow, dry, or gummy areas of skin – possibly accompanied by fever. o unusually dark, tea-colored urine – especially with a fever
- o grey or white stool
- o headache and stiff neck
- o vomiting
- o severe itching of the body or scalp or scratching of the scalp.

Chicken Pox – cannot return until all lesions have been crusted.

Mumps – cannot return until nine days after onset of swelling of parotid glands.

Measles – cannot return until six days after the onset of the rash.

Rubella – cannot return until six days after the onset of the rash.

Conjunctivitis (pink eye) – stay home until 24 hours after the start of antibiotic treatment and until there is no discharge from the eyes.

Strep throat – cannot return until fever-free and have taken antibiotics for at least 24 hours.

A child cannot return to school until approved by the health care official for the following symptoms:

- Tuberculosis
- Haemophilus influenza type b (HIB)/meningococcal infection
- Hepatitis A virus

If any of the above symptoms are present or if a child appears cranky, less active than usual, weak, cries more than usual, or just seems generally unwell at home, we ask that you keep your child at home until the symptoms are gone or notification from the doctor it is safe to return to school.

When your child comes to school when he/she is not normal self it is difficult for the child to participate in class activities and more likely you will receive a call from the school to pick up your child. Please, keep your child at home at least 24 hours after the onset of symptoms or until 24 hours after the treatment has been initiated with the physician's note stating that symptoms are clear before your child returns to school.

Handwashing Policy

1. Adults & children must wash their hands at the sink by the door.
2. Adults must supervise proper hand-washing procedures. Please regulate the water temperature.
3. Children are not left unattended at the sink.
4. Adults must wash their hands even if entering the office for administrative purposes or dropping off supplies for their child's cubby.
5. Children are not permitted to enter the cubby area before washing their hands.
6. Children must wash their hands at the sink by the door and not in the bathroom.
7. **If you walk beyond the stop sign, you must wash your hands**

Norfolk State University
Child Development Lab
Parent Agreement for Infection Control and Sick Policy

By signing below, I acknowledge that I have received, fully read, and understood the attached Infection Control and Sick Policy. I agree to abide by them for the protection of my child, as well as the other children, and staff members at NSU Child Development Lab. I understand that if I have any questions or concerns about this policy, it is my responsibility to discuss this with staff.

Child's Name: _____

Parent/Guardian's Name: _____

Signature of Parent/Guardian

Date

Norfolk State University
Child Development Lab
Late Pick-Up Policy

There is a late pick-up charge of \$2.00 per minute during the first five minutes past your scheduled dismissal time. The late fee increases to \$5.00 per minute after that. Payment is due within three days.

Families will be charged a late pick-up fee if a child is not picked up by the end of his/her program. If a child is not picked up by the end of his/her program, and we are unable to contact the parents or someone on your emergency list, we will alert the police and the Virginia Department of Social Services. Non-compliance with our Late Pick-Up Policy will result in the following: The Program Director reserves the right, based on the frequency of situations such as picking a child up late (more than three times), to decide to terminate enrollment services. In the event this should occur, the Program will give the family a two-week notice in advance to allow them time to find alternative early childhood services (extreme situations, however, will result in immediate termination of enrollment).

- | | |
|--|----------------------|
| 1. I have read the late pick-up policy. | Initial _____ |
| 2. I understand the late pick-up policy. | Initial _____ |
| 3. I will abide by the late pick-up policy of the Norfolk State University Child Development Lab. | Initial _____ |

Print Child's Name

Parent/Guardian Signature

Date

Norfolk State University
Child Development Lab
Program Decision on the Administration of Medication

NSU Child Development Lab has made the following decision regarding the administration of medication: **Authorized staff WILL ONLY administer prescription medications.** The Child Development Lab will administer prescription medication by all routes covered in the MAT course (oral, topical, eye, ear, patches, and inhaled, medications and epinephrine via an auto-injector device).

The Child Development Lab will administer medication under VDSS child day program regulations about the administration of medication in a child day program. Only a staff member who has completed the appropriate training or has appropriate licensure, and is listed as a medication administrator in the Program's Decision Regarding Medication Plan will be permitted to administer medication in the program.

Forms and Documentation Related to Medication Administration

Medication Consent Form: The program will accept permission and instructions to administer medication on the VDSS form Written Medication Consent Form.

Handling Storage and Disposal of Medication

All medication will be properly labeled with the child's first and last name and be accompanied by the necessary parent permission and health care provider instructions under VDSS regulations **before** it will be accepted by the parent or parent representative. All medication will be kept in its original labeled container. Medication will be kept in a locked place using a safe locking method that prevents access by children.

Medication Errors

If a medication error occurs in the program, we will notify the child's parent immediately. We will maintain the confidentiality of all children involved.

Confidentiality Statement

Information about any child in the program is confidential and will not be given to anyone except VDSS designees or other persons authorized by law unless the child's parent gives written permission. Information about any child in my program will be given to the local Department of Social Services if the child receives a daycare subsidy or if the child has been named in a report of suspected child abuse or maltreatment or as otherwise allowed by law.

ADA Statement for Programs

The program will comply with the provisions of the Americans with Disabilities Act. If any child enrolled in my program now or in the future is identified as having a disability covered under the Americans with Disabilities Act, we will assess the ability of the program to meet the needs of the child. If the program can meet the needs of the child without making a fundamental alteration to the program, the child will not be excluded from the program.

Provider Statement

We understand that it is our responsibility to follow the PROGRAM'S DECISION REGARDING MEDICATION plan and all health and infection control regulations applicable to child day programs. We will verify and document the credentials for all new staff certified to administer medication before the staff is allowed to administer medication to any child in the program.

The PROGRAM'S DECISION REGARDING MEDICATION plan will be made available to parents at enrollment, whenever changes are made, and upon request.

The provider and the parent of each enrolled child must sign below.

A copy of this form must be maintained in each child's file.

Facility Name: NSU Child Development Lab

Provider's (staff) Name (print): _____

Provider's (staff) Signature: _____ **Date:** _____

Parent or Guardian's Signature: _____ **Date:** _____

Norfolk State University
Child Development Lab
Medication Authorization Form
For Prescription and Non-Prescription Medications

(8VAC20-780-510)

Section A must be completed by the parent/guardian for **ALL** medication authorizations which shall expire or be renewed after 10 work days.

Section A and Section B must be completed for any **long-term prescription and over-the-counter medication which** may be allowed with written authorization from the child's physician and parent.

Section A: To be completed by parent/guardian

Medication authorization for: _____
(child's name)

_____ has my permission to administer the following medication:
(Name of Child Care Provider)

Medication			
Dosage			
Administration (times)			
Special instructions (if any)			

This authorization is effective from: _____ until: _____
(Start date) (End date)

Parent or Guardian's Signature: _____ Date: _____

Section B: to be completed by the child's physician:

I, _____ **(name of physician)** certify that it is medically necessary for the medication(s) listed below to be administered to: _____ for a **(child's name)** duration that exceeds 10 work days.

Medication			
Dosage			
Administration (times)			
Special Instructions (if any)			

This authorization is effective from: _____ until: _____
(Start Date) **(End Date)**

Physician's Signature: _____

Physicians Phone: _____ Date: _____

Norfolk State University
Child Development Lab
No Hit Zone Policy



PURPOSE

The purpose of this campaign is to establish an environment of care and health that excludes hitting of any kind.

- The No Hit Zone campaign educates the public about the risks associated with hitting a child as punishment.
- The No Hit Zone campaign provides public notice that hitting is not acceptable in the “zone” designated as a No Hit Zone.
- No Hit Zone implementation **changes the conversation** in a constructive way for all.

VISION

A community where healthy child development is supported through safe and effective interpersonal interactions that do not involve hitting.

No Hit Zone takes a stand on physical punishment and interpersonal violence.

Physical abuse is the use of physical force, such as hitting, kicking, shaking, burning, or other shows of force against a child.

Punishment – a penalty inflicted for an offense

- Punishment is a penalty. Physical punishment is penalizing a person usually by hitting or striking the body.

No Hit Zone Rules

An environment in which:

- No adult shall hit another adult
- No adult shall hit a child
- No child shall hit an adult
- No child shall hit another child

Norfolk State University
Child Development Lab
Parent Acknowledgement of No Hit Zone Policy

By signing below, I acknowledge that I have received, fully read, and understood the attached **No Hit Zone Policy**.

I understand that the NSU Preschool Academy is a No Hit Zone Site (this includes the classrooms, hallways, bathrooms, and parking lot).

I declare that I have reviewed this policy and will do my best to support a **No Hit Zone** environment for my child at the NSU Child Development Lab and home.

I understand that if I have any questions or concerns about this policy, it is my responsibility to discuss this with staff.

Child's Name: _____

Parent/Guardian's Name: _____

Signature of Parent/Guardian

Date

Norfolk State University
Child Development Lab
Nutrition Policy

To provide the best possible nutrition for the children in our facility, we have adopted the policies as listed below. As advised by the Centers for Disease Control, children are provided with an environment that encourages and teaches healthy food and drink habits.

Fruits and Vegetables

- ✓ We offer fruit to children at least 2 times a day.
- ✓ We only offer fruit canned in its own juice (no syrups), fresh, or frozen.
- ✓ We offer vegetables to children at least 2 times a day.
- ✓ We only offer vegetables steamed, boiled, roasted, or lightly stir-fried with little added fat.

Meats, Fats, and Grains

- ✓ We never offer fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks).
- ✓ We never offer fried or pre-fried potatoes (French fries, tater tots, hash browns). ✓ We offer beans or lean meats at least once a day.
- ✓ We offer high-fiber, whole-grain foods at least 2X a day.

Added Sugar and Salt

- ✓ We follow the American Heart Association's recommendations for daily added sugar and salt servings. For children over the age of 2:
 - o no more than 25 grams of added sugar daily,
 - o no more than 2,300 grams of salt
- ✓ We make an effort to limit the serving of foods with added sugars and salts.

Beverages

- ✓ We make drinking water a priority for children. It is freely available so children can serve themselves both inside and outdoors.
- ✓ We rarely offer sweetened drinks other than 100% juice.
- ✓ We offer no more than one serving of 100% fruit or vegetable juice per day (1/2 cup for breakfast or 1/4 cup for lunch or supper)
- ✓ We serve only 1% of skim milk to children age 2 or older.
- ✓ We do not have soda or other vending machines on site.

Menus and Variety

- ✓ We have a 4-week cycle menu that allows for seasonal changes.
- ✓ Our menus include healthy items from a variety of cultures.
- ✓ Our menus include a combination of new and familiar foods.

Feeding Practices

- ✓ Our staff helps children determine if they are full before removing their plates.
- ✓ Our staff helps children determine if they are still hungry before serving additional food.

- ✓ Our staff gently and positively encourage children to try a new or less favorite food.
- ✓ We do not use food to encourage positive behavior.

Foods Offered Outside of Regular Meals and Snacks

- ✓ We provide and enforce written guidelines for healthier food brought in and served for holidays and celebrations.
- ✓ Celebrations are inclusive, respectful of everyone's beliefs, and aligned with our policies. For
 - o Instead of food items, we offer students an opportunity to choose an item from our birthday menu as a way to celebrate their special day.
- ✓ We celebrate holidays with mostly healthy foods or non-food treats.
- ✓ Our fundraising efforts consist of selling minimal non-food items.

Supporting Healthy Eating

- ✓ Our staff join children at the table for meal times.
- ✓ We always serve meals family style.
- ✓ Our staff always consume the same food and drink as the children.
- ✓ Our staff never eat unhealthy foods in front of the children.
- ✓ Posters, pictures, and books are displayed to provide visible support for good nutrition in classrooms and common areas
- ✓ Our staff often talk informally with the children about trying and enjoying healthy foods.

Nutrition Education for Staff, Children, and Parents

- ✓ We provide teacher-directed nutrition education to the children, through a standardized curriculum, 1X per week or more.

Staff Training

- o Information on the nutrition policy is included in the staff orientation.
- o Training opportunities for staff on nutrition (other than food safety and food program guidelines) are offered at least once a year.

Parent Communication

- o We communicate regularly with parents and provide information and advice on child nutrition, obesity prevention, healthy food and drink habits, and healthy recipes to try at home. For example newsletters, orientation days, information sessions, and informal discussions.
- o We will offer nutrition education to parents 2X per year or more.

Adapted from both “Child Care Nutrition and Physical Activity Policies” by the NAP SACC Program, Center for Health Promotion and Disease Prevention, The University of North Caroline, Chapel Hill, NC, May 2007; and, “Best Practices for Healthy Eating” by the Nemours Foundation, 2016.

Norfolk State University
Child Development Lab
Parent Agreement for Nutrition Policy

By signing below, I acknowledge that I have received, fully read, and understood the attached **Nutrition Policy**.

I declare that I have reviewed this policy and will do my best to support a healthy environment for my child at the NSU Child Development Lab and home.

I understand that if I have any questions or concerns about this policy, it is my responsibility to discuss this with staff.

Child's Name: _____

Parent/Guardian's Name: _____

Signature of Parent/Guardian

Date

Norfolk State University
Child Development Lab
Participant Authorization/Permission Form

Child's Name: _____

Photo/Video Release Authorization

I give my permission for my child's photograph/video to be taken during any school event or activity to be used for internal publicity, in the Commonwealth of Virginia and/or throughout the United States. These photographs, videos, and sound bytes may be used for program brochures, media productions, advertisements, photo albums, or news articles.

Please initial: _____

Field Trip Permission and Transportation Authorization

I give my permission for my child to participate in field trip activities (walking, and/or bus). I understand that activity calendars will notify me of trips that are scheduled and that it is my responsibility to obtain a calendar and make sure my child reaches the school by the stated time of departure. I am aware that I will be informed of upcoming field trips and be allowed to accompany the group. I understand that my child will be transported on Norfolk State University vehicles for scheduled field trip activities.

Please initial: _____

Sunscreen/Insect Repellent Permission

I am aware that the school staff will monitor the application of sunscreen and insect repellent by participants in the School Program. I am aware that I must provide the product and that I must complete a Written Medical Consent Form for topical creams. I permit NSU Child Development Lab representatives to apply the sunscreen or insect repellent that I provide for my child.

Please initial: _____

Movie Viewing Consent

I permit my child to view movies according to their age G & PG for ages 12 and under.

Please initial: _____

Assessments Permission

I am aware that my child will be assessed throughout the school year by staff and school representatives. Assessments may include work samples, developmental checklists, ongoing observations, and other activities.

Please initial: _____

Emergency Medical Care Permission

I give my permission for the program staff to take the necessary steps to obtain medical and dental emergency care if warranted. These steps may include but are not limited to the following: (1) Attempt to contact the parent(s). (2) Attempt to contact the physician. (3) Attempt to contact the parent/guardian through the persons listed on the emergency information form. (4) **If contact cannot be made with the parent or the child's physician, the school will do any or all of the following: a. call another physician; b. call an ambulance; c. have your child taken to the emergency facility by NSU campus police or by emergency services.**

Please initial: _____

Planning for Your Child and the Group

I permit my child's name to be noted on lesson plans and other school work.

Please initial: _____

Post Child's Information

I permit staff to post my child's information in areas only accessible by the staff, on physical condition, diet restrictions, and allergies.

Please initial: _____

Name and Contact Information Release Form

I permit to have my contact numbers and e-mail address on the family roster, to be distributed to parents of the children participating in this program.

Please do not include the following information on the family roster.

_____ Phone number _____ E-mail address

Please initial: _____

I have read and understand the above statements.

Signature of Parent/Guardian

Date

Norfolk State University
Child Development Lab
Child Photography and Video Consent and Release Form

I permit Norfolk State University Child Development Lab staff, Practicum Students, School of Education faculty/staff, and officials employed in the Office of News and Media Relations or Marketing Services at Norfolk State University to use any video clips, photographs, and audio recordings of my child. I understand that these images and recordings may be used for training, educational, research, and promotional purposes and that printed transcripts taken from these recordings may be made available. I understand that these images, recordings, and transcripts may be used in television broadcasts in the Commonwealth of Virginia and throughout the United States, and made available on websites, social media, and other technologies available now or hereafter developed.

I understand that I will receive no compensation for any use of the images and that the images can be archived for future use.

I hereby release Norfolk State University from any claims of liability regarding any use that may be made of the images following this Consent and Release.

I have read and understand the contents of this Consent and Release and have the right/authority to execute this document. I acknowledge and authorize that facsimiles of the original of this document, including my signature, shall be as valid as the original.

CHILD'S NAME (please print): _____

PARENT/GUARDIAN'S NAME: _____

SIGNATURE: _____ **DATE:** _____

Norfolk State University
Child Development Lab
Physical Activity Policy

The purpose of this policy is to ensure that children in this early care and education center are supported and encouraged to engage in active play, develop fundamental movement skills, and limit small screen recreation time in line with current public health recommendations as advised by Nemours Health and Prevention Services, a non-profit organization that works with families and community partners to help children grow up healthy.

Active and Inactive Play Time

- ✓ At least 120 minutes of active playtime is provided to all children each day. ✓
- Structured (teacher-led) play and unstructured play are provided to all children each day. ✓
- Infants are offered tummy time daily.
- ✓ Moderate-to-vigorous physical activity is encouraged during playtime for children. ✓
- Opportunities for outdoor play at least twice a day are offered for all children (weather permitting).
- ✓ Children are rarely seated for periods of more than 30 minutes without an activity break (excluding nap time).
- ✓ Active play time is not withheld for children who misbehave. Instead, we provide additional active playtime for good behavior.

Skill Development

- ✓ Children only participate in forms of physical activity that are developmentally appropriate.

Screen Time

- ✓ Children over the age of 2 have less than 30 minutes of screen time each week.
- ✓ We rarely show television and videos.

Play Environment

- ✓ We provide developmentally appropriate play equipment that is extensive and varied for children.
- ✓ Indoor and outdoor physical environments provide enough space and resources to allow for active play and practice of fundamental movement skills
- ✓ Outdoor play space includes an open, grassy area and a path for wheeled toys.
- ✓ Indoor play space is available for all activities, including running, when weather does not permit outdoor play.

Supporting Physical Activity

- ✓ Staff frequently encourage children to be active and often join children in active play.
- ✓ Posters, pictures, and books are used to provide visible support for physical activity in classrooms and common areas.
- ✓ Staff and students are required to wear appropriate shoes and clothing that allows for active participation in physical activity.
- ✓ Participatory forms of play are encouraged instead of competitive play.

Physical Activity Education

- ✓ We provide teacher-directed physical activity education for children, through a standardized curriculum, at least 1X a week or more.

Staff Training

- Information on the physical activity policy is included in the staff orientation.
- Training opportunities for staff on physical activity (other than playground safety) are offered at least once a year.

Parent Communication

- We communicate regularly with parents and provide information and advice on active play, fundamental movement skill development, and limiting small-screen recreation. For example newsletters, orientation days, information sessions, and informal discussions.
- We offer physical activity education to parents 2X per year or more.

Adapted from “Child Care Nutrition and Physical Activity Policies” by the NAP SACC Program, Center for Health Promotion and Disease Prevention, The University of North Carolina, Chapel Hill, NC, May 2007; and, “Best Practices for Physical Activity” by Nemours Health and Prevention Services, 2013.

Norfolk State University
Child Development Lab
Parent Agreement for Physical Activity Policy

By signing below, I acknowledge that I have received, fully read, and understood the attached **Physical Activity Policy**.

I declare that I have reviewed this policy and will do my best to support a healthy environment for my child at the NSU Child Development Lab and at home.

I understand that if I have any questions or concerns about this policy, it is my responsibility to discuss this with staff.

Child's Name: _____

Parent/Guardian's Name: _____

Signature of Parent/Guardian

Date

Norfolk State University
Child Development Lab
Parent Authorization Form: Planning for your child and the group

I permit _____ initials to be noted on lesson
 (Child's Name)
 plans related to targeting activities.

Lesson plans are not posted

Parent/Guardian Signature

Date

Norfolk State University
Child Development Lab
Regulations and Policies Agreement
Parent Handbook Acknowledgement

I, the undersigned, acknowledge that I have read of the Parent Handbook for the Preschool Academy. While I understand that the Parent Handbook is neither a contract nor a legal document, I recognize that it is my responsibility to read and understand the policies, provisions, and procedures contained in the Parent Handbook.

In addition, I understand that the contents of the Parent Handbook are subject to change. I acknowledge that the Parent Handbook will be revised following the rules or regulations of state, federal, and accrediting entities, best practices for child care service providers, or at the discretion of Norfolk State University. I recognize that any such revisions will supersede, modify, or eliminate the current contents of the Parent Handbook.

I acknowledge that it is my responsibility to stay informed of policy and procedure revisions to the Parent Handbook, which will be posted on the Preschool Academy website at <https://www.nsu.edu/pa>. In the event I do not have internet access, I understand that I can obtain a hard copy of the updated Parent Handbook upon request from the Preschool Academy.

Moreover, I recognize that it is my responsibility to contact the Preschool Academy's Program Director for any questions I might have about the contents of the Parent Handbook now and in the future.

Guardian Signature

Date

Child Registered in Program (1)

Child Registered in Program (2)

Child Registered in Program (3)

Child Registered in Program (4)

Handbook Revisions: 2013, 2014, 2015; 2017; 2023

Norfolk State University
Child Development Lab
Tuition and Activity Fee Agreement

The Norfolk State University Preschool Academy operates largely from the funds generated by the tuition paid for the children enrolled in the program. Therefore, all fees must be paid in full and on time.

The tuition for each school year is assessed on an annual basis. The tuition is payable in eleven (11) payments of **\$600.00 for full-time and \$400.00 for part-time**. The monthly payments may be divided into two (2) payments with authorization from the Program Director. The activity fee for the Fall/Spring semesters is **\$85.00** per child and is due in September. The Summer Program is held during June and July. A summer activity fee of **\$90.00** per child is required in May for students enrolled in the summer session. Employees of Norfolk State University may enroll in payroll deduction for tuition payments.

All checks should be made payable to Norfolk State University. The university charges **\$50.00** for all returned checks, and the University will not accept personal checks if one or more checks are returned.

The full or first half of monthly tuition is due on the first school day of each month. Parent/guardian will be notified of the past due amount after the five-day grace period. If payment has not been submitted after the five-day grace period, the late fee of \$40.00 will be applied to the tuition. Failure to submit the overdue payment may result in exclusion from the program.

Financial Agreement

I have read the Tuition and Activity Fee Agreement, and agree to comply with the Norfolk State University Preschool Academy regulations regarding fees and tuition payments.

Child's Name _____

Signed _____
Parent or Guardian

Date _____

We're Moving Forward!

THANK YOU

Program Director

Dr. Ula Lyons

ulyons@nsu.edu

Daeja Godette - Preschool

Katrina Hines - Preschool TA

Jewel Holliman - Pre-K TA

Shirley Hoskins - Administrative

Alicia Wiggins - Pre-K





CODE OF STUDENT POLICY

2023-2024

Preventive Interventions & Alternatives to Suspension



Instructional Calendar

2023 - 2024

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

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

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

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

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

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

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

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

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

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

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

- Student/Staff Holiday
- Student Holiday
- Early Release (All Students)
- Early Release High Schools
- Senior Exams
- Progress Reports
- Report Cards
- Teacher Work Day
- ★ Graduation Day

Parent Conferences: Oct 9, Mar 20

Quarters End: Nov 6, Jan 26,
Apr 5, Jun 14

Exams: Nov 2&3; Jan 25&26;
Jun 13&14

Key Employee Dates

10+2 Employees: 7/5/23-6/24/24

10+1 Employees: 8/1/23-6/20/24

200 Day Non-Exempt: 8/16/23-6/20/24

200 Day Counselors: 8/21/23-6/25/24

10 Month Exempt: 8/25/23-6/18/24

New Teacher Institute: Aug 21-23

Professional Development: Sept 27;
Nov 3; Jan 26; Mar 20





SUPERINTENDENT'S MESSAGE

The start of the school year is an exciting new beginning for students, parents and/or guardians, and staff. Just as teachers outline class rules, Portsmouth Public Schools has established the *Code of Student Conduct* with the expectation that all students will adhere to these requirements.

A section of the vision of Portsmouth Public Schools is that we will have Exemplary Student Citizens with students who "will be socially responsible and respected as lights of inspiration for future generations." This vision begins with the involvement of parents and/or guardians reviewing the *Code of Student Conduct* with your children and ensuring that there is an understanding of the standards of conduct when students are in school and representing Portsmouth Public Schools in the community. If there are any questions about the conduct expectations, please talk with your child's teacher or principal.

Following this *Code of Student Conduct* will result in an enriched learning experience for all students in our schools. Teachers also will benefit from students who take learning seriously and behave appropriately.

I look forward to a great year working with you and our staff to ensure that every student achieves at high academic levels and every school makes progress.

Respectfully,

Elie Bracy, III, Ed.D.
Division Superintendent

EB:slp



Mission Statement

The mission of the Portsmouth Public School Division is to engage all students in learning that will foster academic excellence and responsible citizenship.

Portsmouth Public Schools School Board



**Ms. LaKeesha S.
"Klu" Atkinson**
Vice-Chairwoman
Term Expires
12-31-2024



**Mrs. Irene S.
Boone**
Term Expires
11-07-2023



**Dr. Melvin
Cotton, Jr.**
Term Expires
12-31-2026



**Mrs. Quniana D.
Futrell**
Term Expires
12-31-2026



**Mrs. Sarah
Duncan
Hinds**
Term Expires
12-31-2024



**Dr. Cardell C.
Patillo**
Chairman
Term Expires
12-31-2026



**Mrs. Tamara L.
Shewmake**
Term Expires
12-31-2026



**Mrs. Yolanda E.
Thomas**
Term Expires
12-31-2024



**Dr. Ingrid P.
Whitaker**
Term Expires
12-31-2024

Portsmouth Public Schools

Administrative Directory

Division Superintendent

Dr. Elie Bracy, III

(757) 393-8742

<i>Chief Academic Officer</i>	Dr. Nicole DeVries	(757) 393-8556
<i>Chief Schools Officer</i>	Dr. Sterling White	(757) 393-8217
<i>Chief Financial Officer</i>	Theodore Faulk	(757) 393-8435
<i>Chief Human Resources Officer</i>	Jessica Duren	(757) 393-8751
<i>Chief Communications Officer</i>	Lauren Nolasco	(757) 393-8743
<i>Chief Operations Officer</i>	Dr. Jerry Simmons	(757) 393-8751
<i>Chief Technology Officer</i>	Dean Schlaepfer	(757) 393-5092

Directors

<i>Accounting</i>	TBD	(757) 393-5270
<i>Auxiliary Services</i>	TBD	(757) 393-8751
<i>Research & Evaluation</i>	Derrick Nottingham	(757) 393-8840
<i>Elementary Curriculum and Instruction</i>	Heidi Lewis	(757) 393-8751
<i>Secondary Curriculum and Instruction</i>	Shawn Millaci	(757) 393-8751
<i>Special Education and Related Services</i>	Pamela Battle-Hardy	(757) 393-8792
<i>Federal Programs and Pre-K</i>	Renee' Hailes	(757) 393-8611
<i>School and Teacher Quality</i>	Dusti Johnson-Brinker	(757) 393-8885

Coordinators

<i>Adult & Alternative Education</i>	Alice Graham	(757) 393-8822
<i>Career & Technical Education</i>	Michael Hill	(757) 822-2711
<i>Facilities & Maintenance</i>	Herbert Robinson	(757) 393-8744
<i>Food Services</i>	James Gehlhoff	(757) 393-8366
<i>Elementary Mathematics Education</i>	Dr. Wanda Calhoun	(757) 393-5279
<i>Secondary Mathematics Education</i>	Endia Hatcher	(757) 393-5279
<i>Reading and English Education</i>	Dr. Venus Usanga	(757) 393-8884
<i>Elementary English Language Arts and PALs</i>	Nicole Booker	(757) 393-8884
<i>Secondary Science Education</i>	Daniel Lewandowski	(757) 393-8535
<i>Elementary Science Education</i>	Davina Williams	(757) 393-8535

<i>School Counseling</i>	Lorraine Schlichte	(757) 393-8885
<i>School Quality</i>	Dr. Camilla Ferebee	(757) 393-8556
<i>School Safety</i>	Roger Jones	(757) 393-8751
<i>Social Studies Education</i>	William Hicks	(757) 393-8555
<i>Special Education</i>	TBD	(757) 393-8792
<i>Special Programs - Title I/II</i>	Dr. Patricia Williams	(757) 393-8611
<i>Student Services</i>	Dr. Angela Flowers	(757) 393-8354
<i>Transportation</i>	Michael King	(757) 393-8269
<i>Youth Risk Prevention</i>	Dr. Rosalynn Sanderlin	(757) 393-8411

Supervisors

<i>Accounting</i>	Pamela Foster	(757) 393-8488
<i>Athletics</i>	Vincent Pugh	(757) 393-8885
<i>Art</i>	April Taylor-Martin	(757) 393-8884
<i>Benefits</i>	Sharon Hobbs	(757) 393-8488
<i>Senior Supervisor World Languages and ESL</i>	Carrie Hatfield	(757) 393-8885
<i>Senior Supervisor of Dual Enrollment and Gifted Education</i>	Dr. Sherie Davis	(757) 393-8885
<i>Health and Physical Education</i>	Kenneth Austin	(757) 393-8885
<i>Health Services</i>	Samantha Womack	(757) 393-8661
<i>Human Resources Supervisor (Performance & Retention)</i>	TBA	(757) 393-8701
<i>Human Resources Supervisor (Recruitment & Development)</i>	Sonya C. Harrell	(757) 393-8701
<i>Compliance Officer</i>	Leonard McCoy	(757) 393-8701
<i>Human Resources Staffing Specialist</i>	Elizabeth Mills	(757) 393-8701
<i>Human Resources Staffing Specialist</i>	Tierra Walker	(757) 393-8701
<i>Instructional Technology & Media</i>	Jennifer Thomas	(757) 393-5092
<i>Music</i>	Garyn Moody	(757) 393-8885
<i>Transportation Services</i>	Juanita Handy-Liverman	(757) 393-8269

Managers

<i>Database Manager</i>	Lola Porter	(757) 393-5092
<i>Grants Manager</i>	Heather Hynes	(757) 393-5312
<i>Purchasing Manger</i>	Michael Thomas	(757) 393-8261

Portsmouth Public Schools

Directory of Schools

SECONDARY		
Churchland High 4301 Cedar Ln. Portsmouth, VA 23703	<u>Jenelle Burden</u> (757) 686-2500	Sch#: 121-0500 Grades: 09-12
I.C. Norcom High 1801 London Blvd. Portsmouth, VA 23704	<u>Teesha Sanders</u> (757) 393-5442	Sch#: 121-0240 Grades: 09-12
Manor High 1401 Elmhurst Ln. Portsmouth, VA 23701	<u>Dr. Timothy E. Johnson</u> (757) 465-2907	Sch#: 121-0310 Grades: 09-12
Churchland Middle 4051 River Shore Rd. Portsmouth, VA 23703	<u>Eric Garcia</u> (757) 686-2512	Sch#: 121-0320 Grades: 07-08
Cradock Middle 21 Alden Ave. Portsmouth, VA 23702	<u>Roger Coleman, III</u> (757) 393-8788	Sch#: 121-1130 Grades: 07-08
W. E. Waters Middle 600 Roosevelt Blvd. Portsmouth, VA 23701	<u>Craig Harris</u> (757) 558-2813	Sch#: 121-0310 Grades: 07-08

ELEMENTARY		
Brighton Elem. 1100 Portsmouth Blvd. Portsmouth, VA 23704	<u>Dr. Heather Neal</u> (757) 393-8870	Sch#: 121-0280 Grades: KG-06
Churchland Academy 4061 River Shore Rd. Portsmouth, VA 23703	<u>Karla Jakubowski</u> (757) 686-2527	Sch#: 121-0321 Grades: KG-06
Churchland Elem. 5601 Michael Ln. Portsmouth, VA 23703	<u>Dr. Jamill Ray Jones</u> (757) 686-2523	Sch#: 121-0650 Grades: PK-06
Churchland Primary/Int. 5700 Hedgerow Ln. Portsmouth, VA 23703	<u>Rosalyn T. Exum</u> (757) 686-2519	Sch#: 121-0160 Grades: PK-06
Cradock Elem. 18 Dahlgren Ave. Portsmouth, VA 23702	<u>LaKesia Jolley- Foster</u> (757) 558-2811	Sch#: 121-1400 Grades: KG-06
Douglass Park Elem. 34 Grand St. Portsmouth, VA 23701	<u>Tonya Fields-Hines</u> (757) 393-8646	Sch#: 121-0190 Grades: KG-06
Hodges Manor Elem. 1201 Cherokee Rd. Portsmouth, VA 23701	<u>Dennis Chalk</u> (757) 465-2921	Sch#: 121-1630 Grades: PK-06

Lakeview Elem. 1300 Horne Ave. Portsmouth, VA 23701	<u>Kathy Mangum-Parker</u> (757) 465-2901	Sch#: 121-1650 Grades: KG-06
Park View Elem. 260 Elm Avenue Portsmouth, VA 23704	<u>Dr. Quirstin Wynn</u> (757) 393-8647	Sch#: 121-0060 Grades: KG-06
Simonsdale Elem. 4841 Clifford St. Portsmouth, VA 23701	<u>Tammy King</u> (757) 465-2917	Sch#: 121-1480 Grades: KG-06
Victory Elem. 2828 Greenwood Dr. Portsmouth, VA 23701	<u>Dr. J. Wayne Williams</u> (757) 393-8806	Sch#: 121-1769 Grades: KG-06
Waterview Elem. 3649 Hartford St. Portsmouth, VA 23707	<u>Marve Werling-Branchling</u> (757) 393-8879	Sch#: 121-0230 Grades: KG-06
Westhaven Elem. 3701 Clifford St. Portsmouth, VA 23707	<u>Dr. Patrizia Grigsby</u> (757) 393-8855	Sch#: 121-0210 Grades: KG-06

PRESCHOOL CENTERS		
Churchland Preschool 4061 River Shore Rd. Portsmouth, VA 23703	<u>Robyn A. McIntyre</u> (757) 686-2533	Sch#: Grades: PK-KG
Mount Hermon Preschool 3000 North St. Portsmouth, VA 23707	<u>Eric Jamison</u> (757) 393-8825	Sch#: 121-0150 Grades: PK-KG
Olive Branch Preschool 415 Mimosa Rd. Portsmouth, VA 23701	<u>Lois J. Rieckhoff</u> (757) 465-2926	Sch#: Grades: PK-KG

ALTERNATIVE CENTERS		
Adult Education 2801 Turnpike Ave. Portsmouth, VA 23707	<u>Alice Graham</u> (757) 393-8822	Grades: Adult
New Directions Center 2801 Turnpike Rd. Portsmouth, VA 23707	<u>Horace L. Lambert, Jr.</u> (757) 393-8728	Sch#: 121-1761 Grades: KG-10

Media and Directory Information Opt-Out Form

Throughout the school year, there will be opportunities for children to be interviewed or photographed during school hours and on school property for future use on division materials, websites or social media channels; in television or print media; or in other productions or outlets. If you do not want your child to be featured in photos, videos, or other digital media, please fill out the form below and return it to your child's school.

Additionally, in accordance with state code, Portsmouth Public Schools (PPS) may release students' "directory information" without previous parent consent. This includes information such as name, grade level, participation in activities, photo, address, telephone number, and others (you can refer to the Notice of Directory Information in School Board Policy JO for a complete listing of what is considered directory information). Names, addresses, and telephone numbers of students in grades 9-12 will normally be released upon request to military recruiters and institutions of higher education, unless parents/guardians specifically opt-out of the release of this information below. Again, only submit this form if you **do not want** your child's information provided.

Please be advised that even if you opt-out of the release of your student's directory information there may be certain instances where the division will be legally compelled to release this information, such as, to law enforcement officials or when the release of your student's directory information is otherwise specifically authorized by law.

OPT OUT FORM

Please return this completed form to your child's school prior to Sept. 30. If you do not return this form or it otherwise does not appear in your student's record, Portsmouth Public Schools is authorized to release your student's directory information and/or feature your child in public channels without prior written consent.

I wish to opt-out of the release of my student's directory information and photos to the following:

- ☐ Do NOT use my child's photograph, image or name in any media, outside organization or school division print material, website or social media channels
- ☐ Do NOT put my child's photograph or name in the school yearbook.
- ☐ Do NOT release directory information to any third –party requests (if this is selected, you do not need to select any others below)
- ☐ Do NOT release directory information to Military Recruiters
- ☐ Do NOT release directory information to institutions of higher learning
- ☐ Do NOT release directory information to prospective employers

Note: This form does not apply to photographs, videos or information shared during public events, even if they occur on school property (such as football games, graduation ceremonies, etc.).

Child's Full Name _____ School _____ Grade _____

Parent/Guardian Full Name (printed) _____ Contact Phone Number _____

Parent/Guardian Signature _____ Date _____



DETACH SIGNATURE PAGE

Portsmouth City Schools
Documentation of Student Code of Conduct
and Policy Handbook Review

Name: _____ School Year: _____

School: _____ Grade: _____ Room: _____

Teacher: _____ Date of Review: _____

This is to acknowledge that I have received and understand a copy of the Model of Student Code of Conduct and Policy Handbook. I understand that all rules in this handbook apply to virtual learners, students coming and going to school, on the bus, and at all school activities and events. In signing this document I agree to follow the rules and regulations. I further acknowledge that I have reviewed this document with my parent/guardian.

(Student's Signature)

(Date)

I have read the Portsmouth Public Schools Model of Student Code of Conduct and Policy Handbook and agree to discuss it periodically with my child. I realize that I may contact the school for any assistance in understanding the rules and regulations. I understand that additional copies of the handbook is available on the Portsmouth Public Schools website.

My signature acknowledges receipt of this handbook. I understand that my child is expected to adhere to the rules and regulations of Portsmouth Public Schools; and therefore, I agree to support the rules and regulations in this handbook.

Parent/Guardian's Signature

Date

(A copy of signed documentation shall be retained in the student's folder.)

(Legal authorization: Code of Virginia, 1950, as amended. Section 22.1-253.13:7 & Section 22.1-279.3)

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system and/or a PPS owned electronic device (i.e. laptops, Chrome book, & tablet). Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation IIBEA /IIBEA-R, Acceptable Computer System Use and Regulations. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the Internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student Signature _____ Date _____

I have read this Agreement, Policy IIBEA and Regulation IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Portsmouth Public School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

© 5/01 VSBA

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RIGHTS AND RESPONSIBILITIES



STUDENTS' RIGHTS AND RESPONSIBILITIES CODE OF STUDENT CONDUCT

*Parent is used in this handbook to include natural parent, parent by legal adoption, legal guardian, or court-appointed guardian.

STUDENT CONDUCT (JFC)

The standards of student conduct are designed to define the basic rules and major expectations of students in the public schools of Portsmouth. It is the responsibility of the Portsmouth City School Board to adopt policy and regulations and the administration to issue regulations establishing rules of conduct for student behavior in order to protect the health, safety and welfare of its students. The local school principal has the responsibility and authority to exercise reasonable judgment in enforcing this Code of Conduct. Principals are responsible for ensuring that all students, staff members and parents are provided the opportunity to become familiar with this policy.

The superintendent issues Standards of Student Conduct and a list of possible corrective actions for violation of the Standards of Conduct. 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. The Standards of Student Conduct, a notice of the requirements of the Virginia legal code § 22.1-279.3, and a copy of the compulsory school attendance law is also sent to all parents within one calendar month of the opening of schools simultaneously with any other materials customarily distributed at that time. A statement for the parent's signature acknowledging the receipt of the Standards of Student Conduct, the requirements of the Virginia legal code § 22.1-279.3 and the compulsory school attendance law is also sent. Parents are notified that by signing the statement of receipt, they are not deemed to waive, but expressly reserve, their rights protected by the constitution or laws of the United States or Virginia. Each school maintains records of the signed statements.

The school principal may request the student's parent or parents, if both have legal and physical custody, to meet with the principal or principal's 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. The administrator of the building should exercise reasonable judgment and consider the circumstances in determining the disciplinary action to be administered.

Each student has the right to expect an educational environment in which he or she can strive to achieve his or her intellectual potential. The student is expected to attend school regularly, be diligent in his/her studies and conduct him/herself in such a way that the rights and privileges of others are not violated. The student is expected to accept and demonstrate the obligation of good citizenship to help prevent problems from happening and help solve problems if they occur.

All parents are expected to assume responsibility for the student's behavior and assist the school in enforcing the Standards of Student Conduct and compulsory school attendance. Parents are also expected to maintain regular communication with school authorities, monitor and require daily attendance, and bring to the attention of the school authorities any problem that affects the student or other children in the school. It is the parents' responsibility to notify the school of any unusual behavior pattern or medical problem that might lead to serious difficulties.

The school principal may notify the parents of any student who violates a School Board policy or the compulsory school attendance requirements when such violation could result in the student's suspension or the filing of a court petition, whether or not the school administration has imposed such disciplinary action or filed such a petition. The notice shall state (1) the date and particulars of the violation; (2) the obligation of the parent to take actions to assist the school in improving the student's behavior and ensuring compliance with compulsory school attendance; (3) that, if the student is suspended, the parent may be required to accompany the student to meet with school officials; and (4) that a petition with the juvenile and domestic relations court may be filed under certain circumstances to declare the student a child in need of supervision.

The principal or principal's designee notifies the parent of any student involved in an incident required to be reported to the superintendent and Virginia Board of Education.

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, unless the school principal or his designee determines that readmission, without parent conference, is appropriate for the student.

If a parent fails to comply with the requirements of this policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against the parent in accordance with the requirements of the Code of Virginia.

Students are subject to corrective action for any misconduct that occurs: in school or on school property; on a school vehicle; while participating in or attending any school sponsored activity or trip; on the way to and from school; and off school property, when the acts lead to: (1) notification pursuant to the Virginia legal code § 16.1-305.1 or a conviction for an offense listed in the Virginia legal code § 16.1-260, (2) a charge that would be a felony if committed by an adult, or (3) disruption of the learning environment.

Unlawful acts which will lead to police notification and may lead to suspension from classes, exclusion from activities or expulsion include but are not limited to: possession or use of alcohol, illegal drugs, including marijuana and anabolic steroids, or drug paraphernalia; selling drugs; assault/battery; sexual assault; arson; intentional injury (bullying, fighting); theft; bomb threats, including false threats, against school personnel or school property; use or possession of explosives (see Policy JFCD Weapons in School); possession of weapons or firearms (see Policy JFCD Weapons in School); extortion, blackmail or coercion; driving without a license on school property; homicide; burglary; sex offenses (indecent exposure, obscene phone calls, sodomy and child molestation); malicious mischief; shooting; any illegal conduct involving firebombs, explosive or incendiary devices or materials, hoax explosive devices or chemical bombs; stabbing, cutting or wounding; unlawful interference with school authorities including threats; unlawful intimidation of school authorities; and other unlawful acts including being an accessory to any of these or other unlawful acts.

Any student involved in a reportable drug or violent incident shall participate in prevention and intervention activities deemed appropriate by the superintendent or superintendent's designee. Further, any student who has been found to be in possession of or under the influence of drugs or alcohol on school property or at a school sponsored activity may be required to (1) undergo evaluation for drug or alcohol abuse and (2) participate in a drug and/or alcohol treatment program if recommended by the evaluator and if the parent consents. The superintendent issues regulations listing additional actions which may be cause for corrective action and if serious enough or exhibited repeatedly may lead to suspension or expulsion.

The School Board biennially reviews the model student conduct code developed by the Board of Education to incorporate into policy a range of discipline options and alternatives to preserve a safe and non-disruptive environment for effective learning and teaching.

Adopted: September 23, 2004

Legal Refs.: *Code of Virginia*, 1950, as amended, sections 16.1-305.1, 18.2-308.1, 18.2-308.7, 18.2-310, 18.2-322.1, 22.1-78, 22.1-200.1, 22.1-253.13:7.B.3., 22.1-277, 22.1-277.02, 22.1-277.2, 22.1-279.1, 22.1-279.3.

Cross Ref.: ECAB Vandalism

JFHA/GBA Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion

JGA Corporal Punishment

JGD/JGE Student Suspension/Expulsion

JGDA Disciplining Students with Disabilities

JN Student Fees, Fines and Charges

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PARENTAL RIGHTS AND RESPONSIBILITIES (KP)

A. When parents of a student are estranged, separated, or divorced all personnel will respect the parental rights of both parents. Unless there is a court order to the contrary, both parents have the right to: view the child's school records, in accordance with Policy JO Student Records; receive school progress reports, the school calendar, and notices of major school events; visit the school in accordance with Policies KK School Visitors, KN Sex Offender Registry Notification, and KNA Violent Sex Offenders on School Property; participate in parent-teacher conferences; in the case of the noncustodial parent, after a timely request is made; receive all notifications in accordance with the Individuals with Disabilities Education Act; and receive notice of the student's extended absence, as defined in and pursuant to Policy JED Student Absences/Excuses/Dismissals, if both parents have joint physical custody.

B. Parental Responsibilities

The custodial parent has the responsibility to: keep the school office informed of his or her address and how he or she may be contacted at all times; provide the current address and phone number of the noncustodial parent registration unless such address is unknown and the parent signs a statement to that effect, or unless a court order restricts the educational or contact rights of the noncustodial parent; and 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 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. At the request of a noncustodial parent, such parent will be included as an emergency contact for the student's activities unless a court order has been issued to the contrary.

Adopted: September 15, 2005 Revised: September 27, 2012 File: KP Legal Refs: 20 U.S.C. §1232g. 34 C.F.R. § 99.4. The Code of Virginia, 1950, as amended, §§ 22.1-4.3, 22.1-78, 22.1-287. Cross Refs: JED Student Absences/Excuses/Dismissals JO Student Records KK School Visitors KN Sex Offender Registry Notification KNA Violent Sex Offenders on School Property

STUDENT RIGHTS AND RESPONSIBILITIES

Student rights and responsibilities include:

The right to have rules and procedures applied equally without regard to race, ethnicity, religion, gender, social, or national origin. Additional rights and responsibilities include:

Right – To all of the rights expressed and guaranteed by the United States Constitution and by federal, state, and local laws

Responsibility - Obey all federal, state, and local laws

Right – To benefit from a school climate that provides a safe and orderly environment

Responsibility - Comply with school rules on any school property, including school buses and at school functions. Observe the rights of other students, school employees, and visitors. Make the appropriate persons aware of violations involving drugs, alcohol, weapons, or firearms

Right – To expect that school personnel will concentrate on the business of teaching and learning

Responsibility – Use all educational opportunities that are provided

Right – To expect and receive courtesy, fairness, and respect from members of the school staff and other students

Responsibility - Conduct him/herself in a responsible manner. Comply with reasonable requests and directions given by those in authority. Respect each other

Right – To review personal educational records if eighteen years of age or older

The rights listed above do not permit a student to disrupt the educational process, to break school rules, to present a health or safety hazard, or to disregard directions given by those in authority. Individual rights end when they infringe upon the rights of others

CODE OF CONDUCT



INTRODUCTION AND BACKGROUND

The Virginia Board of Education's Student Conduct Policy Guidelines was first developed in 1994 in response to action by the 1993 General Assembly requiring the Virginia Board of Education to establish such guidelines.¹ In 2004, the Guidelines underwent a major revision in response to requirements of § 22.1-279.6. of the *Code of Virginia*, reflecting numerous changes in state and federal laws and regulations, relevant case law, and emerging best practice principles. The *Virginia Student Conduct Policy Guidelines, 2004*, were originally adopted by the Virginia Board of Education on September 22, 2004. The *Guidelines* were updated in 2005, 2006, 2009, and 2013 to incorporate changes in state laws and regulations.

In the spring of 2015, the Center for Public Integrity (CPI) released a study reporting that Virginia led the nation in sending students from schools to police or the courts, a trend referred to as the “school-to-prison pipeline.” According to the [CPI study](#), 16 students per 1,000 were referred from school to the juvenile justice system in Virginia.² This news prompted an investigation into the numbers behind the study. With the support of Governor Terry McAuliffe's Children's Cabinet, Dr. Gerard Lawson, associate professor in Virginia Tech's School of Education, led a research team to distinguish between reports to law enforcement and actual student involvement with the court system. Dr. Lawson's team concluded that the actual number of students who went to court from the Virginia schools was actually 2.4 per 1,000.³ Nonetheless, the [Lawson study](#) substantiated the CPI finding that African American students and students with disabilities were disproportionately represented in referrals to juvenile justice in Virginia schools.

Further investigation into the Department of Education's Discipline, Crime, and Violence (DCV) data, also supported the finding that disparity existed for students with disabilities and African American students. Students with disabilities and African-American students were being suspended at two times the rate of non-disabled, white students. In addition, the majority of referrals reported in DCV data are related to behaviors that fall under the subjective label of “Disruption.” The data also revealed that the number of instructional days lost to suspensions and expulsions significantly affects student achievement.

With these factors in mind, the Board of Education undertook this revision to the *Student Code of Conduct Policy Guidelines*, including a change in the name of the document: *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. The goal of this document is to provide school boards with guidance to revise local student codes of conduct to create a positive and preventive approach to student conduct. Local school boards are required to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, these *Guidelines*. As local school boards work to revise and adopt policies for codes of student conduct, keeping the USED Guiding Principles, the VTSS framework, and a positive instructional approach to behavior at the forefront will help ensure that schools are safe, supportive, and effective learning

¹ § 22.1-279.6 of The *Code of Virginia*

² Retrieved from <https://www.publicintegrity.org/2015/04/10/17089/virginia-tops-nation-sending-students-cops-courts-where-does-your-state-rank>

³ Lawson, Dr. Gerard, et al, <https://vtnews.vt.edu/articles/2017/05/clahs-school-to-prison-pipeline.html>

environments.

In addition, school divisions should recognize the need for addressing the changing demographics of the student population. Students from diverse backgrounds are becoming the majority demographic group in U.S. public schools.⁴ For many students, the expectations for behavior in school may differ from the expectations at home or in the community. Students cannot be expected to intuit appropriate behavior; therefore, adults in the school are responsible for teaching and providing feedback to reinforce appropriate behavior and correct inappropriate behavior. Effective implementation of any code of conduct requires provisions that appropriate behaviors be taught, practiced across settings with feedback, reinforced, and taught again as indicated by the data. Research has shown that frequent out of school suspensions, zero-tolerance policies, and “get-tough” approaches to school safety are “ineffective and increase the risk for negative social and academic outcomes, especially for children from historically disadvantaged groups.”⁵ The 2017-2018 revision was undertaken to create a document that:

- Focuses on prevention;
- Recognizes the need for instructional interventions and behavioral supports when students do not meet behavioral expectations; and
- Defines equitable approaches to school discipline.

Approaching school discipline from an instructional prevention-based standpoint contributes to a positive school environment and ensures equity, fairness, and continuous improvement. Applying an instructional, prevention-based perspective to student behavior is fundamental in a multi-tiered system of support. In Virginia, the Virginia Tiered Systems of Supports (VTSS) provides a framework that allows divisions, schools, and communities to provide multiple levels of supports to students in a more effective and efficient, clearly defined process. It is a data-driven decision making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

The Virginia Department of Education working with a diverse group of stakeholders developed the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*. To create local student conduct policies, school division leaders should work with staff, students, families, community based organizations, and other stakeholders to accurately assess a school’s climate and the current status of school discipline, develop a shared vision for what it should be, and establish policies and practices to create a positive school environment where students and staff feel safe and supported.⁶ School board student conduct policies should reflect efforts to address identified needs and ensure equity for all students. These Guidelines are intended specifically to aid school boards in revising and implementing student conduct policies as the *Code of Virginia* requires. Local school boards are required

⁴ Best Practices for Embedding Multicultural Education, Hanover Research, April 2017.

⁵ Skiba, Russell, J., Losen, Daniel, *From Reaction to Prevention*, American Educator, Winter 2015-2016.

⁶ Morgan, E., Salomon, N., Plotkin, M., and Cohen, R. (2014) The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System. The Council of State Governments Justice Center. New York. p. ix.

to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, these Guidelines. (Section 22.1-253.13:7.D.3. of the *Code of Virginia*.)

Establishing a Purpose for Student Code of Conduct Policy

The *Code of Virginia* requires that the Board of Education provide model policy guidelines for local school divisions to use in developing a local student code of conduct. The purpose of this document is to guide school boards to establish a policy that:

1. Promotes a vision for improving conditions for learning so that all students experience a safe, supportive school environment that allows them to acquire the attributes outlined in the Virginia Board of Education's Profile of a Graduate.⁷
2. Advocates for professional learning for school staff and allocates resources to implement the local division's code of conduct using data to analyze and address challenges and successes.
3. Promotes the development of local division codes of conduct that clearly articulate expectations for student and adult behavior to enhance school safety and create equitable, supportive school environments.
4. Focuses on prevention and provides a leveled system of responses to discipline incidents that uses instructional, restorative, and age-appropriate responses before resorting to exclusionary practices while respecting the social-emotional development of children at elementary, middle, and high school.
5. Provides that all students who are removed from the classroom for disciplinary reasons are able to access services for a quality education and behavioral interventions needed to ensure their successful return to the setting from which they were removed.
6. Encourages partnerships with students and their families; behavioral health, child welfare, and juvenile justice professionals; law enforcement agencies; and other community members to assess and improve the school climate and conditions for learning.⁸

Legal Base

Statutory Authority for Guidelines

The Virginia Board of Education is required by law (§ 22.1-279.6. of the *Code of Virginia*) to establish guidelines and develop model policies for codes of student conduct to aid local school boards in the implementation of such policies.

Authority and Duties of School Boards

Section 22.1-253.13:7.D.3. of the *Code of Virginia* (part of the section known as the Standards of Quality) requires local school boards to maintain and follow an up-to-date policy manual that includes "standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights." Local school boards should collaboratively develop programs and policies to prevent violence and crime on school property and at school-sponsored events, taking into

⁷Virginia Department of Education Link: [Profile of a Virginia Graduate](#).

⁸ Morgan, E., Salomon, N., Plotkin, M., and Cohen, R., 23-25.

account the views of all stakeholders and evaluating the implications of policies on conditions for learning to improve student achievement.⁹

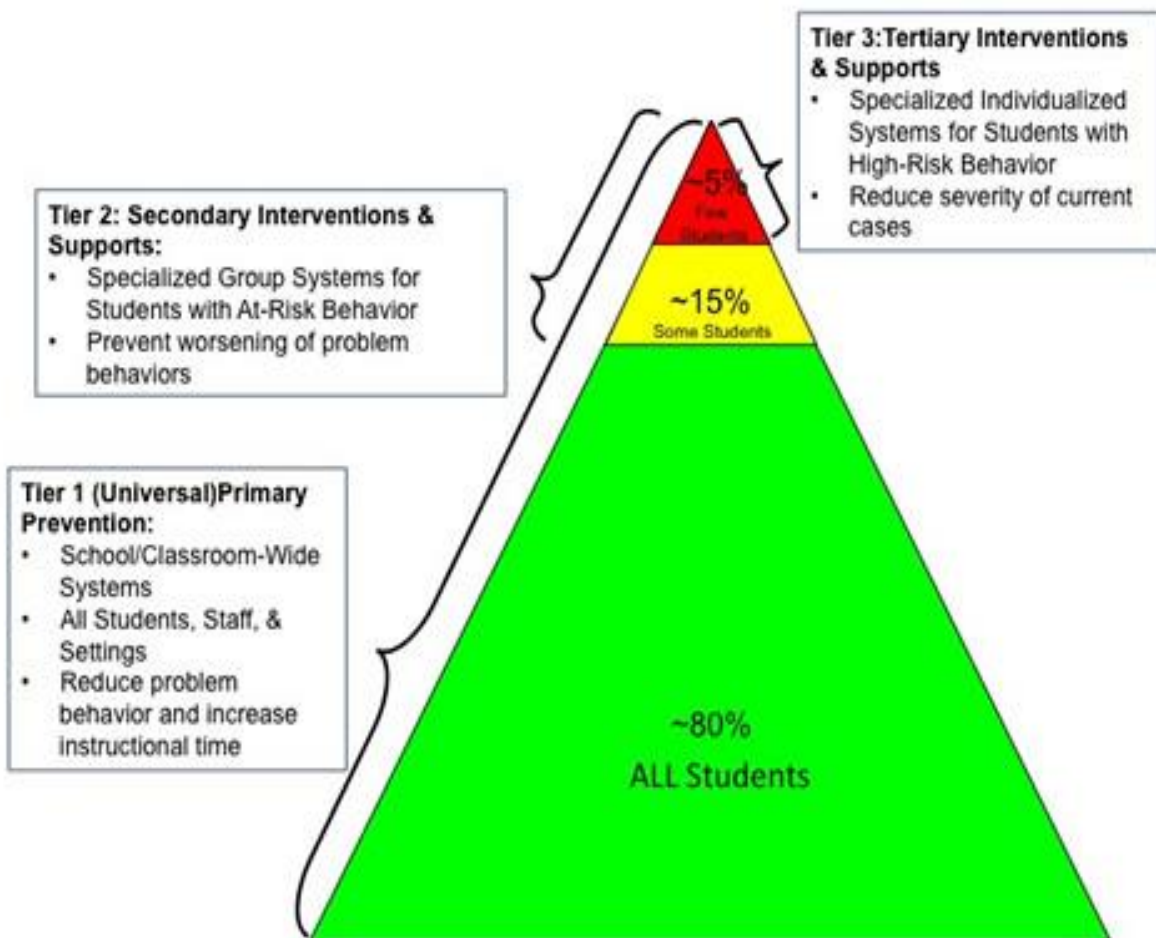
a. *School Board Regulations*

Section 22.1-78. of the *Code of Virginia* authorizes local school boards to adopt bylaws and regulations “for its own government, for the management of its official business and for the supervision of schools, including but not limited to the proper discipline of students, including their conduct going to and returning from school.”¹⁰ Regulations on codes of student conduct should be consistent with, but may be more stringent than, the guidelines of the Board. The tables of Leveled Responses to Student Behaviors in Section II.6 of this document are intended to provide school divisions with a leveled system of student conduct descriptors, interventions, and disciplinary responses that include the requirements in the *Code of Virginia*. In general, local school board regulations governing student code of conduct must be reviewed biennially and must address the following:

Discipline options and alternatives to preserve a safe, non-disruptive environment for effective teaching and learning; Procedures for suspension, expulsion, and exclusion decisions; Prohibitions against hazing and profane or obscene language or conduct; At the local board’s discretion, regulations regarding certain communications devices; Requirements, if any, regarding drug testing, including guidance for procedures relating to voluntary and mandatory drug testing in schools; Alcohol and drug possession and use; Search and seizure; Gang-related activity; Vandalism; Trespassing; Threats; Disciplining of students with disabilities; Intentional injury of others; Self-defense; Bullying, including the use of electronic means for purposes of bullying, harassment, and intimidation; Prohibition on possessing electronic cigarettes/vapor devices on a school bus, on school property, or at a school-sponsored activity; Standards to ensure compliance with the federal *Improving America’s Schools Act of 1994* (Part F-*Gun-Free Schools Act of 1994*), as amended, in accordance with § 22.1-277.07; Dissemination of such policies to students, their parents, and school personnel; and Standards for in-service training of school personnel in and examples of the appropriate management of student conduct and student offenses in violation of school board policies

⁹ § 22.1-279.9. of *The Code of Virginia*

¹⁰ § 22.1-78. of *The Code of Virginia*



PREVENTIVE AND POSITIVE APPROACHES TO DISCIPLINE

Tiered Systems of Support

Tier 1 or Universal Supports

A multi-tiered system of support includes prevention strategies at Tier 1 to establish positive expectations and the systems to teach and reinforce those expectations. The universal components needed to create a learning environment that reduces the use of punitive, exclusionary practices are listed below.

Components of Schoolwide Prevention at Tier 1 <ul style="list-style-type: none">• Establishing and teaching core behavioral expectations,• Aligned school counseling program,• Family engagement practices,• Challenging, engaging academic curriculum,• Social-emotional Curriculum,• Health curriculum,• Bullying prevention,• Restorative approaches to relationship building and problem solving, and• Professional Learning Opportunities (PLO).	Everyone in the school is responsible for teaching and modeling core expectations, though specific groups of adults may hold more responsibility for some components. For example, classroom teachers might be responsible for explicitly teaching behavioral expectations, but the school administrative and support staff must model and reinforce appropriate behaviors. Lunchroom monitors may teach the application of the core expectations in the lunchroom, gym teachers in the gym, art teachers in the art room, etc. School programming is designed to support students' academic and social-emotional development. A Student Assistance Programming Team (SAPT) or other school-based team analyzes data regularly. School climate surveys are conducted and used with other data sources to determine needs and set priorities.
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Tier 2 or Targeted Interventions and Supports

Tier 2 or Targeted Supports are developed based on data analysis to determine what types of supports some students need to meet behavioral expectations. For example, the data may indicate a need for bullying prevention intervention, substance abuse counseling, anger management, or self-management. Each school will determine the appropriate targeted supports. Resources for providing Tier 2 supports may come from community service providers and other government agencies. School divisions are encouraged to develop memoranda of understanding with other agencies to improve Tier 2 and 3 supports. Targeted Supports include the components listed below.

Components of Tier 2 or Targeted Interventions and Supports <ul style="list-style-type: none">• Meet the core behavioral expectations,• Develop social-emotional skills, mindsets, and behaviors,• Improve academic achievement,• Improve physical and/or mental health,• Address substance abuse issues,• Restore balance to situations caused by misconduct,• Address bias,• Address Adverse Childhood Experiences (ACEs), and• Engage families	A school-developed team manages Tier 2 by assessing needs for targeted group instruction and needed supports. Teams include staff best situated to gather data, identify students who need targeted interventions, and provide access to the interventions. Student Assistance Team, Student Intervention Team, Student Support Team are all names given to this type of team. Students who participate in these programs are monitored to ensure the effectiveness of the intervention. **Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 2 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need targeted supports as well. Those students for whom the Tier 2 intervention is not effective may be referred for an intensive intervention, the next tier of support service.
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When a student is referred to a school administrator for a disciplinary incident, the administrator may determine that a targeted support is needed in addition to or in lieu of a disciplinary consequence. The administrator should follow a process of investigation and decision-making that keeps the ASCD Whole Child Tenets in mind. Local school divisions are encouraged to design an investigative and decision-making process to assist school administrators in the investigation and to ensure that students are treated equitably within a system that values safety and support.

Tier 3 or Intensive Interventions and Supports

Tier 3 supports are individualized and based on the needs of a single student. Approximately five percent of students in any school population may need Tier 3 supports. A school that exceeds this percentage of students receiving intensive supports should re-visit school data regarding Tier 1 and 2 supports to determine their effectiveness. Placing students in an alternative

setting is a Tier 3 intervention and should include a specific plan to allow the student to return to his or her home school.

Components of Tier 3 or Intensive Interventions and Supports Wraparound strategies to assist student/family in: <ul style="list-style-type: none">• Meeting core behavioral expectations• Developing social-emotional skills, mindsets, and behaviors• Improving academic achievement• Improving physical and/or mental health• Restoring balance to situations caused by misconduct• Addressing Adverse Childhood Experiences (ACEs)• Addressing bias	Mental health, counseling, and community resource providers may be involved in providing supports. Students who display chronic behavioral or academic problems are assessed and an individualized plan is developed to meet their needs and promote achievement. Staff trained in special education services and behavioral intervention services may provide supports at this level, but not all students who need Tier 3 supports are students with disabilities. Students who have experienced trauma or adverse childhood experiences may need intensive supports as well.
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Clear Objective Behavioral Expectations

Using a process for collecting and analyzing academic, behavior, attendance, and other available data, local school boards should develop policy and allocate resources for a defined set of instructional and prevention based practices that define, teach, and reinforce clear, objective behavioral expectations. Such practices ensure equity, as defined in policy, and consistency across schools within the division.

Through this policy, school divisions should support schools' use of data to clearly define a set of three to five positively stated, school wide (and aligned classroom), social-emotional and behavioral expectations. These expectations define how staff and students learn, work, and interact in order to establish the positive school climate outlined in school vision and mission statements and/or strategic planning documents. They are, in essence, the curriculum for developing a positive community. As such, this curriculum should be taught, reinforced, prompted, re-taught, and have a continuum of procedures for instructional behavior correction as would be available for the academic curriculum. Parent, student, and community involvement in the development of expectations is critical and expected.

Social-Emotional Learning (SEL)

Social-emotional learning has been attributed to positive attitudes about school and to significant improvement in academic achievement. The Collaborative for Social and Emotional Learning ([CASEL](#)) produced a review which found that students who participated in a social-emotional learning program “demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” over the control group.¹¹

Learning social-emotional skills is vital to student development and is directly related to Virginia's Profile of a Graduate, which expects students to demonstrate the “Five C's:” critical thinking, creative thinking, communication, collaboration, and citizenship. A Virginia high school graduate should be able to:

1. Achieve and apply appropriate academic and technical knowledge;
2. Attain and demonstrate productive workplace skills, qualities and behaviors;
3. Build connections and value for interactions with diverse communities; and

¹¹ Durlak, Joseph A; Weissberg, Roger P; Dymnicki, Allison B.; Taylor, Rebecca D. and Schellinger, Kriston B. [The Impact of Enhancing Students' Social Emotional Learning: A Meta-Analysis of School-based Universal Interventions](#). *Child Development Journal*, Jan.-Feb. 2011 vol. 82. #1, pages 405-432.

4. Align knowledge, skill, and personal interests with career opportunities.¹²

In order to achieve the goals of Virginia's Profile of a Graduate, students need to develop the following social-emotional competencies:

1. Self-awareness,
2. Self-management,
3. Social awareness,
4. Relationship skills, and
5. Responsible decision-making.¹³

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

A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

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

C. **Relationship Behaviors (RB):** These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

D. **Behaviors that Present a Safety Concern (BSC):** These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

E. **Behaviors that Endanger Self or Others (BESO):** These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

The categories are a means to sorting behaviors in order to apply leveled administrative responses to student behaviors. The *Standards of Student Conduct* section provides examples of how the behavior categories work with leveled administrative responses.

¹² [Virginia's Revised Standards of Accreditation](#)

¹³ [Hanover Research](#): Prioritizing Social Emotional Learning in School Districts. 4401 Wilson Boulevard, Suite 400, Arlington, VA.

Leveled Systems of Disciplinary Responses and Instructional Interventions

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

Delivering disciplinary responses to unwanted behaviors is often needed but never a sufficient strategy for reducing inappropriate behavior. Therefore, leveled systems of disciplinary responses should always be only one part of more comprehensive policy around behavior that includes instructional, preventive, and proactive strategies as described earlier in this document. The delivery of disciplinary responses should only serve four key functions:

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

Equitable Processes for Managing Student Behavior

Division policies should include an explanation of and guidance for the use of positive, proactive, preventive, evidenced-based approaches to respond to student behavioral incidents that include appropriate teacher responses. As with academic error correction and feedback, responses to student behavior are anchored in an instructional approach that emphasizes teaching and the modeling of desired behaviors in a supportive classroom environment. A combination of teacher and administrative responses should be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time.

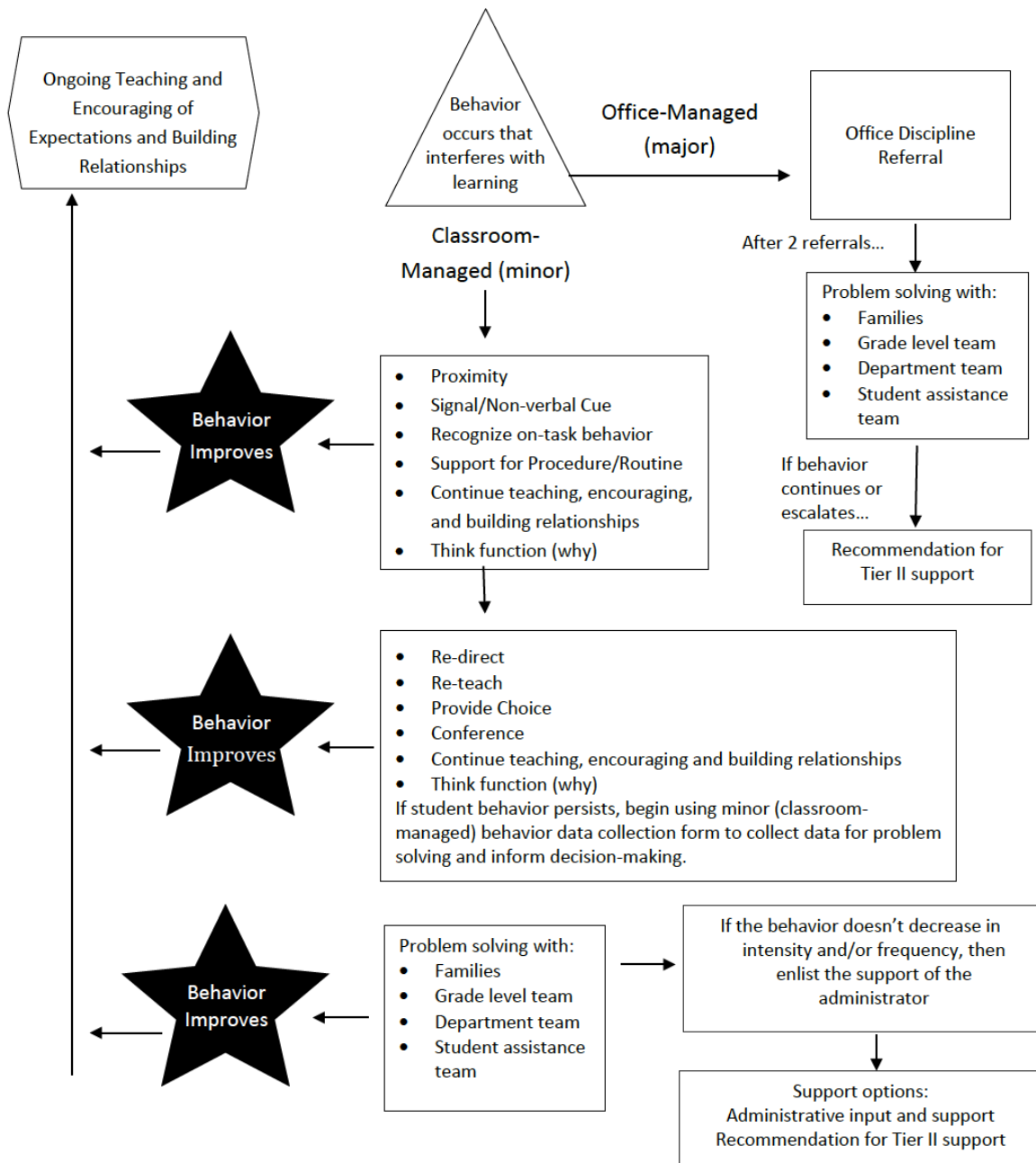
Principals and leadership teams are responsible for engaging staff in data informed decision-making that identifies student behaviors that are teacher managed versus those that are administrator managed. Such decisions must then be documented in writing and include an explanation of the processes and procedures for addressing student behavior. Effective evidence-based responses within the classroom-managed and administrator-managed categories should be delineated within a table or flowchart. They should be disseminated, taught, and reinforced to the entire school community. Uniform definitions and decision rules applied consistently are essential to ensuring equitable application of disciplinary actions across teachers, grades, and school buildings within a division. Examples of both a flowchart and table of teacher responses follow. Sample Investigative Decision-Making Process

The administrator will:

1. Determine if the behavior is an office-managed behavior (See the Discipline Process Flow Chart on page 33). If it is a teacher-managed behavior, consult with the teacher, team, school counselor, or other personnel on appropriate next steps.
2. Gather information to determine the complete picture of the situation, including statements from the student(s).
3. Identify contributing factors and existing data and/or previous interventions.
4. Consult the regulations for students with disabilities, if the student is identified as having a disability.
5. Communicate with the family to inform and gather information.
6. Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
7. Refer the student to the support services or restorative justice intervention, if supports are indicated.
8. Label the behavior according to the behavior descriptors; assign the appropriate level of consequence, if disciplinary consequences are indicated.
9. Inform families of results of the investigation, the discipline consequence, and the academic and behavioral interventions that will be provided.
10. Document all interventions and consequences.
11. Notify the Superintendent Designee and Law Enforcement as required by policy.
12. Initiate a Threat Assessment, as indicated or required.
13. Follow through on the recommendations from the Threat Assessment Team.

Develop an action plan to provide for the student's academic and behavioral needs during the suspension or expulsion if the student is long-term suspended or expelled.

Discipline Process: Continuum of Support for Discouraging Inappropriate Behavior



Discipline Process Flow Chart

This flow chart is an example of the process for managing student behaviors through a positive, proactive, preventive, evidenced-based approach

DISCIPLINE INTERVENTION CHECKLIST

(For use when a student is referred to the Division Superintendent)



Student Name: _____

☐

Check here if no interventions have previously been necessary.

If interventions have been necessary, identify which interventions have been implemented by staff within the last two (2) years and provide relevant details (i.e. dates, name and title of school staff who implemented interventions, outcomes, etc.). For each intervention category, check all that apply.

Interventions

- | | |
|---|--|
| <input type="checkbox"/> Re-teaching Expected Behavior w/ Required Practice | <input type="checkbox"/> Behavior Intervention Plan |
| <input type="checkbox"/> Admonition and counseling * | <input type="checkbox"/> Behavior Contract * |
| <input type="checkbox"/> Parent Notification * | <input type="checkbox"/> Attendance Contract |
| <input type="checkbox"/> Parent/Student/Staff Conference * | <input type="checkbox"/> Schedule Change |
| <input type="checkbox"/> Mentor | <input type="checkbox"/> Additional Academic Support |
| <input type="checkbox"/> Mediation | <input type="checkbox"/> Positive Behavior Incentive |
| <input type="checkbox"/> Conflict Resolution w/ Counselor | <input type="checkbox"/> Suggested Elective Enrollment in Alternative School Program * |
| <input type="checkbox"/> Restorative Justice Conference/Circle | <input type="checkbox"/> Elective Enrollment in Alternative School Program |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Entry/Reentry Conference (Probationary Student) |
| <input type="checkbox"/> School-Imposed Probationary Period * | <input type="checkbox"/> Records Review * |
| <input type="checkbox"/> Functional Behavioral Assessment | |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Disciplinary Sanctions

- | | |
|---|---|
| <input type="checkbox"/> Lunch Detention | <input type="checkbox"/> Alternative Instructional Arrangement (AIA) |
| <input type="checkbox"/> After-school Detention | <input type="checkbox"/> In-School Suspension |
| <input type="checkbox"/> Saturday School | <input type="checkbox"/> Short-term out-of-School Suspension * |
| <input type="checkbox"/> Suspension from student privileges | <input type="checkbox"/> Previous Referral to Division Superintendent |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

DISCIPLINE INTERVENTION CHECKLIST (continued)



Student Name: _____

Referrals for PPS Services/Support

- | | |
|--|--|
| <input type="checkbox"/> Attendance Referral | <input type="checkbox"/> Referral to PPS Tobacco Intervention |
| <input type="checkbox"/> Referral to School Counselor * | <input type="checkbox"/> Seminar |
| <input type="checkbox"/> Referral to School Social Worker | <input type="checkbox"/> Referral to Child Study * |
| <input type="checkbox"/> Referral to School Psychologist | <input type="checkbox"/> Referral to Local Screening Committee |
| <input type="checkbox"/> Referral to / Consultation with Behavioral Interventionist* | <input type="checkbox"/> Referral to PPS Alcohol and Other Drug (AOD) Intervention Seminar |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Referrals to Outside Agencies

- | | |
|--|---|
| <input type="checkbox"/> Referral to Community Service Board | <input type="checkbox"/> Suggest Private Counseling/Therapy * |
| <input type="checkbox"/> Referral to Mental Health Services | <input type="checkbox"/> Referral to Community Based Program/Organization |
| <input type="checkbox"/> Other (Please Specify) _____ | |

Additional Comments

Teacher Responses to Manage Student Behaviors

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

Examples of Proactive Teacher Supports for Classroom Managed Behaviors:

- Develop, teach, and maintain clearly defined classroom expectations that are consistent with school wide behavioral expectations and applicable across all classroom settings at all times.
- Build positive relationships with students and families.
- Model and practice expectations in the appropriate settings.
- Reteach/review expectations throughout the school year (i.e., quarterly, after breaks).
- Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments.
- Use more positive than corrective statements (4:1 ratio).
- Create a classroom acknowledgement system to increase responsible student behavior.
- Implement effective, evidence based instructional practices match to student learning needs.
- Actively engage students in the teaching and learning process.
- Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e., bullying, suicide awareness and prevention, workplace skills, citizenship, character education).
- Flexible classroom arrangements/seating.

Examples of Instructional Teacher Responses for Classroom Managed Behaviors:

- 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).

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrator responses go hand-in-hand with tiered supports, which are more fully described in the *Guidelines for the Reduction of Exclusionary Practices*. Neither is intended to be the sole response to student discipline incidents. The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses.

Level 1 Responses:

Level 1 responses are intended to prevent further behavioral issues while keeping the student in school.

- Re-teaching or modeling of desired behavior
- Recognize/Reward appropriate behavior
- Administrator/Student conference and/or Administrator/Student/Teacher conference
- Written reflection or letter of apology
- Peer mediation or conflict resolution
- Behavior progress chart
- Community service (appropriate to correct the behavior)
- Restitution
- Seat change
- Loss of school privileges
- Confiscation by the administration
- Administrator/Teacher/Parent/Guardian conference
- Detention (before school, at lunch, after school)
- In-school suspension (Up to one-two days) with behavioral instruction and academic support

Level 2 Responses:

Administrative responses and interventions at this level are designed prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate.

- Student conference
- Administrator/Teacher/Counselor/Student conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Mediation or conflict resolution
- Detention (before school, at lunch, after school)
- Referral to support services (e.g., School Counselor, Behavior Interventionist, Mentor Program, and Problem Solving Team (ex. VTSS), Substance Use and Intervention Program)
- Referral to Individualized Education Plan (IEP) Team
- Schedule change
- Community service (appropriate to correct the behavior)
- Referral for community-based services
- Saturday school

Level 3 Responses:

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

- Administrator/Teacher/Parent/Guardian Conference
- Detention
- In-school suspension with restorative practices (three plus days not to exceed five days)
- Referral to support services (e.g., 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)
- Community service
- Revocation of privileges
- Restitution
- Referral to alternative education programs
- Short-term out-of-school suspension (one-three days for elementary students/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

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. Local school board policy may require additional reporting. A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented.

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

Return the student to the school setting with appropriate supports and interventions.

Level 5 Responses:

Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension.

Required School-based Administrative Responses to Level 5 Behaviors

- Threat Assessment as indicated by the behavior
- Referral to law enforcement as required
- Referral to Superintendent or designee

Examples of superintendent or designee responses to Level 5 behavior

- Long term suspension¹⁴ Link: [\(11 to 45 days as defined in § 22.1-276.01\)](#)
- Alternative placement
- Expulsion¹⁵
- School reassignment: Students may be assigned to another school within the division. Board policy should establish the procedures for assigning any student to another school. Those policies and procedures should ensure equity.
- Short-term out-of-school suspension¹⁶ (one-three days for elementary students¹⁷/one-five days for secondary students) with restorative circle or conference upon return
- Behavior contract (developed with and signed by the student, parent/guardian, and school officials)
- Referral to law enforcement where required

¹⁴ [§ 22.1-276.01. Definitions.](#) "Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

² [§ 22.1-277](#) Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being 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 local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

³ [§ 22.1-276.01.](#) as amended by House Bill 1600 Approved March 23, 2018 "Long-term suspension" means any disciplinary action whereby a student is not permitted to attend school for *11 to 45 school days*. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

⁴ [§ 22.1-276.01.](#) "Expulsion" means any disciplinary action imposed by a school board or a committee thereof, as provided in school board policy, whereby a student is not permitted to attend school within the school division and is ineligible for readmission for 365 calendar days after the date of the expulsion.

¹⁶ [§ 22.1-276.01. Definitions.](#) "Short-term suspension" means any disciplinary action whereby a student is not permitted to attend school for a period not to exceed 10 school days. For the purpose of data collection, removal from the student's home school for disciplinary reasons constitutes suspension.

¹⁷ [§ 22.1-277](#) Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being 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 local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

CODE OF STUDENT CONDUCT

Level 1 OFFENSES

ATTENDANCE • Students are expected to arrive at school and report to class on time daily. Students who report to class tardy, must provide a written explanation from parents, teachers, or administrators. Parents shall refrain from picking students up early, as it interferes with the instructional school day. Students shall report to assigned/scheduled areas within the building, before, during, or after instructional hours. Developing patterns of frequent tardiness and early dismissals merit administrative and parental attention. Class cutting, loitering, leaving school grounds without permission, tardiness, and unexcused absences shall be subject to disciplinary action. (See Policy page 48)

BUS MISCONDUCT • Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become serious disciplinary problems on school buses shall be reported to an administrator by the driver and may have their riding privileges suspended. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. (See Policy page 52)

CHEATING • Students are expected to perform honestly on any assigned schoolwork or tests. The actions that are identified as cheating and are prohibited include, but are not limited to the following: cheating on a test or assigned work by giving, receiving, offering, and/or soliciting information; plagiarizing by copying the language, structure, idea, and/or thoughts of another; falsifying statements/signatures on any assigned school work, tests, or other school documents.

DISORDERLY CONDUCT (DEFIANCE) • Defiance is defined as any open or bold resistance to or disregard for authority, opposition, or power; a challenging attitude or behavior.

DISORDERLY CONDUCT (DISRESPECT) • Disrespect is defined as, but not limited to: teasing, taunting, sexual statements and actions, talking back, walking away, uncooperative behavior, and inappropriate language.

DRESS CODE • Students are expected to dress in accordance with the Portsmouth Public Schools Dress Code Policy. Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements are made for their proper attire. (See page 79)

ELECTRONIC DEVICES (Elementary/Middle School) • Student use of portable communication devices that are not part of the instructional program is prohibited. These devices include, but are not limited to: radios, headphones, ear buds (connected or disconnected), electronic gaming devices, devices designed for digital/audio taping, MP3 players, iPods, tablets, and any device capable of receiving or transmitting messages, music, digital images, communications, and any related paraphernalia. Students are allowed to bring cellular telephones onto school property. The device must remain off and out of sight at all times during the school day. Use is permitted after dismissal. Behaviors prohibited during the school day involving the cellular phone include, but are not limited to:

- Making calls
- Displaying it to others
- Sending messages
- Text messaging
- Taking pictures
- Making any noises

- Playing games
- Video recording
- Logging onto and posting on social networking sites
- Otherwise disrupting the learning environment for teachers, students, staff, administrators, or others on school property

ELECTRONIC DEVICES (High School) • During the school day, high school students may use personal equipment or electronic devices for instructional purposes as defined and supervised by a classroom teacher or administrator. Students shall not display or activate personal equipment during class time unless specifically given permission by a teacher or school administrator. Personal equipment or a device includes, but is not limited to: a laptop computer, net book, tablet computer, cellular phone or Smartphone e-reader, or any personal computing device. Devices can be used only in the cafeteria during breakfast/lunch, and before/after school. Using the device to misrepresent an individual, harass or bully, or promote illicit activity will be unacceptable. Improper use shall result in confiscation of the item. Any student found in violation will have them confiscated and returned to a parent. All cell phones, electronic devices and other confiscated items must be picked up by a parent/guardian. When the parent/guardian picks up the confiscated item they will be required to sign the General Confiscation Form acknowledging that if the same or similar item is confiscated a second time, it will be kept until a parent conference is held with an administrator, the third offense will result in the item being held until the student serves a minimum of one day of in-school suspension and a parent conference is held. The school must be contacted to schedule a pick-up time. Refusal to surrender a confiscated item will be considered defiance, which is found under disorderly conduct and will be consequence as such.

GAMBLING • Gambling is defined as illegal means of making, placing, or receiving any bet or wager of money or other thing of value dependent upon the result of a game, contest, or any other event with an uncertain outcome.

SALE OR DISTRIBUTION OF GOODS • Selling or passing out goods or materials, without the school's permission, is not permitted.

The range of consequences identified below will be imposed at the discretion of the building administrator contingent upon the severity of the offense. Any student who is determined to be an accessory to a violation of the Code of Student Conduct will receive consequences specified as appropriate to the behavior.

Level 2 OFFENSES

DISORDERLY CONDUCT (DISRUPTIVE BEHAVIOR) • Disorderly conduct is defined as conduct that interrupts or obstructs the learning environment and /or is dangerous to the health and/or safety of other students and staff. Conduct is deemed to be disorderly when it disrupts the operation of any school or any activity conducted or sponsored by any school. Disorderly conduct may include, but is not limited to: making inappropriate noises, instigating and/or participating in a verbal or physical altercation, excessive talking, talking too loudly, moving excessively around the classroom.

DISORDERLY CONDUCT (OBSCENE/PROFANE LANGUAGE/GESTURES) • Using obscene or profane language, making obscene or profane gestures, possessing obscene or pornographic literature, selling, giving, or sending obscene or pornographic literature is considered disorderly and is prohibited.

DISORDERLY CONDUCT (MINOR INSUBORDINATION) • Minor insubordination is defined as intentionally failing or refusing to comply with the reasonable requests of staff through verbal response, gesture and/or defiant action or inaction. This also includes failing to tell the truth when questioned by staff.

FIGHTING • Fighting is defined as voluntary participation in a one-on-one fight with another person. Students are subject to disciplinary action for misconduct. Cases for which self-defense is claimed must meet the following criteria:

- Be without fault in provoking or bringing on the fight or incident.
- Have reasonably feared, under the circumstances as they appeared to him/her, that he/she was in danger of harm.
- Have used no more force than was reasonable to protect himself/herself from the threatened harm.
- Not have the need for restraint once school officials intervene. Such incidents must be reported immediately to school officials.

A student, who is assaulted and retaliates by hitting, kicking, or any other physical means, may be disciplined for fighting. Conflict is defined as a serious disagreement or argument, typically ongoing over an extended period of time. Students shall not fight or participate in behavior defined as conflict on school property or at a school sponsored event.

TECHNOLOGY USE VIOLATIONS • Students are responsible for good behavior on the schools' computer network just as they are in the classroom. The Code of Student Conduct applies to all student use of technology and computer networks. The following includes but is not limited to forms of prohibited Internet/Computer System use:

1. accessing, sending, or displaying pornographic or obscene messages, pictures, or profane or abusive language
2. electronically posting messages or accessing materials that are abusive, threatening, harassing, damaging to another's reputation, or illegal
3. damaging computer networks
4. violating copyright laws
5. using another's identification or password, or trespassing in another's work
6. providing your personal username and password for others to use
7. using the network for any illegal activities as defined by state or federal law

Students and staff shall not use, attempt to use, or solicit help with using school-based technology in a manner that is not consistent with the Acceptable Use Policy (see appendices page 39).

TOBACCO • **Students** shall not possess, use, sell, or distribute any tobacco, or nicotine vapor product as defined in § 18.2-371.2 on a school bus, on school property, or at an onsite or off-site school sponsored activity.

TRESPASSING • Trespassing is defined as entering or remaining upon school property without permission, at any time including but not limited to weekends, holidays, or when school is not in session. School property means any real property (land) owned or leased by Portsmouth Public Schools and any Portsmouth Public School vehicle. Students are considered to be trespassing when permission to be at school or to ride the bus is revoked through oral or written notice of suspension or expulsion by an appropriate school official. Students shall not trespass on school property or at school sponsored events.

Level 3 OFFENSES

BULLYING/HARASSMENT • “Bullying” means aggressive and unwanted behavior that is intended to harm 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” includes behavior motivated by a real or perceived differentiating characteristic of the victim and cyber bullying. “Bullying” does not include ordinary teasing, horseplay, argument, or peer conflict.

Prohibited bullying behaviors include, but are not limited to the following:

1. physical intimidation, taunting, name calling, insults, and seizing or destroying personal property
2. comments regarding the race, gender, religion, physical abilities or characteristics of associates of the targeted person
3. falsifying statements about other persons
4. (CYBER BULLYING) use of technology such as e-mail, text messages, or websites to defame or harm others

Harassment is defined as behavior intended to disturb or upset; it is characteristically repetitive and found to be intentional, threatening, or disturbing.

Students shall not engage in behavior that can be defined as bullying or harassment on school property. (See page 59)

EXTORTION • Extortion is defined as using one’s power, authority, or position to obtain funds, property, or other tangible benefit. Students shall not commit extortion on school property.

GANG ACTIVITY • A gang – for school purposes, means any group of three or more students that has any of the following attributes: initiation practices, hand signals, names, symbols, styles of dress, geographical, political, or sociological claims, occurrences of group-sponsored or initiated violations of school rules, or any other pertinent attributes – and is not sponsored, sanctioned, or approved by the School Board, Division Superintendent, or building principal while on school property to: meet, discuss membership or activities, conduct activities, show visible representation of membership, or engage in any other conduct while on school property or at a school sponsored event.

A gang – for school purposes, is also defined as any group of three or more students who collaborate – with or without planning and commits a violation of school district or building rules on school property or at a school sponsored event.

Gang disruption – for school purposes, is defined as any gathering of three or more students for the purpose of or with the actual effect of creating fear, intimidation, or unrest on school property.

Behaviors: students shall not make identifiable physical gang signs, write/possess gang-related messages at school, wear gang-related clothing or colors, speak about gang-related activities during classes, school activities, or functions, assemble unlawfully, engage in a gang-related fight, engage in a gang-related disruption, or threaten verbally or physical any other individual on school property.

HAZING • Hazing, for school purposes, means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into, affiliation with or as a condition for continued membership in a club, organization, association, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Hazing behaviors include, but are not limited to: physical harm, mental stress such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in embarrassment, forced calisthenics, prolonged exposure to the elements, forced consumption of food or liquids of any type, branding, or forced physical activity that could adversely affect health and safety.

Students shall not participate in hazing on school property in association with any school-sponsored organization, activity, or function. Students who collaborate in acts of hazing will receive the same consequences as the actual offender. Students who voluntarily participate in hazing may be removed from the relevant activity.

Hazing unlawful; civil criminal liability

It shall be unlawful to haze so as to cause bodily injury, any student at any school, college, or university. Any person found guilty therefore shall be guilty of a class I misdemeanor and subject to confinement in jail for up to 12 months and a fine up to \$2,500.00 in addition to disciplinary consequence imposed. Code of Virginia §18.2-56.

POSSESSION OR USE OF MEDICATION AND PRESCRIPTION DRUGS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute medication (prescription or non-prescription) on school property except after complying with School Board policy.

- Unauthorized Over-the-Counter Medication Possession
- Use of Unauthorized Over-the-Counter Medication
- Over-the-Counter Medication Sale/Distribution
- Theft or Attempted Theft of Student Prescription Medication

Possession or self-administration of a non-prescription drug is prohibited by any student in grades pre-kindergarten through eight. All medications for students pre-kindergarten through eight must be given to the school nurse by the parent with proper instructions on the container for administration on school property. A student in grades nine through twelve may possess and self-administer, but not share, non-prescription medication if all of the following criteria are met:

- Written parental permission for self-administration of specific non-prescription medication is on file with the school
- The non-prescription medication is in the original container and appropriately labeled with manufacturer's directions
- The student's name is affixed to the container and
- The student possess only the amount of non-prescription medicine needed for one school day/activity

Self-Administration of Asthma Medication and/or Auto-Injectable Epinephrine: A student with a diagnosis of asthma or anaphylaxis, or both, is permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine during the school day, at school sponsored activities, or while on a school bus or other school property under conditions including, but not limited to the following:

- Written parental consent on file with the school
- Written notice from the primary care provider on file with the school

Please note: "Medication" shall mean any drug or other substance used in treating diseases, healing, or relieving pain, including all over-the-counter drugs such as aspirin, cough syrups, gargles, caffeine pills, and the like. Medication shall not be brought to school by the student. A parent/guardian shall take all such items to the office of a principal or his/her designee at the start of the school day for safekeeping.

THEFT • Theft (larceny) is defined as taking, without permission, the personal property of another person with the intent to steal without force and/or intimidation. Students shall not commit larceny on school property or at school sponsored events.

- Theft of School Property
- Theft of Staff Property
- Theft of Student Property
- Possession of Stolen Property

THREATS/INTIMIDATION VERBAL AND PHYSICAL • Threatening: verbal is defined as any student knowingly communicating, in writing, including an electronically transmitted communication producing a visual or electronic message, a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Threatening: physical is defined as any student knowingly committing any physical act that supports, substantiates, or otherwise conveys a threat to kill or do bodily injury to a person, regarding that person or any member of his/her family, and the threat places such person in reasonable apprehension of death or bodily injury to himself/herself or his/her family member.

Students shall not threaten, whether verbally, electronically, in writing or physically any person on school property or at school sponsored events.

- Threat/Intimidation Against Staff
- Threat/Intimidation Against Student

TRESPASSING (BREACH OF SECURITY) • Breach of Security is defined as opening or allowing entrance through a locked door that is to be used as an exit during an emergency. Students shall not collectively or individually unlock/open an entry way to allow onto school property any person who has not properly signed in and been approved by appropriate PPS staff. Students shall not trespass on school property or at school sponsored events.

VANDALISM • Vandalism is defined as intentionally damaging, defacing, or destroying any real property (land, vehicles, or buildings) or personal property owned by Portsmouth Public Schools or any of its students, employees, or visitors. Students shall not commit vandalism on school property or at a school sponsored event.

- Vandalism of School Property
- Vandalism of Private Property
- Graffiti

Level 4 and 5 Offenses

ALCOHOL • Students shall not use, distribute, be under the influence of, or have in their possession on school property or at any school sponsored activities any beverage containing alcohol (including imitation alcoholic beverages). Students shall not give, sell, distribute, or possess with intent to give, sell, or distribute on school property or at school-sponsored activities alcoholic beverages of any kind (including imitation alcoholic beverages).

**An imitation alcoholic beverage is a liquid which is not an alcoholic beverage, but may have the overall appearance, color, marking, packaging and marketing, or by representations made, is intended to lead, or would tend to lead, a reasonable person to believe that such item is an alcoholic beverage.*

ARSON • Arson is defined as the intentional burning of the property of another. If a student has direct knowledge of arson and fails to report it, then that student has assisted in the commission or concealing of arson. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of arson on school property or at school sponsored activities.

- Arson: Actual
- Arson: Attempted
- Bombs/Lighted Firecrackers/Cherry Bombs/Contributes to a Fire

ASSAULT AND BATTERY (AGGRAVATED) • Assault and Battery is defined as intentionally placing another person in reasonable fear of an immediate battery or the intentional harmful or offensive touching of another person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of aggravated assault on school property or at school sponsored activities.

ASSAULT AND BATTERY (BY MOB) • Assault and battery by mob is defined as committing assault and battery on another person with the aid of one or more persons. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by mob on school property or at school sponsored activities.

ASSAULT AND BATTERY (MALICIOUS WOUNDING) • Malicious wounding is defined as intentionally harming another person with the intent to maim, disfigure, permanently injure, or cause a substantial likelihood of death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of malicious wounding on school property or at school sponsored activities.

ASSAULT AND BATTERY (ON STAFF) • Assault and battery on staff is defined as intentionally placing a staff member in reasonable fear of an immediate battery or the intentional harmful or offensive touching of a staff person's body without permission. Battery may be committed with or without an instrument, device, weapon, or other object. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault on staff on school property or at school sponsored activities.

ASSAULT AND BATTERY (WEAPON) • Assault and battery by weapon is defined as any instrument or object actually used or created for the infliction of injury or death. Students shall not commit, attempt to commit, assist in the commission of, or conceal the commission of assault and battery by weapon on school property or at school sponsored activities.

BOMB/SCHOOL THREAT • A school threat (verbal, written, or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or harming students or staff including intentionally making a false report of potential harm from dangerous chemicals or biological agents. Students shall not make, attempt to make, or assist in the making of a bomb, chemical or biological threat against a school. A student shall not conceal, or assist in the concealment of a school threat. If a student has direct knowledge of such a threat against a school and fails to report it, that student has assisted in the making or concealment of a school threat.

DRUG VIOLATIONS • Students shall not possess, sell, distribute, use, be under the influence of, give, or possess with intent to give, sell, or distribute illegal drugs on school property as defined by the laws of this Commonwealth. An imitation drug is defined as any item, substance, or product that intentionally or unintentionally looks like, is made to look like, or is represented as an illegal drug. Students shall not possess, sell distribute, or possess with the intent to give, sell, or distribute an imitation illegal drug on school property.

- Schedule I and II Drug Use/Possession/Sale/Distribution
- Synthetic Marijuana Use/Possession/Sale/Distribution (i.e. spice)
- Marijuana Use/Possession/Sale/Distribution
- Anabolic Steroid Use/Possession/Sale/Distribution
- Other Drug Possession/Paraphernalia Possession
- Other Drug Use/Drug Overdose (any kind)
- Other Drug Sale/Distribution
- Possession/Use of Inhalants
- Substances Represented as Drugs (“look-a-likes”) Use/Possession/Sale/Distribution

GANG FIGHTING • In school, a gang fight is defined as any fight between two or more groups of two, or more students on school property. When more than one student fights a single student, it shall be deemed as an assault by mob (See assault/battery).

MAJOR CRIMES • Other major law violations occurring within the school zone and not specifically listed in this code of conduct may result in expulsion. This offense shall include rape.

REPEATED VIOLATIONS • Repeated violations of any offenses in the Code of Conduct may indicate the need for a long-term suspension or expulsion depending on the seriousness of the repetitive behaviors. Chronic misbehavior may indicate the need for an alternative school placement and/or a recommendation for other services.

ROBBERY • Robbery is defined as committing a larceny with force and/or intimidation. Students shall not commit robbery on school property or at school sponsored events.

- Actual Robbery
- Attempted Robbery

SEXUAL OFFENSES • Sexual Harassment is defined as unwelcomed 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.

Sexual Assault is defined as any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

Students shall not commit or act in support of any sexual offense listed above with or against any person or non-student on school property or at a school sponsored event. They shall not take, possess, disseminate, transfer, or share obscene, pornographic, lewd, or otherwise illegal images or photographs by electronic data transfer or otherwise while on school property or at a school sponsored event.

- Sexual Battery against Staff
- Sexual Battery against Student
- Offensive Sexual Touching Against Staff
- Sexual Touching Against Student
- Forcible Rape Against Staff
- Forcible Rape Against Student
- Attempted Rape Against Staff
- Attempted Rape Against Student
- Sexual Offenses Without Force (includes indecent exposure, lewd behavior, and consensual sexual behavior)
- Aggravated Sexual Battery
- Sexual Harassment
- Sexting (taking, possessing, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs)

WEAPONS • A weapon is defined as any instrument or object actually used or created for the infliction of injury, threat, or death. Students shall not bring, possess, or use weapons on school property or at a school sponsored event. Students found with weapons on school property shall be prosecuted in accordance with state and federal law. Weapon related behaviors prohibited on school property or at school sponsored activities include, but are not limited to bringing or possessing:

- a handgun/rifle/shotgun
- any other weapon which is designed or may be converted to expel a projectile by the action or any explosive to include live ammunition
- a knife (with a metal blade)
- a BB gun or Pellet gun
- any representation of and or destructive bomb or explosive device
- other firearms (zip gun, starter gun, poppers, flare gun, etc.)
- other weapon (any instrument or object created or used to inflict harm on another individual)
- razor blades/box cutters
- fireworks, firecrackers or stink bombs
- taser or any device intended to transmit an electrical shock
- ammunition
- Weapon/Chemical substance (i.e. mace, tear gas, or pepper spray)
- a stun gun

****LOOK-ALIKES (TOY WEAPONS)** • Students shall not bring, possess, or use toy/look-alike weapons on school property or at school sponsored events. Toy weapons are not combustible, are not designed to expel objects that may cause harm, or do not appear to be real (i.e. plastic). Administrative discretion may be used in determining consequences.

Category	Behavior Code	Secondary Description	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students							
A	BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X				
A	BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X				
A	BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X				
A	BAP4	Unexcused tardiness to class	X				
A	BAP5	Unexcused tardiness to school	X				
Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures							
B	BSO1	Altering an official document or record	X				
B	BSO2	Giving false information, misrepresentation	X				
B	BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X				
B	BSO4	Failure to be in one's assigned place	X				
B	BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X	X			
B	BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building		X	X		
B	BSO7	Dress Code Violation	X				
B	BSO8	Gambling (games of chance for money or profit)	X				
B	BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X	X			
B	BSO10	Possession of stolen items	X	X			
B	BSO11	Unauthorized use of school electronic or other equipment	X	X			
B	BSO12	Violation of the Acceptable Use of Technology/internet policy	X	X			
B	BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X	X			
B	BSO14	Vandalism, graffiti or other damage to school or personal property	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.)							
C	RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)		X	X		
C	RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)			X	X	

C	RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X	X	X		
C	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		
C	RB5	Stealing money or property without physical force	X	X	X		
C	RB6	Speaking to another in an uncivil, discourteous manner	X	X			
C	RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X	X		
C	RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X	X		
C	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		
C	RB10	Failure to respond to questions or requests by staff	X	X			
C	RB11	Unwanted or inappropriate physical contact	X	X	X		

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

D	BSC1	Alcohol: Possessing or using alcohol		X	X		
D	BSC2	Alcohol: Distributing alcohol to other students			X	X	
D	BSC3	Drugs: Possessing drug paraphernalia		X	X		
D	BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X	X		
D	BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment		X	X		
D	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	
D	BSC7	Cyberbullying that continues after intervention (See Link: 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
D	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	
D	BSC9	Bus: Distracting the bus driver		X	X	X	
D	BSC10	Bus: Endangering the safety of others on the bus		X	X	X	
D	BSC11	Fire alarm: Falsely activating a fire or other disaster alarm			X	X	
D	BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke		X	X	X	
D	BSC13	Engaging in reckless behavior that creates a risk of injury to self or others		X	X	X	
D	BSC14	Fighting that results in no injury as determined by the school			X	X	

		administration					
D	BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students				X	
D	BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage				X	
D	BSC17	Shoving, pushing, striking, biting another a student with no visible injury				X	
D	BSC18	Exposing body parts, lewd or indecent public behavior				X	
D	BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing				X	
D	BSC20	Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault					X
D	BSC21	Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3					X
D	BSC22	Stealing money or property using physical force (no weapon involved)			X	X	
D	BSC23	Stealing money or property or attempting to steal money or property using weapons or dangerous instruments				X	X
D	BSC24	Leaving school grounds without permission	X	X			
D	BSC25	Trespassing	X	X			
D	BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another				X	X
D	BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.				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.							
E	BESO1	Assault: Intending to cause physical injury to another person			X	X	
E	BESO2	Assault and Battery: Causing physical injury to another person			X	X	X
E	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	
E	BESO4	Striking Staff: The use of force against a staff member when no injury is caused				X	X
E	BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications				X	X
E	BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications				X	X
E	BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications				X	X
E	BESO8	Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)				X	X
E	BESO9	Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X

E	BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X
E	BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.				X	
E	BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members				X	X
E	BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)				X	X
E	BESO14	Possession of a firearm or destructive device as defined in § 22.1-277.07.					X
E	BESO15	Using any weapon to threaten or attempt to injure school personnel					X
E	BESO16	Using any weapon to threaten or attempt to injure student(s) or other(s)					X
E	BESO17	Bomb threat –Making a bomb threat				X	X

Category	Behavior Code	Elementary Description	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Category A: Behaviors that Impede the Academic Progress (BAP) of the student or of other students							
A	BAP1	Interfering with learning in the classroom (examples include talking, excessive noise, off-task, out of seat, possessing items that distract)	X				
A	BAP2	Interfering with learning outside of the classroom (examples include excessive noise, interrupting a class)	X				
A	BAP3	Scholastic dishonesty (such as cheating, plagiarism)	X				
A	BAP4	Unexcused tardiness to class	X				
A	BAP5	Unexcused tardiness to school	X				
Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures							
B	BSO1	Altering an official document or record	X				
B	BSO2	Giving false information, misrepresentation	X				
B	BSO3	Refusal to comply with requests of staff in a way that interferes with the operation of school	X				
B	BSO4	Failure to be in one's assigned place	X				
B	BSO5	Failure to attend assigned disciplinary setting (detention, in-school suspension, Saturday school)	X				
B	BSO6	Bringing unauthorized persons to school or allowing unauthorized persons to enter the school building	X				
B	BSO7	Dress Code Violation	X				
B	BSO8	Gambling (games of chance for money or profit)	X				
B	BSO9	Possessing items that are inappropriate for school (examples include toys, literature, electronics)	X				
B	BSO10	Possession of stolen items	X				
B	BSO11	Unauthorized use of school electronic or other equipment	X				
B	BSO12	Violation of the Acceptable Use of Technology/internet policy	X				
B	BSO13	Violation of school board policy regarding the possession or use of portable communication devices	X				
B	BSO14	Vandalism, graffiti or other damage to school or personal property	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.)							
C	RB1	Bullying with no physical injury (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X				
C	RB2	Cyberbullying (See Model Policy to Addressing Bullying in Virginia's Public Schools)	X	X			
C	RB3	Posting, distributing, displaying, or sharing inappropriate material or literature, including using electronics means	X				

C	RB4	Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature	X	X			
C	RB5	Stealing money or property without physical force	X				
C	RB6	Speaking to another in an uncivil, discourteous manner	X				
C	RB7	Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight	X	X			
C	RB8	Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs or gestures)	X	X			
C	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			
C	RB10	Failure to respond to questions or requests by staff	X	X			
C	RB11	Unwanted or inappropriate physical contact	X	X			
Category D: Behaviors of a Safety Concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school.							
D	BSC1	Alcohol: Possessing or using alcohol	X	X			
D	BSC2	Alcohol: Distributing alcohol to other students	X	X			
D	BSC3	Drugs: Possessing drug paraphernalia	X	X			
D	BSC4	Drugs: Violating school board non-prescription (Over the counter) medication policy or look-alike drug policy	X	X			
D	BSC5	Tobacco: Possessing/Using/Distributing tobacco products, possessing tobacco paraphernalia, electronic cigarettes, vaping equipment	X	X			
D	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			
D	BSC7	Cyberbullying that continues after intervention (See Link: 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		
D	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			
D	BSC9	Bus: Distracting the bus driver	X				
D	BSC10	Bus: Endangering the safety of others on the bus	X	X			
D	BSC11	Fire alarm: Falsely activating a fire or other disaster alarm	X	X			
D	BSC12	Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke	X	X			
D	BSC13	Engaging in reckless behavior that creates a risk of injury to self or others	X				
D	BSC14	Fighting that results in no injury as determined by the school administration	X				
D	BSC15	Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students	X	X			

D	BSC16	Throwing an object that has the potential to cause a disturbance, injury, or property damage	X	X			
D	BSC17	Shoving, pushing, striking, biting another a student with no visible injury	X				
D	BSC18	Exposing body parts, lewd or indecent public behavior	X	X			
D	BSC19	Physical contact of a sexual nature – patting body parts, pinching, tugging clothing	X				
D	BSC20	Physical sexual aggression and/or forcing another to engage in sexual activity; Sexual assault	X	X	X	X	X
D	BSC21	Stalking as described in the <i>Code of Virginia</i> section 18.2-60.3	X	X			
D	BSC22	Stealing money or property using physical force (no weapon involved)	X	X	X		
D	BSC23	Stealing money or property or attempting to steal money or property using weapons or dangerous instruments	X	X	X	X	X
D	BSC24	Leaving school grounds without permission	X	X			
D	BSC25	Trespassing	X	X			
D	BSC26	Possessing dangerous instruments/substances that could be used to inflict harm upon another	X	X	X		
D	BSC27	Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1.	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.							
E	BESO1	Assault: Intending to cause physical injury to another person			X	X	
E	BESO2	Assault and Battery: Causing physical injury to another person			X	X	X
E	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		
E	BESO4	Striking Staff: The use of force against a staff member when no injury is caused			X	X	X
E	BESO5	Drugs: Possessing controlled substances, illegal drugs inhalants, or synthetic hallucinogens or unauthorized prescription medications			X	X	X
E	BESO6	Drugs: Being under the influence of controlled substances, illegal drugs, inhalants, or synthetic hallucinogens or unauthorized prescription medications			X		
E	BESO7	Drugs: Using controlled substances or using illegal drugs or synthetic hallucinogens or unauthorized prescription medications			X		
E	BESO8	Drugs: Distributing controlled substances or prescription medications or illegal drugs or synthetic hallucinogens or alcohol to another student(s)			X		

E	BESO9	Fire: Attempting to set, aiding in setting, or setting a fire			X	X	X
E	BESO10	Gang-Related Behavior: Engaging in threatening or dangerous behavior that is gang-related as defined in §18.2-46.1			X	X	X
E	BESO11	Hazing as defined in §18.2-56 and noted in § 22.1-279.6.			X		
E	BESO12	Threatening, intimidating, or instigating violence, injury or harm to a staff member or members			X		
E	BESO13	Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s)			X		
E	BESO14	Possession of a firearm or destructive device as defined in § 22.1-277.07.			X	X	X
E	BESO15	Using any weapon to threaten or attempt to injure school personnel			X	X	X
E	BESO16	Using any weapon to threaten or attempt to injure student(s) or other(s)			X	X	X
E	BESO17	Bomb threat –Making a bomb threat			X	X	X

*SB (Senate Bill) 170 - Prohibits, except for drug offenses, firearm offenses, and certain criminal acts, students in preschool through grade three from being 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 local school board or the division superintendent or his designee finds that aggravating circumstances exist, as defined by the Department of Education.

DUE PROCESS (PPS Policy JFA)

Due process requires that a student be given oral or written notice of the charges against him/her; an explanation of the evidence used to support the charges, and an opportunity to present his/her side of the story before privileges are denied. Due process also includes oral and written notification to a parent/guardian or any incident report of disruptive behavior, of any short term out of school suspension, in school suspension/detention, or after school detention and prior to suspension of a student with a recommendation to the Disciplinary Hearing Committee. The student, parent/guardian has the right to appeal a suspension.

Any student whose presence poses a continuing danger to persons or property, or presents an ongoing threat of disruption may be removed from school immediately.

SHORT-TERM SUSPENSIONS (JGD/JGE) A student may be suspended for not more than ten school days by either the school principal, any assistant principal, or, in their absence, any teacher. The principal, assistant principal or teacher may suspend the student after giving the pupil oral or written notice of the charges against him and, if he denies them, an explanation of the facts as known to school personnel and an opportunity to present his version of what occurred. 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, explanation of facts and opportunity to present his version shall be given as soon as is practical thereafter. File:JGD/JGE Page 3 © 5/16 VSBA PORTSMOUTH PUBLIC SCHOOL DIVISION

Short-Term Appeal Process –Once a student is suspended, there are two options. The student or parent may remain silent and accept the suspension. The student or parent may appeal the suspension. If the student or parent appeals: The student or parent must file a written request for an appeal to the building administrator/designee within two (2) school days of the suspension. This appeal request must specifically identify the nature of the appeal, such as the number of days is too high, or the student did not engage in the behavior, etc. Statements such as “not fair” or “the Principal does not like me” are not valid reasons to appeal a suspension. Within two (2) school days of receipt of the written request the building administrator/designee will meet with the student and parent to hear the appeal. The building administrator/designee will notify the parent of the decision within two (2) school days after the appeal. A letter stating the decision will be mailed to all parties, but the parent is encouraged to contact the school by phone for the decision. The student or parent may appeal the building administrator/designee’s decision by filing a written request for an appeal to the Superintendent/designee within two (2) school days of receipt of the notice of the building administrator/designee’s decision (verbal or written).

LONG-TERM SUSPENSION (JGD/JGE) A student may be suspended from attendance at school for more than ten days after written notice is provided to the pupil and his parent of the proposed action and the reasons therefore and of the right to a hearing before the School Board or the superintendent or superintendent’s designee/hearing committee. The decision of the superintendent or superintendent’s designee may be appealed to the full School Board. Such appeal shall be decided by the School Board within thirty days. The written notice of a suspension for more than ten days includes notification of the length of the suspension and provides information concerning the availability of community-based educational, alternative education or intervention programs. Such notice also states that the student is eligible to return to regular school attendance upon the expiration of the suspension or to attend an appropriate alternative education program approved by

the School Board during or upon the expiration of the suspension. The costs of any community-based educational, alternative education, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his suspension is borne by the parent of the student. Nothing herein shall be construed to prohibit the School Board from permitting or requiring students suspended pursuant to this section to attend an alternative education program provided by the School Board for the term of such suspension.

When a building administrator/designee is considering long-term suspension, it is suggested that the Notice of Suspension specify that a recommendation for long-term suspension is being considered. The Superintendent/designee shall provide for a hearing for the student and the parent on or before day nine (9) of the suspension. The Superintendent/designee/hearing committee shall review the evidence presented at the hearing and shall determine whether to affirm, modify, or disapprove the building administrator/designee's recommendation. The Superintendent/designee shall provide a written decision on or before day ten (10) of the suspension. The parent shall have five (5) school days from the Superintendent/designee's decision to file a written request for an appeal to the School Board, if desired. The student and his/her parents shall be notified of the date when the School Board will meet and act on the recommendation. Hearings will be held in closed session.

EXPULSION (JGD/JGE) Generally Students may be expelled from attendance at school after written notice to the pupil and his parent of the proposed action and the reasons therefor and of the right to a hearing before the School Board in accordance with the regulations of the School Board. The School Board confirms or disapproves of the proposed expulsion regardless of whether the pupil has exercised the right to a hearing. The written notice given to the pupil and his parent includes notification of the length of the expulsion and provides information to the parent of the student concerning the availability of community-based educational, training and intervention programs. The notice also states whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the School Board, or an adult education program offered by the school division, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training, or intervention program that is not a part of the educational program offered by the school division that the student may attend during his expulsion is borne by the parent of the student. Nothing in this policy shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this Policy to attend an alternative education program provided by the School Board for the term of such expulsion. If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice also advises the parent of such student that the student may petition the School Board for readmission to be effective one calendar year from the date of his expulsion, and of the conditions, if any, under which readmission may be granted. The School Board establishes, by regulation, a schedule pursuant to which such students may apply and reapply for readmission to school. Such schedule is designed to ensure that any initial petition for readmission will be reviewed by the School Board or the superintendent, and, if granted, would enable the student to resume school attendance one calendar year from the date of the expulsion. If the superintendent denies such petition, the student may petition the School Board for review of such denial.

An expulsion recommendation follows the process for long-term suspension. The parent shall have five (5) school days from the Superintendent/designee's notice of decision to file a written request for an appeal, if desired. The School Board shall establish a date, time and place for the appeal hearing to ensure that a decision is made within thirty (30) days of the Superintendent/designee's decision. Hearings will be held in closed session.

SHORT-TERM SUSPENSION HEARING PROCEDURE SUMMARY

1. The appointed hearing administrator will bring the hearing to order, make necessary introductions, and determine who should attend the meeting. The student may be represented by a person of his or her choice. Student witnesses must be accompanied by a parent or guardian. Any person wishing to use student witnesses will be responsible for providing written parent permission for the student to leave class and appear before the Hearing Administrator.
2. The appointed hearing administrator will outline the procedures to be followed and will state the purpose of the hearing.
3. The appointed hearing administrator will call for clarifying statements first from the principal or his designee and then from the student, parent/ guardian, or representative.
4. The appointed hearing administrator will hear witnesses and evidence presented first by the principal or his designee and then by the student, parent/ guardian, or representative. All testimony and evidence must be presented in front of the parties involved.
5. The parties shall have the right to ask questions of any witnesses concerning any testimony or evidence presented. It is required that all questions be addressed to the appointed administrator rather than to the witnesses directly.
6. After all the evidence has been presented and there are no further questions, the appointed hearing administrator will allow for closing statements, first from the principal or his designee and then from the student, parent/ guardian, or representative.
7. The appointed hearing administrator will adjourn the hearing.
8. The appointed hearing administrator will then prepare a written recommendation and send it to the student, parent/ guardian or representative, the principal or his designee, and the appropriate Director of Instruction.
9. Either party may appeal the recommendations of appointed hearing administrator to the Superintendent or his designee for a review of the recommendations within five (5) calendar days of the date of the written recommendation.

DISCIPLINARY HEARING PROCESS

Purpose

The disciplinary hearing is an administrative process to determine appropriate placement or further disciplinary action for students who have committed infractions that could result in alternative placement, long-term suspension or expulsion.

Format

- The school administration will present evidence that the student committed the offense(s) listed on the suspension; this evidence will include witnesses, witness statements and other school documents.
- The student will have an opportunity to present his/her side of the case, including witnesses and/or other relevant evidence.
- The student may be represented by an attorney, an advocate, or other interested party, but the student's parent/guardian must be present.
- If the parent/guardian and/or student fail to attend the hearing a decision will be rendered in their absence.
- After the evidence has been presented the committee will render a decision.
- The hearing will last approximately 30 minutes.

Outcomes

The possible outcomes are:

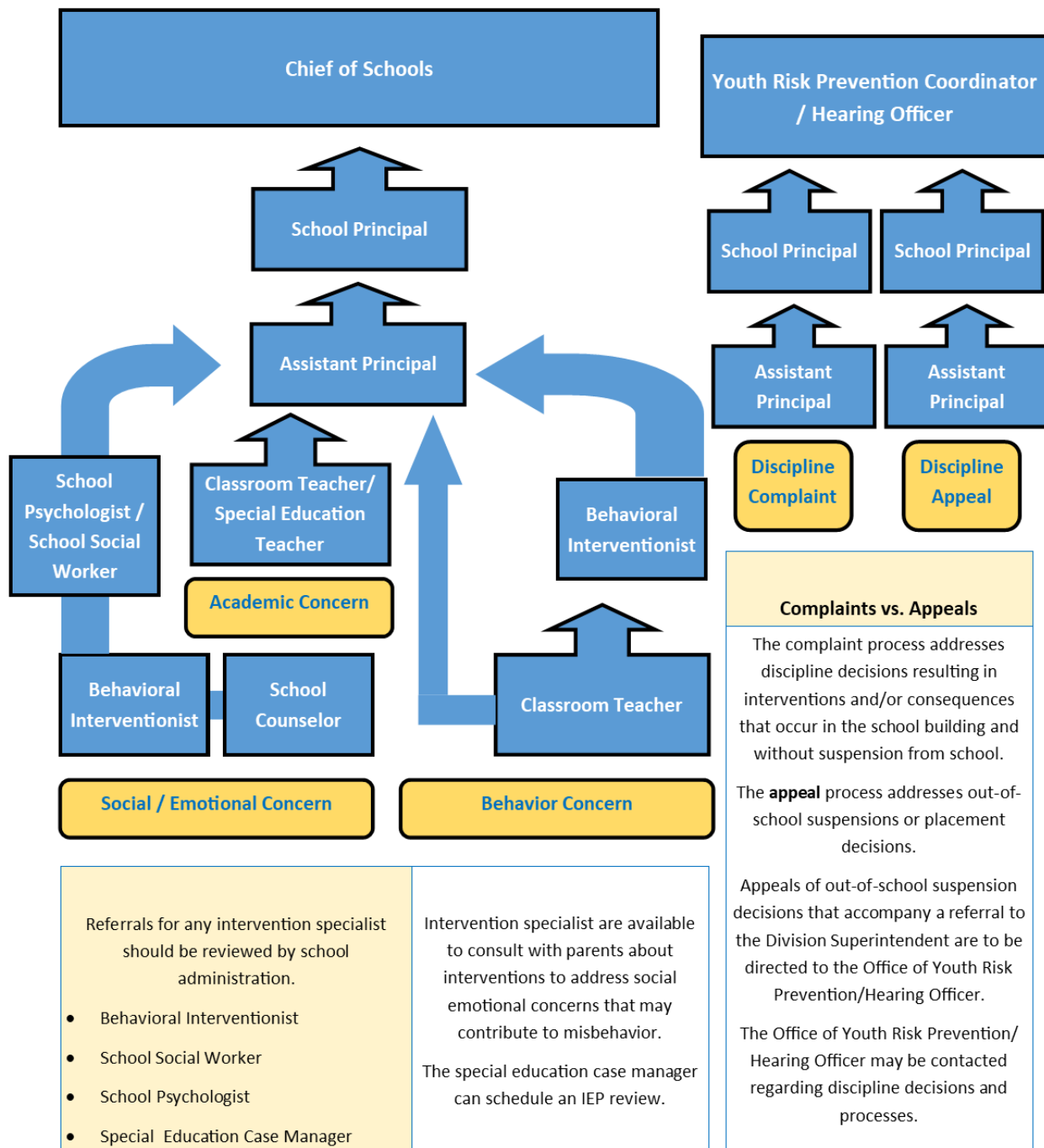
- return to school of origin with no further disciplinary action
- return to school of origin on a behavioral contract or other stipulations
- assignment to an age-appropriate alternative school
- a recommendation to the Division Superintendent for long-term suspension or expulsion

Appeals

If recommended to the Division Superintendent for long-term suspension or expulsion the parent/guardian and student have a legal right to appeal the decision of the Disciplinary Hearing Committee to the School Board.

WHO DO I CONTACT?

Please refer to the flowchart below to determine who to contact if you have a concern.



Questions or Concerns regarding your options?

Office of Youth Risk Prevention—(757) 393-8411

ALTERNATIVE EDUCATION PLACEMENT FOR OFF-CAMPUS CRIMINAL BEHAVIOR

Any student for whom the Division Superintendent has received a report pursuant to state law of an adjudication of delinquency or a conviction may be suspended or expelled from school attendance. Students charged or found guilty of an offense relating to the Commonwealth's laws on firearms, violent crime, drug distribution, arson, burglary, robbery, and street gang crimes are subject to removal from school and placement in an alternative educational setting.

GENERAL INFORMATION & SCHOOL BOARD POLICIES

Acceptable Computer Use System

Acceptable Mobile Device Agreement

General Confiscation Form

Attendance

Bus Regulations

Conduct on School Property

Distribution of Information/Materials

Dress Code

Family Educational Rights and Privacy Act (FERPA)

Freedom from Discrimination

Moment of Silence

Online Parent Access

Online Student Access

Pledge of Allegiance

Search and Seizure

Sex Offenders and Crimes against Minors Registry

Student Bullying

Student Records

Students Sexual Harassment

Tobacco Free School for Staff and Students

Acceptable Computer Use System (IIBEA/GAB)

The School Board provides a computer system, including the Internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, digital media, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, data bases, handheld touch screen technologies, personal computers, the Internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account may be monitored or read by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:
 - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
 - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - (c) material that the school division deems to be harmful to juveniles as defined in Va. 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;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
- (4) provisions establishing that the online activities of minors will be monitored;
- (5) provisions designed to protect the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors.
- (8) a component on Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum. Each teacher, administrator, student and parent/guardian of each student shall sign then Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system. The Division Superintendent shall submit to the Virginia Department of Education this policy and accompanying regulation biennially.

Adopted: July 6, 2006 Legal Refs: Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78. 18 U.S.C. §§ 1460, 2256. 47 U.S.C. § 254.

File: IIBEA-E2

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each student and his or her parent/guardian must sign this Agreement before being granted use of the School Division's computer system and/or a PPS owned electronic device (i.e. laptops, Chrome book, & tablet). Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy and Regulation IIBEA /IIBEA-R, Acceptable Computer System Use and Regulations. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access and monitor my use of the computer system, including my use of the Internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student Signature _____ Date _____

I have read this Agreement, Policy IIBEA and Regulation IIBEA-R. I understand that access to the computer system is intended for educational purposes and the Portsmouth Public School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system and for the School Division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

© 5/01 VSBA

PORTSMOUTH PUBLIC SCHOOLS

Computer System Use -Terms and Conditions

All use of the Portsmouth Public School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system is defined as the Division's network, servers, computer workstations, telephones, printers, modems, video, fax transmissions, peripherals, applications, databases, library catalog, online resources, internet access, email, multi-media, instructional materials, and any other technology designated for use by the Division for students and staff. Personal equipment sanctioned for use on Portsmouth Public Schools property (i.e. cell phones, laptops, iPods, iPads, IvIP3 players, DVD players, cameras, etc.) is also subject to this regulation.

1. Acceptable Use: Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. Privilege: The use of the Division's computer system is a privilege, not a right. With this educational opportunity comes responsibility. In order for the Division to make its computer network and internet access available all students and staff must take responsibility for appropriate and lawful use of internet resources.
3. Unacceptable Use: Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
 - Uses that violate the law or encourage others to violate the law (gambling, hacking, violation of copyright etc.)
 - Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures
 - Sending, receiving, viewing, or downloading illegal material via the computer system
 - Downloading copyrighted material for unauthorized use
 - Using technology to download any program, partial program or game without the express permission of the supervising teacher and Portsmouth Public Schools technology director
 - Using the computer system for private, financial or commercial gain
 - Any use of the technology that causes harm to others or their property
 - Gaining unauthorized access to resources or entities
 - Posting material authorized or created by another without his or her consent
 - Using the computer system for commercial or private advertising

- Submitting, posting, publishing or displaying any obscene, profane, threatening, illegal and other inappropriate material
 - Using the computer system while access privileges are suspended or revoked
 - Vandalizing the computer system, including destroying data by creating or spreading viruses or by other means
 - Sharing your username and/or password with others, borrowing someone else's username (i.e. teacher or student), password or account access
 - Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, pictures, etc.)
 - Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation
 - Any activities designed to expose school district or other computers to "viruses"
 - Inappropriate cyber communication (cyber threats, cyber bullying, harassment, and/or other inappropriate communications) through open social networking websites offering an interactive, user-submitted network of friends, personal profiles, blogs, groups, photos, music and videos (My Space, Face Book, You Tube, etc.) where students can send messages and pictures
4. Network Etiquette: Each user is expected to abide by generally accepted rules of etiquette including the following:
- Be polite
 - Users shall not forge, intercept or interfere with electronic mail messages
 - Use appropriate language: the use of obscene, lewd, profane, threatening or disrespectful language is prohibited. Do not use distribute, or redistribute jokes, stories, or other material that are based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation
 - Do not assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection
 - Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large (5MB or smaller) to be accommodated by the recipient's system and is in a format that the recipient can open.
 - Users shall not use the computer system to disrupt others.
 - Users shall not read, modify or delete data owned by others.

5. Liability: The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.
6. Security: Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. Vandalism: Intentional destruction of any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. Charges: The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.
9. Electronic Mail: The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. Enforcement: Software will be installed on the division's computers having Internet access to filter or block Internet access through such computers to child pornography and obscenity. The online activities of minors may also be monitored manually. Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.

Adopted: December 19, 1996

Revised: September 20, 2001

Revised: November 15, 2001

Legal Refs:

Code of Virginia, 1950, as amended, § 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

18 U.S.C. §§ 1460, 2256.

47 U.S.C. § 254.

Cross Refs:

JFC Student Conduct

JFC-R Standards of Student Conduct

Acceptable Mobile Device Agreement

The following policy pertains to Students assigned a PPS owned device (i.e. laptop, Chromebook, tablet etc.) for use at home.

A. General Terms and Conditions of Use

1. Students will abide by all policies outlined in the Student Code of Conduct (School Board Policy JFC and JFC-R). You and your parents are required to sign this document at the beginning of each school year.
2. Portsmouth Public Schools (PPS) provides all students access to the Internet and other digital resources as a means to enhance their education. All students may be assigned a device to enhance their education. All technology resources are provided under the expectations and restrictions delineated in this document.
3. The laptop that is issued for secondary student use is the property of Portsmouth Public Schools and must be returned as follows:
 - a. At the end of the academic school year;
 - b. Within three (3) school days of withdrawal from a Portsmouth school, when transferring to another school (either within or outside the Portsmouth Public School Division); or, immediately upon the request of a teacher or administrator.
4. Transmission or creation of any material in violation of Federal, State, or local law, ordinance, School Board policy, regulation or the *Code of Student Conduct* is prohibited.
5. The Internet filtering provided through PPS exceeds the Children's Internet Protection Act (CIPA) requirements. Access to the Internet is filtered through a commercial filtering system.
6. Portsmouth Public Schools may provide students with access to online educational services and websites through contracts with educational companies and vendors. Students may be provided with a username and password to access educational content on these websites. Such websites may collect personally identifiable information from students including usernames and passwords. Specific website company/vendor privacy policies should be consulted regarding collection of information, including information for students under the age of 13. Please contact Portsmouth Public Schools at any time regarding privacy questions or concerns or to request to review what personally identifiable information has been provided by the school and/or division. As requested, Portsmouth Public Schools can also provide contact information for the educational companies and vendors for such websites for parents to contact directly. Parents can also contact Portsmouth Public Schools (and/or the website company/vendor) at any time to request that they delete the personally identifiable information of their child and disallow further access. Please note that this removal could prevent the student from having access to critical instructional materials.
7. PPS has the right to inspect any PPS-owned computer or electronic device and the contents contained therein on demand with or without notice to the user. Remote monitoring of computers on the network will occur at each school site.
8. Students will adhere to these terms and conditions of use each time the device is used, including while not on school grounds.
9. Students agree to transport their PPS-issued device in the school-approved carrying case or cover.
10. Students will bring their PPS-issued device, fully charged, with them to school each day.
11. Students will make available for inspection by any school administrator or teacher any messages or files sent or received on their PPS-issued device.

B. Acceptable Use and Internet Safety

1. Students will use technology with responsibility, integrity, and for educational purposes.
2. Students will take responsibility for the choices they make and the actions they take while using technology.
3. Students must manage the personal data on their computers. This includes backing up educational material regularly. Appropriate non-educational files are allowed, but should not negatively impact instructional use nor degrade device performance.
4. Students will report to responsible school personnel any incidents of inappropriate electronic communications transmitted in any form using PPS-owned technology.
5. Files and data on student computers must adhere to the following guidelines:
 - a. All files and data must be legally obtained and distributed under United States copyright laws.
 - b. All files and data sought, possessed, or distributed must be acceptable in a school setting. This forbidden content includes, but is not limited to: hacking tools, computer viruses, violent content, pornographic content, vulgar content, and obscene content.
6. Students will maintain the security and integrity of their usernames and passwords.
 - a. Students must keep their usernames and passwords confidential.
 - b. Students will only log in with their own usernames and passwords.
7. Students will maintain the integrity of the computer hardware and software.
 - a. Students will not dismantle or otherwise physically alter computers. This includes affixing stickers or other decorations.
 - b. Students are prohibited from altering or deleting files that are not in their 'home' directory.
 - c. Students are prohibited from installing additional software or altering existing software in any way.
8. Students are responsible for obeying all PPS standards for conduct when communicating using technology.
 - a. Students may use PPS or school approved communications mediums under teacher direction.
 - b. Communications will be clear and precise. Intentionally obscuring communication through code words or other means is not permissible.
 - c. Students will adhere to rules regarding cyber bullying, harassment, hate speech, and other forms of verbal assault.
 - d. Students must understand that content published online is public, visible, and representative of the author.
9. Students will respect the rights, privacy, property, and work of all users.
 - a. Students will neither seek nor reveal personal information about others.
 - b. Students will not attempt to access, alter, or use another user's files without their permission.
10. Students will operate within established PPS filtering and security environments.
 - a. Students will not attempt to evade or bypass PPS Internet filters.
 - b. Students will not attempt to conceal, disguise, or change their user information, nor the identity of their computer.
 - c. Students will not attempt to disable any security or monitoring software.
 - d. The use of PPS technology for commercial activities is prohibited unless explicitly permitted by the School Board. Commercial activity includes, but is not limited to, the following: Any activity that generates revenue for the user;
 - e. Product advertisement or political lobbying;
 - f. Any activity that requires entry into an area of services for which the school will be charged a fee.

C. With Teacher and/or Administrator Approval and for Instructional Purposes, Students may:

1. Use approved email, chat rooms, instant messaging, message boards, and other communication methods;
2. Publish or edit web pages;
3. Wear headphones;
4. Share files;
5. Play educational games/activities;

D. Students are PROHIBITED from:

1. Using technology for any illegal purpose;
2. Creating unauthorized networks of any kind;
3. Downloading, uploading, importing, or intentionally viewing material that promotes the use of illegal drugs, alcohol, pornography, or illegal and/or violent behavior;
4. Introducing non-approved software, hardware, or resources into the PPS network or clients. Approval can be sought through the building administrator;
5. Saving, transferring, or loading non-school related material on a school file server;
6. Running software applications from a USB device.

Failure to honor the above regulations may result in the restriction of Internet privileges and/or the restriction of other technology access in addition to disciplinary action up to and including criminal charges. Examples include: (i) Computer hacking or trespassing, (ii) harassment, threats, or cyber bullying via computer, and (iii) computer fraud (see Title 18.2 of the *Code of Virginia*).

E. Damage or Loss

If loss/stolen or damage occurs, students and their parent(s) or guardian(s) agree to any applicable charges outlined below. **The charges are intended to promote good habits and responsible handling of PPS-issued mobile devices.** Devices reported as stolen outside of school require that parents notify police and send an official police report to their school administration. Theft on school grounds is to be reported to school administration.

- I. First incident: No charge for accidental damage to mobile device; letter to parents. Full price of repair or replacement for an intentionally damaged mobile device and a parent/guardian meeting with administrator required. For stolen devices, a police report must be completed within 10 business days and a copy provided to the school administration.
- II. Second and subsequent incidents: No charge for accidental damage to mobile device; letter to parents. Full price of repair or replacement for an intentionally damaged mobile device and a parent/guardian meeting with administrator required. For stolen devices, a police report must be completed within 10 business days and a copy provided to the school administration. If school administration does not receive the police report as outlined above, a charge of \$100 will be assessed to the parent or guardian.

General Confiscation Form

Student's Name _____

Date of Confiscation _____

Person Responsible for Confiscation _____

Length of Confiscation _____

Cellular telephones are not to be visible during school hours. Students found in violation will have them confiscated and returned to a parent. All cell phones, electronic devices and other confiscated items must be picked up by a parent/guardian. When the parent/guardian picks up the confiscated item they will be required to sign the General Confiscation Form acknowledging that if the same or similar item is confiscated a second time it will be kept until a parent conference is held with an administrator, the third offense will result in the item being held until the student serves a minimum of one day of in-school suspension and a parent conference is held. The school must be contacted to schedule a pick up time.

Check which offense this confiscation represents

___ First offense - the device shall be confiscated and returned to a parent/guardian

___ Second offense - returned at parent conference

___ Third offense - one day in-school suspension and parent conference is held

Item confiscated: (check one)

___ Cellular Telephone

___ Electronic Device

___ Other items

Description of Confiscated Device:

Product Name _____

Type _____

Color _____

Serial Number/Identifying Characteristics _____

Signature Upon Receipt of Confiscated Item

Student _____

Date _____

Parent _____

Date _____

Administrator/Designee _____

Date _____

ATTENDANCE (JED)

I. Student Attendance Policy

Student attendance is a cooperative effort and the School Board shall involve parents and students in accepting the responsibility for good attendance.

Each parent/guardian or person having control or charge of a child within the compulsory attendance age shall be responsible for such child's regular and punctual attendance at school as required under provisions of the law.

A reasonable effort shall be made to contact a parent/guardian of each absent student every day, and to obtain an explanation for the student's absence, where there is no indication that the student's parent is aware of and supports the absence. A log will be kept of call attempts.

Students who are absent must bring a valid note stating the reason for absence upon returning to school. Unexcused absences shall be handled according to regulations issued by the superintendent.

The Division Superintendent's regulations will include procedures for excusing students who are absent by reason of observance of a religious holiday. Such regulations will ensure that a student is not deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, which he missed by reason of such absence, if the absence is verified in an acceptable manner.

Students shall attend school for a full day unless otherwise excused. Secondary students shall be scheduled for a full school day unless they are enrolled in a cooperative work-study program. All other exceptions to a full day schedule must be approved on an individual basis by the superintendent or designee.

Nothing in this policy shall be construed to limit in any way the authority of any attendance officer or the division superintendent to seek immediate compliance with the compulsory school attendance law.

II. Compulsory Attendance Procedures

A. Upon Fifth Absence Without Parental Awareness and Support If (1) a student fails to report to school for a total of five scheduled school days for the school year, and (2) there is no indication that the student's parent is aware of and supports the absence; and (3) reasonable efforts to notify the parent of the absences have failed, then the Principal or his designee or the attendance officer shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The school principal or his designee or the attendance officer, the pupil, and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance. Such plan shall include documentation of the reasons for the pupil's nonattendance.

B. Upon Sixth Absence Without Parental Awareness and Support If the pupil is absent an additional day after direct contact with the pupil's parent and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, either the school principal or his designee or the attendance officer shall schedule a conference within ten school days, which must take place no later than the fifteenth school day after the sixth absence. At the conference, the pupil, his parent, and school personnel, shall meet to resolve issues related to the pupil's nonattendance. Other community service providers may

also be included in the conference.

C. Upon Additional Absence Without Parental Awareness and Support Upon the next absence after the conference without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the Principal or designee shall notify the attendance officer or Superintendent or his designee who shall enforce the compulsory attendance rules by either or both of the following: (1) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in § 16.1-228 or (2) instituting proceedings against the parent pursuant to § 18.2-371 or § 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts already undertaken to resolve the pupil's absence. If the student's parents have joint physical custody of the student and the school has notice of the custody arrangement, then both parents shall be notified at their last known addresses.

D. Parental Cooperation in Remediating Excessive Unexcused Absences It is expected that parents will cooperate with the attendance officer and other school officials to remedy the student's attendance problem. Where direct contact with a parent cannot be made, despite reasonable efforts, or where parents otherwise fail to cooperate in remediating the student's attendance problem, the superintendent or the superintendent's designee may seek immediate compliance with the compulsory school attendance laws. The attendance officer, with the knowledge and approval of the Division Superintendent, shall institute proceedings against any parent who fails to comply with the requirements of the compulsory attendance laws. Where the complaint arises out of the parent's failure to comply with the requirements of § 22.1-258, the attendance officer shall document the school division's compliance with this Code section.

III. Report for Suspension of Driver's License In addition to any other actions taken pursuant to this policy, if a student who is under 18 years of age has 10 or more unexcused absences from school on consecutive school days, the principal may notify the juvenile and domestic relations court, which may take action to suspend the student's driver's license.

IV. Attendance Reporting Student attendance shall be monitored and reported as required by state law and regulations. At the end of each school year, each public school principal shall report to the Superintendent the number of students by grade level for whom a conference was scheduled pursuant to Part II (B) above. The Division Superintendent shall compile this information and provide it annually to the Superintendent of Public Instruction.

V. Dismissal Precautions Principals shall not release a student during the school day to any person not authorized by the student's parent/guardian to assume responsibility for the pupil. Students shall be released only on request and authorization of parent or guardian. The Division Superintendent shall provide procedures for release of students who are not residing with or under the supervision of a parent/guardian. The burden of proof on the authority of the person to receive the student is on the requesting party. A formal check-out system shall be maintained in each school.

SUMMARY OF ATTENDANCE LEGISLATION

22.1-258. Appointment of attendance officers; notification when pupil fails to report to school.

Every school board shall have power to appoint one or more attendance officers, who shall be charged with the enforcement of the provisions of this article. Where no attendance officer is appointed by the School Board, the division superintendent shall act as Attendance Officer. Whenever any pupil fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, a reasonable effort to notify by telephone the parent to obtain an explanation for the pupil's absence shall be made by the attendance officer, other school personnel, or volunteers organized by the school administration for this purpose. Any such volunteer shall not be liable for any civil damages for any acts or omissions resulting from making such reasonable efforts to notify parents and obtain such result of gross negligence or willful misconduct. This subsection shall not be construed to limit, withdraw, or overturn any defense or immunity already existing in statutory or common law or to affect any claim occurring prior to the effective date of this law. School divisions are encouraged to use non-instructional personnel for this notice.

Whenever any pupil fails to report to school for a total of five scheduled school days for the school year and no indication has been received by school personnel that the pupil's parent is aware of and supports the pupil's absence, and a reasonable effort to notify the parent has failed, the school principal or his designee shall make a reasonable effort to ensure that direct contact is made with the parent, either in person or through telephone conversation, by the attendance officer to obtain an explanation for the pupil's absence and to explain to the parent the consequences of continued nonattendance. The attendance officer and the pupil's parent shall jointly develop a plan to resolve the pupil's nonattendance.

If the pupil is absent an additional day after the direct contact with the pupil's parent and the attendance officer has received no indication that the pupil's parent is aware of and supports the pupil's absence, the attendance officer shall schedule a conference within ten school days with the pupil, his parent, and school personnel, which conference may include other community service providers, to resolve issues related to the pupil's nonattendance. The conference shall be held no later than fifteen school days after the sixth absence. Upon the next absence by such pupil without indication to the attendance officer that the pupil's parent is aware of and supports the pupil's absence, the school principal or his designee shall enforce the provisions of this article by either or both of the following (i) filing a complaint with the juvenile and domestic relations court alleging the pupil is a child in need of supervision as defined in 16.1-228 or (ii) instituting proceeding against the parent pursuant to 18.2-371 or 22.1-262. In filing a complaint against the student, the attendance officer shall provide written documentation of the efforts to comply with the provisions of this section. In the event that both parents have been awarded joint physical custody pursuant to 20124.2, and the school has received notice of such order, both parents shall be notified at the last known addresses of the parents.

Nothing in this section shall be construed to limit in any way the authority of any attendance officer or division superintendent to seek immediate compliance with the compulsory school attendance law as set forth in this article.

§ 22.1-254. Compulsory Attendance Required; Excuses and Waivers; Alternative Education Program Attendance; Exemptions from Article

A. Except as otherwise provided in this article, 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 30 of

any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational pre-kindergarten program, including a Head Start program, or in a private, denominational or parochial educational pre-kindergarten program.

Instruction in the home of a child or children by the parent, guardian or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. However, the requirements of this section shall (a) be satisfied for those persons 16 through 18 years of age who are housed in adult correctional facilities when such persons are actively pursuing a general educational development (GED) certificate but are not enrolled in an individual student alternative education plan pursuant to subsection D and (b) not apply to any child who has obtained a high school diploma, its equivalent, or a certificate of completion or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

LEARNFARE AGREEMENT AND TEMPORARY ASSISTANCE TO NEEDY FAMILIES – TANF

Portsmouth Department of Human Services and the Division will coordinate efforts to identify those students who are deemed truant and not in compliance with attendance requirements. When attendance problems are identified, the local Department of Human Services and designated school personnel will develop a plan to address the student's truancy.

"Learnfare" is a Virginia Welfare Reform initiative which ties welfare payments to the school attendance of students (under the age of 18) who are TANF recipients. The program provides valuable assistance to School Divisions in their efforts to reduce truancy. Local Social Service Agencies are to jointly plan for implementation of the Learnfare requirements with Local School Divisions and to develop a plan for improving students' attendance at school when truancy is identified.

Notification: Portsmouth Public Schools receives monthly updates of TANF recipients for school-age children, five (5) through seventeen (17) years of age. The information is maintained in a central attendance database.

1. The PPS Information Technology Department notifies Portsmouth Human Services bi-weekly of all TANF recipients who have three (3) or more unexcused absences.
2. Upon receipt of information that a child is truant, Portsmouth Human Services will evaluate continued eligibility

of the children identified in accordance with TANF policy and procedures.

3. In cases where a child is determined to be truant, Portsmouth Human Services will consult with designated school personnel to develop a case plan to address the truant child's needs and circumstances to achieve compliance.

Code of Virginia § 63.2-606 requires schools to report non-attendance of children receiving Temporary Assistance for Needy Families (TANF) to local departments of social services. Families receiving TANF are required to comply with compulsory school attendance laws.

Bus Conduct (JFCC)

Students are required to conduct themselves on school buses in a manner consistent with established standards for classroom behavior. Students who become serious disciplinary problems on school buses shall be reported to the principal by the driver and may have their riding privileges suspended. In such cases, the parents of the student become responsible for seeing that their children get to and from school safely. Adopted: December 19, 1996 Revised: June 27, 2002 Legal Refs.: Code of Virginia, 1950 as amended, sections 22.1-78, 22.1-176, 22.1-181, 22.1-293(B), (D). 8 VAC 20-70-390. Cross Ref.: EEA Student Transportation Services EEACC Student Conduct on School Buses

Regulations for Students Who Ride School Buses

Meeting the School Bus

- Students are subject to all conditions outlined in the *Code of Student Conduct* while at the bus stop, going to and from the bus stop, or riding the bus.
- Students must be on time. Students should be at the stop at least ten minutes before the regular pickup time.
- Students must not stand on the traveled portion of the roadway or on private property while waiting for a bus.
- While waiting at a bus stop, students must respect the property of homeowners in the area.
- Students must not run alongside a moving bus; they must wait until it has stopped, then walk to the front door.

Riding on the School Bus

- Students must obey the driver and be courteous to him/her and to their fellow students. The driver is in charge of the bus as well as the passengers and has the authority to assign seats to maintain discipline or promote safety.
- Students must never mar or deface the bus. The student performing the act must pay for any willful or careless damage.
- Students must not extend their arms, legs, or heads out of the bus window.
- Students must not talk to the driver while the bus is in motion except in an emergency.
- Students must not tamper with the emergency door.
- Students must not wave or shout at pedestrians or passengers in other vehicles.
- Students must not throw objects inside the bus or from a window.

- Books, book bags, band instruments, or other loose objects must not be placed in the aisle or on the floor at the front of the bus. These items will be permitted aboard **ONLY** if they can be held in the student's lap and not encumber another student.
- Eating, drinking, or selling any commodity on the bus is prohibited.
- Students must not open windows without the driver's permission.
- Items prohibited at school will **not** be permitted on the bus. This includes, but is not limited to, the following: live animals, glass objects, skateboards, scooters, surf/boogie boards, and other items that do not directly support the educational process.
- Portable communication devices, including cell phones, may not be displayed, activated, or used on the bus by students while being transported to and/from school.
- The bus driver has the right to refuse transportation to any student who has an unsafe object (e.g., matches, knives, firearms, etc.) in his/her possession.
- Parents, guardians, or their designees are required to accompany children under six years of age to and from the bus stop.
- No change will be made in the location of bus stops or bus routing without the approval of the Office of Transportation Services. (757) 393-8269.
- Students must ride their assigned buses. No change in a bus may be made without the school principal's permission.
- Riding a school bus is a privilege. Should any child be reported to the school principal, the principal will be responsible for taking disciplinary action, including the loss of the privilege of bus transportation.

Leaving the School Bus

- Students must remain seated until the bus comes to a full stop.
- Students must leave the bus at their regular stops.
- If the students must cross a highway, they are to do so at the front of the bus and at a distance of at least ten feet in the front of the bus. They must not cross until the driver has signaled that it is safe to do so.

CONDUCT ON SCHOOL PROPERTY (KGB)

All visitors must register at the school office on arrival. No one may possess or consume any alcoholic beverage in or on the grounds of any public school during school hours or school or student activities. In addition, no one may consume, and no organization shall serve, any alcoholic beverage in or on the grounds of any public school after school hours or school or student activities, except for religious congregations using wine for sacramental purposes only. In accordance with Policy KGC Use of Tobacco and Electronic Cigarettes on School Premises, smoking and the use of electronic cigarettes is not permitted in schools or school vehicles. Any person found to be engaged in or advocating illegal activity while on school property, including school buses, shall be reported by the principal to the local law enforcement authorities. Any person who willfully and maliciously damages, destroys or defaces any school district building, or damages or removes any school property from a school building, will be required to compensate the school division and may be prosecuted. Any person who willfully interrupts or disturbs the operation of any school or, being intoxicated, disturbs the same, whether willfully or not, may be ejected and/or prosecuted.

DISTRIBUTION OF INFORMATION/MATERIALS (KF)

The Portsmouth City School Board seeks to minimize intrusions on the time of students and employees by communications from sources other than the school division. The Division Superintendent, or his/her designee, must approve, in advance, any materials sought to be distributed or made available by non-School organizations, including parent-teacher organizations and booster clubs. Approval will be granted only for materials from governmental organizations regarding activities related to the educational mission of the Portsmouth Public School Division.

DRESS CODE POLICY (JFCAA)

Purpose

One of the fundamental purposes of school is to provide the foundation for the creation and development of a proper attitude toward education. In order to further this purpose, it is essential to create and maintain an effective teaching and learning environment. Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment, or it can disrupt the educational climate and process. Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

In order to ensure that our students' education is conducted in an environment where safety risks, disruptions, and distractions are minimized, all students in the Portsmouth City Public Schools will adhere to the following minimal standards of dress. These requirements are in addition to any requirements imposed at individual schools that, with the approval of the School Board, adopt a Uniform Policy pursuant to other provisions of this policy manual.

The superintendent is hereby authorized to promulgate regulations consistent with the provisions of this policy.

In general, students are not to wear or carry items of apparel to school (for example, clothing, accessories, cosmetics, jewelry – including body piercing) that may interfere with the instructional process or present a health or a safety hazard to the student wearing or carrying them, or to others.

The School Board urges parents and students to exercise sound judgment, based upon the standard of appropriateness for the school setting, when choosing clothing, jewelry, and accessories to wear or bring to school, and to recognize that items that might be appropriate attire on nights or weekends are not necessarily appropriate for the school day and the classroom.

Interpretation and Implementation of Policy

The building principal/designee shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the building principal/designee shall be final. Principals, administrators and teachers shall use reasonable discretion in enforcing this policy.

Enforcement

Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire. Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations shall be subject to disciplinary action for violating the Code of Student Conduct.

Temporary Exceptions and Waivers

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

the student's school. If the building principal/designee denies the request, the parent(s) or guardian(s) may appeal their decision in writing to the superintendent or his designee. There shall be no hearing in such appeals; the superintendent or his designee will review the written record only. The final decision of the superintendent or his designee shall be in writing. There shall be no appeal from the final decision.

In order to allow appropriate attire for a particular educational or school activity, the building principal/designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day.

Adopted: August 29, 2002

Revised: September 19, 2002 to become effective January 1, 2003

Legal Refs.: Virginia Code Sections: § 22.1-253.13:7.D.3 and § 22.1-279.3A § 22.1-79 (Powers and Duties of School Boards); § 22.1-253.13:7 (Standard's of Quality, Standard 7, Policy Manual), and § 22.1-279.3 (Parental responsibility and involvement requirements)

Goss v. Lopez, 419 U.S. 565, 95 S. Ct. 729 (1975)

Tinker v. Des Moines School District, 393 U.S. 503, 89 S. Ct. 733 (1969)

Hicks v Halifax County Bd., 93 F. Supp.2d 649 (E.D.N.C./4th Cir. 1999)

Byars v. City of Waterbury, 1999 WL 391033 (Conn. Super. Ct. 1999)

Phoenix El. School District v. Green, 943 P2d 836 (Ariz. Ct. App. 1997)

DRESS CODE REGULATION (JFCAA-R)

Portsmouth City Public School students shall not wear the following items:

- Clothing, pins, jewelry, accessories or other items of adornment displaying obscene, profane, derogatory, violent or gang-related messages, themes, designs or pictures;
- Clothing, pins, jewelry, accessories or other items of adornment conveying messages related to or promoting the use of alcohol, drugs, or tobacco products, or messages that promote illegal activities.
- Clothing pins, jewelry, accessories or other items of adornment depicting bawdy, salacious or sexually suggestive messages.
- Clothing that is transparent or exposes the midriff, navel or cleavage.
- Pants, skirts and/or shorts that sag below the waistline or must be held in place with the hands.
- Underwear as outer garments or clothing that exposes underwear (including, but not limited to, stretch lycra, spandex or nylon tights, leotards, biker pants, biker shorts, bathing suits, pajamas).
- Tank tops, halter tops, garments with spaghetti straps, tube tops, fishnet tops, strapless dresses, or other clothing that is not appropriate because of slits, rips or holes in the garment.
- Accessories which could in some way pose a danger to the wearer or others; and/or could be used as weapons (including, but not limited to, two-or-three finger rings, chains hanging from clothes, picks, hair chop sticks).
- Clothing that is too tight and/or is inappropriate in length as determined by the building principal/designee.
- Inappropriate footwear (including, but not limited to, shower shoes and beach shoes, such as thongs, bedroom slippers, and unfastened shoes or shoes missing appropriate closures).
- Head coverings or accessories that are not related to or required by student's bona fide religious practices (including, but not limited to, stocking caps, do rags, wave caps, scarves or bandanas).
- Items that are intended for outdoor use (including, but not limited to, hats, caps, and similar head coverings, scarves, jackets and coats).

Adopted: August 29, 2002

Revised: September 19, 2002 to become effective January 1, 2003

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION (JO)

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Portsmouth Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Portsmouth Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the Division to the contrary in accordance with Division procedures. Directory information - information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution attended. Directory information may not include the student's social security number. Directory information may include a student identification number or other unique personal identifier used by a student for accessing or communicating in electronic systems if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user or a student ID number or other unique personal identifier that is displayed on a student ID badge, if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity such as a PIN or password or other factor known or possessed only by the authorized user.)

ANNUAL NOTIFICATION

The Division annually notifies parents and eligible students of their rights under the Family Educational Rights and Privacy Act (FERPA) including:

- the right to inspect and review the student's educational records and the procedure for exercising this right;
- the right to request amendment of the student's educational records that the parent believes to be inaccurate, misleading or in violation of the student's privacy rights and the procedure for exercising this right;
- the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- the type of information designated as directory information and the right to opt out of release of directory information;
- that the Division releases records to other institutions that have requested the information and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related

to the student's enrollment or transfer;

- the right to opt out of releasing the student's name, address, and phone number to military recruiters or institutions of higher education that request such information;
- a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest; and
- the right to file complaints with the Family Policy Compliance Office in the United States Department of Education concerning the Division's alleged failure to comply with FERPA.

FREEDOM FROM DISCRIMINATION (JB)

Equal educational opportunities shall be available for all students, without regard to sex, race, color, national origin, gender, ethnicity, religion, disability, ancestry, or marital or parental status. Educational programs shall be designed to meet the varying needs of all students. No student, on the basis of sex or gender, shall be denied equal access to programs, activities, services, or benefits, or be limited in the exercise of any right, privilege or advantage, or be denied equal access to educational and extracurricular programs and activities.

TITLE IX

The Board prohibits discrimination on the basis of sex in its educational programs and activities as required by Title IX. The Board has adopted a grievance procedure applicable to Title IX complaints, and copies of this procedure may be obtained in the office of each school. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Portsmouth City Schools, 801 Crawford Street, Portsmouth, VA 23704.

MOMENT OF SILENCE (IE)

The Portsmouth City School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day. The teacher responsible for each class shall make sure that each student (1) remains seated and silent and (2) does not disrupt or distract other students during the moment of silence. The moment may be used for any lawful silent activity, including personal reflection, prayer, and meditation. Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence.

Adopted: August 31, 2000 Revised: September 26, 2013 Legal Ref.: The Code of Virginia, 1950, as amended, § 22.1-203

ONLINE PARENT ACCESS

Portsmouth Public Schools offers a "Parent Portal" for parents and guardians to access their student's grades and attendance information all in one secure, easy-to-use website. With the Parent Portal, you can:

- Access your student's individual course assignments, and teacher information
- View your student's grades, attendance information and student schedule
- Communicate with teachers and learn more about your student's individual workload and responsibilities

Parent Portal startup packages are sent to parents in the fall or upon enrollment containing account

credentials, instructions and helpful tips.

ONLINE STUDENT ACCESS

Portsmouth Public Schools also offers a "Student Portal" for students to access their grades and assignments all in one secure, easy-to-use website. With the Student Portal, students can:

- Access their individual course assignments and teacher information
- View their grades, attendance information and schedule
- Communicate with teachers and learn more about their individual workload and responsibilities

Students receive their assigned credentials for accessing the portal.

PLEDGE OF ALLEGIANCE (IEA)

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Portsmouth Public School Division. During the recitation of the pledge, students shall stand and recite the pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform. No student shall be compelled to recite the pledge if he or she, his or her parent or legal guardian objects on religious, philosophical, or other grounds to his or her participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the pledge and shall make no display that disrupts or distracts those who are reciting the pledge. Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Adopted: September 20, 2001 Revised: September 27, 2012 Legal Refs: The Code of Virginia, 1950, as amended, § 22.1-202. 4 U.S.C. § 4. Cross Refs.: JFC Student Conduct JFC-R Standards of Student Conduct

SEARCH AND SEIZURE (JFG)

To maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

Student desks and lockers are the property of the school, and may be used for the storage of permitted student belongings only. School officials retain locker combinations and reserve the right to search desks and lockers as well as to open lockers at any time for repairs. A general search of lockers or desks may be conducted to repossess school property or to locate illegal materials. A random, systemic, non-selective search of student classrooms, desks, lockers or automobiles may be conducted by school officials in accordance with a pre-determined search formula. Students are responsible for the content of their assigned locker at all times.

The student's individual right to privacy and freedom from unreasonable search and seizure is balanced by

the school's responsibility to protect the health, safety, and welfare of all persons within the school community. Should illegal materials be found during a search, law enforcement officials should be notified.

The locations at which searches of students and student property may be conducted are not limited to the school building or school property, but may be conducted wherever the student is involved in a school-sponsored function.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched by a school official whenever the official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation.

A personal search may include requiring a student to be scanned with a metal detector.

A pat down search of a student may only be conducted if a school administrator has established a high level of reasonable suspicion that evidence will be found to corroborate suspicion that a law or school rule has been broken. If a pat down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex present.

Strip searches may only be used when an extremely serious situation exists requiring immediate action. Such a search should be used only in the context of imminent threat of death or great bodily injury to a person or persons. If a strip search is necessary the school official should contact the appropriate law enforcement official, and the search should be conducted by a sworn law enforcement officer of the same sex, in the presence of a same sex adult witness. School officials may only conduct a strip search in cases where it is necessary to avoid the imminent threat of death or great bodily injury to the student or another person. If a strip search must be conducted by a school official, it must be by a same sex official with a same sex adult witness, and the school official must have the prior approval of the superintendent or his designee, unless the health or safety of the student is endangered by the delay.

LOCKER SEARCHES

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and are responsible for the content of their assigned locker at all times. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school official has reasonable suspicion to believe that the student has violated or is about to violate the law or a school rule and that the search will yield evidence of the violation, or that illegal or unauthorized materials or other evidence of illegal or otherwise prohibited activities are contained inside the automobile. Such

patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

COMPUTER SEARCHES

School computers, software and internet access are school property. Students are only authorized to use school computers and other similar educational technology consistent with the educational mission of the school. School officials may search school computers, software and internet access records at any time for any reason and without student consent.

CONSENT SEARCHES

If a student gives a school official consent for a search the school official does not need to demonstrate reasonable suspicion. A student's consent is only valid if given willingly and with knowledge of the meaning of consent. Students should be told of their right to refuse to be searched, and students must not perceive himself at risk of punishment for refusing to grant permission for the search.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

Adopted: June 24, 2004

Legal Refs.: New Jersey v. T.L.O., 469 U.S. 325 (1985).

Constitution of the United States, Amendment IV.

Constitution of Virginia, Article I, section 10.

Code of Virginia, 1950, as amended, section 22.1-279.7.

Board of Education Guidelines for Student Searches in Public Schools, (12/21/99).

Cross Refs.: IBEA Acceptable Computer System Use © 2/04 VSBA

SEX OFFENDERS AND CRIMES AGAINST MINORS REGISTRY (KN)

The Portsmouth Public School Division recognizes the danger sex offenders pose to student safety. Therefore, to protect students while they travel to and from school, attend school or are at school-related activities, each school in the Portsmouth Public School Division shall request electronic notification of the registration or reregistration of any sex offender in the same or contiguous zip codes as the school. Such requests and notifications shall be made according to the procedure established by the Virginia Department of State Police (State Police). Annual Notification At the beginning of each school year, the Portsmouth Public School Division shall notify parents and employees of this policy. The School Board will also annually notify the parent of each student enrolled in the school division of the availability of information in the Sex Offender and Crimes Against Minors Registry and the location of the Internet website.

STUDENT BULLYING (JFC-R)

NONDISCRIMINATION POLICY

NONDISCRIMINATION The Portsmouth City School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, national origin, disability, religion, ancestry, age,

marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other 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. Adopted: June 24, 2002 Revised: February 6, 2014 Revised: April 19, 2018 Revised: December 10, 2020 Revised: October 14, 2021

Legal Refs.: 20 U.S.C. §§ 1681-1688. 29 U.S.C. § 794. 42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1. 34 C.F.R. 106.9. Constitution of Virginia, article I, section 11. The Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 22.1-23.3, 22.1-295.2. Cross Refs.: GB Equal Employment Opportunity/Nondiscrimination GBA/JFHA Prohibition Against Harassment and Retaliation JB Equal Educational Opportunities/Nondiscrimination

BULLYING/HARASSMENT

Prohibited bullying behaviors include, but are not limited to the following:

2. harassment, intimidation, abuse, and/or comments of students or others based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity and/or a physical characteristic.

A student, either individually or as a part of a group, shall not bully others either in person or by the use of any communication technology including computer systems, telephones, pagers, or instant messaging systems. Prohibited conduct includes, but is not limited to, physical, verbal, or written intimidation, taunting, name-calling, and insults and any combination of prohibited activities. "Bullying" means any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma. "Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument or peer conflict. § 22.1-279.6 of the Code of Virginia is amended and reenacted as follows: Each school board shall include in its code of student conduct, by July 1, 2014, policies and procedures that include a prohibition against bullying. Such policies and procedures shall (i) be consistent with the standards for school board policies on bullying and the use of electronic means for purposes of bullying developed by the Board pursuant to subsection A and (ii) *direct the principal to notify the parent of any student involved in an alleged incident of bullying of the status of any investigation within 24 hours of the allegation of bullying.*

STUDENT RECORDS (JO)

The parent/legal guardian of any student enrolled in Portsmouth Public School Division may authorize the release of their student's data/records to any individual or Agency upon completion and execution of the Consent for Release of Student Data/Records form accompanying this policy. This form may be used by Community Policy and Management Teams, and the Departments of Health, Social Services, Juvenile Justice, and Behavioral Health and Development Services.

Adopted: February 6, 2014 Revised: September 24, 2015 Legal Ref.: The Code of Virginia, 1950, as amended, §22.1-79.3.

STUDENT SEXUAL HARASSMENT (JFHA/GBA)

Harassment based on sex consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication, which may include use of cell phones or the internet, of a sexual nature when

- submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or education;
- submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- that conduct or communication substantially or unreasonably interferes with an individual's employment or education, or creates an intimidating, hostile or offensive employment or educational environment (i.e. the conduct is sufficiently serious to limit a student's or employee's ability to participate in or benefit from the educational program or work environment).

Examples of conduct which may constitute harassment based on sex if it meets the immediately preceding definition include:

- unwelcome sexual physical contact
- unwelcome ongoing or repeated sexual flirtation or propositions, or remarks
- sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic comments about an individual's body
- sexual jokes, notes, stories, drawings, gestures or pictures
- spreading sexual rumors
- touching an individual's body or clothes in a sexual way
- displaying sexual objects, pictures, cartoons or posters
- impeding or blocking movement in a sexually intimidating manner
- sexual violence
- display of written materials, pictures, or electronic images
- unwelcome acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex stereotyping

TOBACCO FREE SCHOOL FOR STAFF/STUDENTS (JFCH-R/GBEC-R)

Smoking, chewing, or using any other tobacco products by staff, students, and visitors is prohibited on school property. For purposes of this policy, the following definitions are applicable:

1. "School property" means:
 - a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance, or storage.
 - b. Any indoor facility or portion of such facility owned or leased or contracted for and used for the provision of regular or routine health care, day care, or early childhood development (Head Start) services.
 - c. All vehicles used by the division for transporting students, staff, visitors, or other persons.
2. "Tobacco" includes cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such manner as to be suitable for chewing, smoking, or both. "Tobacco" includes cloves or any other product packaged for smoking.
3. "Smoking" means the carrying or holding of any lighted pipe, cigar, or cigarette of any kind, or any other

lighted smoking equipment, or the lighting, inhaling, or exhaling of smoke from a pipe, cigar, or cigarette of any kind.

This policy shall be published in student and employee handbooks, posted on bulletin boards, and announced in meetings. Each principal shall post signs stating "No Smoking," or containing the international "No Smoking" symbol, consisting of a pictorial representation of a burning cigarette enclosed in a red circle with a bar across it, clearly and conspicuously in every school cafeteria and other dining facility in the school. Staff and students found to be in violation of this policy shall be subject to appropriate disciplinary action. Electronic Cigarettes Students are prohibited from possessing electronic cigarettes on school buses, on school premises, and at school-sponsored activities.

HEALTH SERVICES INFORMATION



Health/Medical Policies for Portsmouth Public Schools

Portsmouth Public Schools Fever Policy: According to Medical Orders for Portsmouth Public Schools, students with fevers 100 degrees or greater are to **be fever free for at least 24 hours (without using any type of fever reducing medicine, that is Tylenol, Advil, Ibuprofen, Aleve, etc)** before returning to school. In addition, a student should stay home **for at least 24 hours after** symptoms, such as sore throat, vomiting, diarrhea or severe congestion, are completely resolved and the child is well enough to return to school.

Medication Administration: Medications are given in the school by the nurse, principal, and medical designees trained by the school nurse to give medication in the nurse's absence. A **Request for Medication Administration Form** must be completed and signed by the student's doctor/dentist and parent/guardian. The completed form and the medication, which must be in the original container with the pharmacy label intact, including over-the-counter medications that are prescribed by the doctor/dentist, in a new unopened container. All medications should be given to the school nurse or principal's medical designee by the parent/guardian of the student. **Medications cannot be transported by students.**

Tdap Immunization: All 7th grade students are required to have a tetanus, diphtheria and pertussis (Tdap) booster shot prior to the beginning of the school year. **Hepatitis A vaccine (HAV):** Two properly spaced doses. The first dose shall be administered at age 12 months or older. **Meningococcal conjugate vaccine (MenACWY):** Two properly spaced doses. The first dose shall be administered prior to entry to the 7th grade. The second dose shall be administered prior to the entry to the 12th grade and/or between the ages of 16 and 18 years old. Shots may be obtained from your private doctor, local military clinics, or Portsmouth Health Department (free) at 383-8585. **Be sure that you take a copy of your child's immunization record with you.** Regardless of where your child receives their shot, documentation must be taken to their school nurse as soon as possible to ensure that they may begin classes in the first day of school.

Current Physical for Kindergarten (information for Pre-K student): Every Pre-K and Kindergarten student will need a **current physical examination** before he/she can be admitted to class. The physical must include the date of assessment within a calendar year of the first day of school for the year they attend Pre-K and Kindergarten. This requirement is in accordance with Code of Virginia, Sections 22.1-270. **The Code does not extend a grace period for complying with this requirement.** Therefore, any student who does not have a physical examination form in compliance with the law **will not be allowed to attend school until** their parent can present one to the school nurse.

The student who attended Pre-K the previous year before attending Kindergarten, may also need additional immunizations in order to meet State requirements for entrance into Kindergarten. If shots are needed, your school nurse will send you a letter at the end of their Pre-K year indicating which ones are required before they can attend kindergarten. Once you have the completed physical and/or documented proof of the shots we show are needed, take them to your school nurse. Without this documentation, the Kindergarten student will not be able to attend school.

Field Trip Medications: If your child receives medication at school and goes on a one-day field trip during school hours, the school nurse will be sending a single dose of your child's medication on the field trip. If your child uses a multi-dose inhaler at school, the one you have provided will be sent on the field trip. The teacher or instructional assistant, who has received training from the school nurse, will carry the medication

and administer it to your child, if needed, while they are on the field trip. **The only medication that can be given at field trips are ones for which a permission form, signed by the doctor and parent, is on file with the school nurse.**

Medications for Before/After School Activities/Events: In regard to emergency medications a student may need available for before/after school activities, it is extremely important parents/guardians notify the individual in charge of the activity/event about the need. Examples of emergency medications include Epi-pens, Insulin, Glucagon and Asthma inhalers. **Before/After regular schools hours, the clinic is closed and a nurse is not available.** Please note that a student may carry emergency medications when the proper procedure is followed: contact your school nurse or student's primary care physician for the form that will need to be completed by the doctor or dentist. It is the parent/guardian's responsibility to **develop a plan** with the individual in charge of the before/after school activity/event so a safe environment may be maintained.

Head Lice: In compliance with the positions of the American Academy of Pediatrics, the American School Health Association, the National Association of School Nurses and the National Guidelines Clearinghouse, Portsmouth Public Schools will practice the following to control Pediculosis (adult lice and nits) infestation among students and staff:

Any student or staff who have live head lice OR viable nits close to the scalp visualized by the school nurse or other trained designee, will be referred for treatment at the end of the school day. Prompt treatment at home will be advised, including removal of live lice and viable nits. **Immediate removal of the person from school is unnecessary.** If the person has lice, he or she has probably been infested for weeks and prompt removal of the person could lead to embarrassment and ridicule. Following treatment, the person will be rechecked before returning to the classroom. If no live lice are found, the student may be readmitted to the classroom with a note from the school nurse. If live lice are found, the student must return home for further treatment. If nits are found on the hair shaft **greater than ½" from the scalp**, they are no longer alive and should be picked/combed out with a nit comb but they will not develop into live lice. If ANY nits are found, either at the time of initial or return assessment, the person will be rechecked in one week or at the discretion of the school Nurse or Health Services Supervisor after the individualized assessment of the person. The parent/guardian will be advised to continue to remove the nits. Persons with nits will be monitored and NOT be referred for further treatment at this time.

The student will be placed on a screening schedule if nits are found: 3 times a week for two weeks, 2 times a week for one week and once a week after that at the discretion of the School Nurse or Health Services Supervisor. Siblings, who are felt to be in close contact with a person with live lice will be inspected for infestation and referred appropriately. If there is/are sibling/s in another school, the original nurse will notify the school nurse of that school to inspect the sibling/s for a possible infestation.

Persons outside the immediate situation will not be informed or involved, such as other parents, staff members, bus drivers/assistants or cafeteria staff. This is to prevent embarrassment and protect privacy and confidentiality.

The School Nurse or Health Services Supervisor retain the authorization to, at her discretion, exclude a student with repeated infestations of live lice/nits or with a current active infestation for which there is an apparent lack of adequate follow through by the parents/guardians. If you have any questions in regards to any of these policies, feel free to contact the school nurse in your child's school or the Health Services Supervisor for Portsmouth Public Schools, Samantha Womack, BSN, RN, CC/NRP at 757-393-8661.

NOTICE OF SCHEDULED SCREENINGS

To Parents/Guardians:

School-based screening programs are provided for the early detection of unrecognized health problems. Through early intervention and/or treatment of any identified problems(s), potential disability and negative impact on school performance can be limited. The school nurses provide health assessments (screenings) in the areas of height, weight, vision, hearing and blood pressure at grades specified by the school district and in keeping with State mandates. Any problems found during the screening will be communicated to the student's parents/guardians in writing and sent home with the student. All results are confidential and are maintained in the student's scholastic record.

During this school year, students in your child's class will be screened based on the schedule below according to their grade level:

Kindergarten: Snellen vision (far vision), hearing

Grade Three: Snellen vision, hearing.

Grade Seven: Snellen vision, hearing.

Grade Ten: Snellen vision, hearing.

If you have any questions or concerns related to the above health screenings, you should contact the school nurse assigned to your child's school or the Office of Health Services at 393-8661.

Revised 4/24/17

Screenings

Written Notice of Scheduled Screenings Portsmouth Public Schools

To Parents/Guardians:

In accordance with state mandates (Code of Virginia), Portsmouth Public Schools will conduct routine screenings within 60 business days of the student's initial enrollment in the division relative to the following areas and designated grade levels:

- Speech, Language, Voice – Grade K
- Gross and Fine Motor – Grade K
- Vision and Hearing – Grades K, 3, 7, 10

Screenings from other school districts or agencies may be recognized if appropriate documentation is provided.

The screening measures or instruments employed include nondiscriminatory observational and performance techniques. Parents/guardians will be notified in writing of children who fail any of the above screenings. All results are confidential and are maintained in the student's scholastic record.

If you have any specific questions or concerns related to screenings, you should contact the school nurse or speech/language pathologist assigned to your child's school.

PORTSMOUTH PUBLIC SCHOOLS

SCOLIOSIS FACT SHEET

What is scoliosis?

Everyone's spine has natural curves. These curves round our shoulders and make our lower back curve slightly inward. But some people have spines that also curve from side to side. Unlike poor posture, these curves cannot be corrected simply by learning to stand up straight.

This condition of side-to-side spinal curves is called scoliosis. On an X-ray, the spine of an individual with scoliosis looks more like an "S" or a "C" than a straight line. Some of the bones in a scoliotic spine also may have rotated slightly, making the person's waist or shoulders appear uneven.

Who gets scoliosis?

Scoliosis affects a small percentage of the population, approximately 2%. However, scoliosis runs in families. If someone in a family has scoliosis, the likelihood of an incidence is much higher—approximately 20%.

In children, the vast majority of scoliosis is "idiopathic", meaning its cause is unknown. It usually develops in middle or late childhood, before puberty, and is seen more often in girls than boys. Most scoliosis is found in otherwise healthy youngsters.

The importance of early detection—tips for parents

Idiopathic scoliosis can go unnoticed in a child because it is rarely painful in the formative years. Therefore, parents should watch for the following "tip-offs" to scoliosis beginning when their child is about 8 years old:

*Uneven shoulders

*Elevated Hips

*Uneven waist

*Prominent shoulder blade or shoulder blades

*Leaning to one side

If any of these signs are observed, an appointment should be made with the child's family doctor, pediatrician, or orthopedic doctor for a comprehensive physical exam and possibly spinal x-rays.

Treatment

In planning treatment for each child, the doctor will carefully consider a variety of factors, including the history of scoliosis in the family, the age at which the curve began, the curve's location and severity of the curve.

Most spine curves in children with scoliosis will remain small and need only to be watched by a doctor for any sign of progression. If a curve does progress, an orthopedic brace can be used to prevent it from getting worse. Children undergoing treatment with orthopedic braces can continue to participate in the full range of physical and social activities.

If a scoliosis curve is severe when it is first seen, or if treatment with a brace does not control the curve, surgery may be necessary. In these cases, surgery has been found to be a highly effective and safe treatment.

Summary

Scoliosis is a common problem that usually requires only observation with repeated examination in the growing years. Early detection is important to make sure the curve does not progress. In the relatively small number of cases that need medical intervention, advances in modern orthopedic techniques have made scoliosis a highly manageable condition.

Reference: American Academy of Orthopedic Surgeons Online Service Patient Education Brochure: Scoliosis

HEALTH SERVICES AND REQUIREMENTS (JHC)

The Portsmouth City School Board may employ school nurses, physicians, physical therapists, occupational therapists and speech therapists who meet such standards as may be determined by the Board of Education. Subject to the approval of the local appropriating body, a local health department may provide personnel for health services for the school division. With the exception of school administrative personnel and employees who have the specific duty to deliver health-related services, no licensed instructional employee, instructional aide, or clerical employee shall be disciplined, placed on probation, or dismissed on the basis of such employee's refusal to (1) perform nonemergency health-related services for students or (2) obtain training in the administration of insulin and glucagon. However, instructional aides and clerical employees may not refuse to dispense oral medications. For the purposes of this policy, "health-related services" means those activities which, when performed in a health care facility, must be delivered by or under the supervision of a licensed or certified professional.

Adopted: December 19, 1996 Revised: September 22, 2011 Revised: September 27, 2012 Legal Ref.: The Code of Virginia, 1950, as amended, § 22.1-274. Cross Refs.: EBBA First Aid/CPR Certified Personnel GCPD Professional Staff Discipline GCPF Suspension of Staff Members JHCA Physical Examinations of Students JHCB Student Immunizations JHCC Communicable Diseases JHCCA Blood Borne Contagious or Infectious Diseases JHCD Administering Medicines to Students

HEALTH SCREENINGS AND ASSESSMENTS OF STUDENTS (JHCG)

Through early intervention and treatment of health conditions, potential disabilities and negative educational impact may be reduced or avoided. A school-based screening program for the early detection of certain unrecognized health problems shall be operated as required by state and federal laws and regulations. Health screenings or assessments of students shall be administered by school health personnel and shall occur at grade levels designated by the school division. Screenings and assessments may include such areas as height, weight, vision, hearing, blood pressure. Nondiscriminatory observational and performance measures and instruments shall be employed in the screenings and assessments. Irregularities noted during the screenings shall be communicated to the student's parent(s) or guardian. Individual student screening results shall be maintained as confidential records and shall be available for review only by the student's parent(s) or guardian and such other individuals as may be permitted by law.

Adopted: March 20, 2003 Ref.: Code of Virginia, 1950, section 22.1-273 "No Child Left Behind Act of 2001" 20 U.S.C. sec. 6301, et seq.

MEDICATIONS AT SCHOOL (JHCD)

Medications Prescribed for Individual Students Employees of Portsmouth City School Board may give medication prescribed for individual students only pursuant to the written order of a physician, physician assistant, or nurse practitioner and with written permission from the student's parent or guardian. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Nonprescription Medications Employees of Portsmouth City School Board may give nonprescription medication to students only with the written permission of the parent or guardian/ physician. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medicine is to be given. Such medicine must be in the original container and delivered to the principal, school nurse, or school division designee by the parent or guardian of the student. Self-Administration of Medication Self-administration of any medication with the exception of asthma medication and auto-injectable epinephrine, as discussed below, is prohibited for students in grades kindergarten through eight. Students in grades nine through twelve may be allowed to possess and self-administer non-prescription medicine when the following conditions are met:

- Written prescription for self-administration of specific non-prescription medication is on file with the

school.

- The non-prescription medication is in the original container and appropriately labeled with the manufacturer's directions.
- The student's name is affixed to the container.
- The student possesses only the amount of non-prescription medicine needed for one school day/activity.

Sharing, borrowing, distributing, manufacturing or selling any medication is prohibited. Permission to self-administer non-prescription medication may be revoked if the student violates this policy and the student may be subject to disciplinary action in accordance with the Standards of Student Conduct. Self-Administration of Asthma Medications and Auto-Injectable Epinephrine Students with a diagnosis of asthma or anaphylaxis, or both, are permitted to possess and self-administer inhaled asthma medications or auto-injectable epinephrine, or both, as the case may be, in accordance with this policy during the school day, at school-sponsored activities, or while on a school bus or other school property. A student may possess and self-administer asthma medication, or auto-injectable epinephrine, or both, when the following conditions are met:

- Written consent that the student may self-administer inhaled asthma medications or auto-injectable epinephrine, or both, is on file with the school.
- Written notice from the student's health care provider is on file with the school, indicating the identity of the student, stating the diagnosis of asthma or anaphylaxis, or both, and approving self-administration of inhaled asthma medications or auto-injectable epinephrine, or both, that have been prescribed for the student; specifying the name and dosage of the medication, the frequency in which it is to be administered and the circumstances which may warrant its use; and attesting to the student's demonstrated ability to safely and effectively self-administer the medication.
- An individualized health care plan is prepared, including emergency procedures for any life-threatening conditions.
- There is a consultation with the student's parent before any limitations or restrictions are imposed on a student's possession and self-administration of inhaled asthma medications and auto-injectable epinephrine, and before the permission to possess and self-administer inhaled asthma medications and auto-injectable epinephrine 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 are jointly issued by the Virginia Department of Education and the Virginia Department of Health.
- 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.

Permission granted to a student to possess and self-administer asthma medications or auto-injectable epinephrine, or both, will be effective for a period of 365 calendar days, and must be renewed annually. However, a student's right to possess and self-administer inhaled asthma medication or auto-injectable epinephrine, or both, may be limited or revoked after appropriate school personnel consult with the student's parents. Epinephrine Pursuant to an order or standing protocol issued by the prescriber within the course of his professional practice, any school nurse, School Board employee, employee of a local appropriating body or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine may possess epinephrine and administer it to any student believed to be having an anaphylactic reaction. The Division Superintendent shall develop a regulation for administration of medicines to students. The regulation shall include provisions for the handling, storage, monitoring, documentation and disposal of medication.

Adopted: September 15, 2005 Revised: December 15, 2011 Revised: September 27, 2012 Revised: February 6, 2014

Legal Ref.: The Code of Virginia, as amended, §§ 22.1-78, 22.1-274.2, 54.1-2952.2, 54.1-2957.02, 54.1-3408. Cross Ref.:
EBBA First Aid/CPR Certified Personnel JFC-R Standards of Student Conduct JHCE Recommendation of Medication by
School Personnel JO Student Records

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 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.

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

Key things to look for around food:

- Eating a lot of food that seems out of control (large amounts of food may disappear, 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 or 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 see 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”

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.

Additional resources can be found at Virginia Department of Education:

http://www.doe.virginia.gov/support/health_medical/index.shtml under the section titled, Eating Disorder

How to Communicate with Your Child

- Understand that eating disorder sufferers often deny that there is a problem
- Educate yourself on all 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

Media and Directory Information Opt-Out Form

Throughout the school year, there will be opportunities for children to be interviewed or photographed during school hours and on school property for future use on division materials, websites or social media channels; in television or print media; or in other productions or outlets. If you do not want your child to be featured in photos, videos, or other digital media, please fill out the form below and return it to your child's school.

Additionally, in accordance with state code, Portsmouth Public Schools (PPS) may release students' "directory information" without previous parent consent. This includes information such as name, grade level, participation in activities, photo, address, telephone number, and others (you can refer to the Notice of Directory Information in School Board Policy JO for a complete listing of what is considered directory information). Names, addresses, and telephone numbers of students in grades 9-12 will normally be released upon request to military recruiters and institutions of higher education, unless parents/guardians specifically opt-out of the release of this information below. Again, only submit this form if you **do not want** your child's information provided.

Please be advised that even if you opt-out of the release of your student's directory information there may be certain instances where the division will be legally compelled to release this information, such as, to law enforcement officials or when the release of your student's directory information is otherwise specifically authorized by law.

OPT OUT FORM

Please return this completed form to your child's school prior to Sept. 30. If you do not return this form or it otherwise does not appear in your student's record, Portsmouth Public Schools is authorized to release your student's directory information and/or feature your child in public channels without prior written consent.

I wish to opt-out of the release of my student's directory information and photos to the following:

☐ Do NOT use my child's photograph, image or name in any media, outside organization or school division print material, website or social media channels

☐ Do NOT put my child's photograph or name in the school yearbook.

☐ Do NOT release directory information to any third –party requests (if this is selected, you do not need to select any others below)

☐ Do NOT release directory information to Military Recruiters

☐ Do NOT release directory information to institutions of higher learning

☐ Do NOT release directory information to prospective employers

Note: This form does not apply to photographs, videos or information shared during public events, even if they occur on school property (such as football games, graduation ceremonies, etc.).

Child's Full Name _____ School _____ Grade _____

Parent/Guardian Full Name (printed) _____ Contact Phone Number _____

Parent/Guardian Signature _____ Date _____

2023 - 2024 PBIS Coaches

<i>Directory</i> ELEMENTARY SCHOOLS		
Brighton ES	Eileen Darland	eileen.darland@portsk12.com
Churchland Academy	Susan Khakee-Smith	susan.smith@portsk12.com
Churchland ES	Valerie Johnson	valerie.johnson@portsk12.com
Churchland Primary and Intermediate	Nettie Hobson	nettie.hobson@portsk12.com
Cradock ES	Lenora Coley	lenora.coley@portsk12.com
Douglass Park ES	Justin Mitchell	justin.mitchell@portsk12.com
Hodges Manor ES	Ciara Larrimore	ciara.larrimore@portsk12.com
Lakeview ES	Dr. Gregory Crawford	gregory.crawford@portsk12.com
Park View ES	Dwayne Artis	dwayne.artis@portsk12.com
Simonsdale ES	Katie Moss	katie.moss@portsk12.com
Victory ES	Rachel Soriano	Rachel.soriano@portsk12.com
Waterview ES	Stephanie Jackson-Heard	stephanie.heard@portsk12.com
Westhaven ES	Brenda Mitchell	brenda.mitchell@portsk12.com
MIDDLE SCHOOLS		
Churchland MS	Wanda Hathaway	wanda.hathaway@portsk12.com
Cradock MS	Edrika Oliver	edrika.oliver@portsk12.com
W. E. Waters MS	Jamaica Jackson	jamaica.jackson@portsk12.com
New Directions Center	Marissa Parker	marissa.parker@portsk12.com
HIGH SCHOOLS		
Churchland HS	Thelma Gray	thelma.gray@portsk12.com
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Manor HS	Donna South	donna.south@portsk12.com

Elementary School Matrices

Churchland Elementary School	
PAWSitively Supports Virtual Learning	
P Prepare (for Success)	<ul style="list-style-type: none"> Have all materials ready Charge devices Have PPS Login information Move to a quiet learning location Be on time Prepare your body and mind for learning
A Act (Responsibility)	<ul style="list-style-type: none"> Complete and turn in all assignments on time Contact your teacher for help or with questions Work together with peers Mute your microphone when others are talking
W Work (for Respect)	<ul style="list-style-type: none"> Respect others' opinions Use kind words and manners Use text etiquette (ALL CAPS is seen as yelling or disrespect) Talk through differences with others
S Show Self-control	<ul style="list-style-type: none"> Follow instructions given by faculty and staff Raise your hand or use 'raise hand' then wait for your turn to speak Stay muted until you are asked to answer/ask a question Stay in one location during instruction Use the chat/discussion board appropriately

Park View ELEMENTARY SCHOOL					
We are...	S Self-Control	M Mindset	A Achievement	R Routines	T Technology
Safe	<ul style="list-style-type: none"> Protect your password by not sharing it with others Protect your class link by not sharing it with others 	<ul style="list-style-type: none"> Participate in only class meetings organized by your teacher 	<ul style="list-style-type: none"> Submit your work in the manner prescribed by your teacher to maintain your privacy 	<ul style="list-style-type: none"> Follow procedures for online safety 	<ul style="list-style-type: none"> Obtain permission before you log on Use your own PPS Google login Verify anything visible on video is something that can be seen by others
Respectful	<ul style="list-style-type: none"> Leave the person on camera to yourself unless your teacher indicates otherwise 	<ul style="list-style-type: none"> Use correct spelling and grammar in the chat box to ask questions and share ideas 	<ul style="list-style-type: none"> Stand or give a thumbs up to show you understand 	<ul style="list-style-type: none"> Wear clothes that would be appropriate for school Raise your hand if you want to talk and your teacher will call on you 	<ul style="list-style-type: none"> Log in on time Mute your microphone unless you are talking Place your video if you have to step away from your computer
Responsible	<ul style="list-style-type: none"> Participate in class meetings only if you are invited Follow school rules for using computers 	<ul style="list-style-type: none"> Have your materials beside you before the meeting begins Have paper and pencil with you in 	<ul style="list-style-type: none"> Ask questions about what you are learning Ask your teacher for one-on-one help if you do not understand 	<ul style="list-style-type: none"> Stay focused during class Be kind and respectful to others 	<ul style="list-style-type: none"> Enable your microphone (audio and video) Use headphones if you have them Pick a quiet

Brighton Expectations	All Areas	Cafeteria	Hallway	Bathroom	Arrival/Dismissal Bus
Be Respectful	<ul style="list-style-type: none"> Be kind, thoughtful, and helpful 	<ul style="list-style-type: none"> Voice level 0, 1, or 2 Listen to and follow all adult monitors instructions Say please and thank you to cafeteria staff 	<ul style="list-style-type: none"> Voice level 0 Respect other work/enjoy with your eyes Use appropriate school language 	<ul style="list-style-type: none"> Voice level 0, 1 Only one person in the stall at a time Wait your turn/give other privacy 	<ul style="list-style-type: none"> Voice 0, 1, or 2 Follow all bus rules Respect the space of others Obeys adults on duty and safety patrols Follow crossing guard instructions
Expect students to be responsible	<ul style="list-style-type: none"> Control and accept consequences for behavior Be prepared for instructions with all necessary materials Cellphones are powered off and stowed the entire school day 	<ul style="list-style-type: none"> Walk directly to your designated area Keep food and belongings to yourself Clean up your trash and table after eating 	<ul style="list-style-type: none"> Take the most direct route to and from your destination Keep hallways litter free 	<ul style="list-style-type: none"> Use, flush, wash hands, dry, return to class Toilet paper flushed Dispose used paper towels in the trash can Report restroom problems to an adult 	<ul style="list-style-type: none"> Keep to your own business Report directly to dismissal area/bus
Excellence in learning	<ul style="list-style-type: none"> Complete all assignments Stay engaged and on task 	<ul style="list-style-type: none"> Remain seated unless given permission by the monitor Eat only your food 	<ul style="list-style-type: none"> Observe the learning of others 	<ul style="list-style-type: none"> Conserve toilet tissue and paper towels One pump of soap Two turns on paper towel wheel 	<ul style="list-style-type: none"> Follow school wide expectations
Safety First	<ul style="list-style-type: none"> Keep hand, feet, and objects to your self Walk in a single, straight, and silent line Walk to the right of the hallway 	<ul style="list-style-type: none"> Walk in a single, straight, and silent line Keep hand, feet, and objects to your self Remain in the cafeteria Line up when signaled by the teacher 	<ul style="list-style-type: none"> Keep hand, feet, and objects to your self Walk in a single, straight, and silent line 	<ul style="list-style-type: none"> Keep your feet on the floor and hands to yourself 	<ul style="list-style-type: none"> Walk directly to designated area Stay in designated area/seat Keep hand, feet, and objects to yourself


Hodges Manor Elementary School Behavioral Expectations Matrix					
Behavioral Expectations (Rules)	Hallways	Cafeteria	Playground	Bathroom	All Settings
1. Respectful	<ul style="list-style-type: none"> Walk in a single, straight & silent line Keep hand & feet to self 	<ul style="list-style-type: none"> Talk quietly to those beside you Keep hands & feet to self Eat your own food 	<ul style="list-style-type: none"> Hands & feet to self Communicate with others in a kind, polite voice Follow PG rules 	<ul style="list-style-type: none"> Honoring privacy Keep hands and feet to self Use quiet voices 	<ul style="list-style-type: none"> Respond politely to directions when given
2. Responsible	<ul style="list-style-type: none"> Pick up trash 	<ul style="list-style-type: none"> Pick up trash & place in cans Keep area clean Stay in seat 	<ul style="list-style-type: none"> Stay in assigned area Manage equipment 	<ul style="list-style-type: none"> Remember to flush Wash your hands Throw paper towel in trash 	<ul style="list-style-type: none"> Practice self-control Monitor your own behavior
3. Ready to Learn	<ul style="list-style-type: none"> Have needed materials ready 	<ul style="list-style-type: none"> Leave cafeteria on time Walk in a single, straight & silent line 	<ul style="list-style-type: none"> Watch for teacher signals Walk in a single, straight & silent line 	<ul style="list-style-type: none"> Don't waste time Return to your assigned area 	<ul style="list-style-type: none"> Have necessary materials Keep eyes/ears focused on faculty/staff

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> AT DOUGLASS PARK ELEMENTARY "COZY BEARS ROAR TO BE ALL IN!" </div> </div>							
SET OF EXPECTATIONS	Arrival/ Dismissal	Bus	Cafeteria	Playground	Hallway	Restroom	Male Office
R Roar Safely	Walk on the correct side of the hallway Wear mask and remain six feet apart	Remain seated Wear mask	Eat your own food Report spills Wear mask and remain six feet apart	Report any major incidents to an adult Play nicely Be a friend	Walk in a single, straight, and silent line Wear mask and remain six feet apart	Report spills and accidents to an adult Wear mask	Go where directed Wear mask
O Offer Your Best	Speak and smile using kind words	Use inside voices Follow all directions from adults on the bus	Work together to keep a clean space		Give your neighbor space in line	Wait your turn	Be honest with your words
A Act Responsibly	Be prepared at home and in school Be ready to learn	Check for siblings and be aware of surroundings Keep area clean Check in with parent/ guardian Remember personal items	Remember your personal items	Ask permission to leave the play ground Remember personal items	Walk with a purpose to your destination Keep area clean	Go, flush, wash your hands, leave	Follow all directions given the first time
R Respect Everyone	Keep hands, feet, and objects to yourself	Use kind words Keep hands, feet, and objects to yourself	Use quiet voices and kind words Keep hands, feet, and objects to yourself	Treat equipment with care Keep hands, feet, and objects to yourself	Stay in your personal space Keep hands, feet, and objects to yourself	Give privacy Use quiet and kind words	Use kind words Keep hands, feet, and objects to yourself

Churchland Academy Elementary School Behavioral Expectations Matrix					
Behavioral Expectations (Rules)	Hallways	Cafeteria	Playground	Assemblies	All Settings
1. Respectful	Walk in a single, straight & silent line Keep hand & feet to self	Talk quietly to those beside you Keep hands & feet to self Eat your own food	Hands & feet to self Communicate with others in a kind, polite voice Follow PG rules	Enter single, straight, silent Hands & feet to self Listen quietly	Respond politely to directions when given
2. Responsible	Pick up trash	Pick up trash & place in cans Keep area clean Stay in seat	Stay in assigned area Manage equipment	Sit on bottoms with feet criss-crossed	Practice self-control Monitor your own behavior
3. Ready to Learn	Have needed materials ready	Leave cafeteria on time Walk in a single, straight & silent line	Watch for teacher signals When leaving PG walk in a single, straight & silent line	Watch for teacher signals Keep eyes & ears on speaker	Have necessary materials Keep eyes/ears focused on faculty/staff

<div style="text-align: center;"> REMOTE LEARNING RULES AND EXPECTATIONS </div>					
Expectations	Entering Digital Classroom	Pre-recorded Video Instruction	Teacher Lead Instruction (Whole Group)	Small Group Instruction	One to One Instruction
Respect	<ul style="list-style-type: none"> Video turned on at all times Microphone muted Greet classmates & use manners 	<ul style="list-style-type: none"> Listen to the teacher during the lesson Open only tabs needed 	<ul style="list-style-type: none"> Talk and chats should remain on topic Listen to the teacher's instruction Keep video on at all times 	<ul style="list-style-type: none"> Respect other opinions and viewpoints Wait your turn to speak Listen to instruction Keep video on at all times 	<ul style="list-style-type: none"> Listen to the teacher during the lesson Wait your turn to speak Keep video on at all times
Ownership	<ul style="list-style-type: none"> Try your best! Chaos appropriately Make sure your environment is quiet at all times 	<ul style="list-style-type: none"> Set up and face the technology screen Be engaged in the learning Take notes on content 	<ul style="list-style-type: none"> Keep conversations on topic Listen when others are speaking Mute microphone 	<ul style="list-style-type: none"> Have materials ready Follow your RDARS Stay on task 	<ul style="list-style-type: none"> Have materials ready Follow your RDARS Stay on task
Attitude	<ul style="list-style-type: none"> Be respectful of your teacher and classmates Use Positive words Show a cheerful expression 	<ul style="list-style-type: none"> Be positive about learning Show enthusiasm Be actively involved in the learning 	<ul style="list-style-type: none"> Use kind words and faces Be ready to learn Show encouragement 	<ul style="list-style-type: none"> Encourage others Keep a positive attitude Use kind words 	<ul style="list-style-type: none"> Keep it positive Show you want to learn Be encouraged
Responsibility	<ul style="list-style-type: none"> Be on time and ready to learn Start class with chromebook/computer charged and/or plugged in Have materials ready 	<ul style="list-style-type: none"> Make sure you are not being distracted Make sure assignments are completed 	<ul style="list-style-type: none"> Use the chat to ask questions related to the lesson Actively participate in the lesson or discussion Take notes 	<ul style="list-style-type: none"> Stay on task Complete all work Listen carefully to instructions or task 	<ul style="list-style-type: none"> Stay on task Complete all work Listen carefully to instructions or task
Safety	<ul style="list-style-type: none"> Choose a distraction free space Use equipment as intended Avoid eating or drinking during class time 	<ul style="list-style-type: none"> Use computer appropriately Keep food and liquids away from your computer Place your chromebook on a steady platform 	<ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen 	<ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen 	<ul style="list-style-type: none"> Use computer appropriately Only use materials when directed by the teacher Only show school related objects on the screen


Learning Styles	Visual Learning	Teacher-led Whole - Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)	Parent
RESPECTFUL	<ul style="list-style-type: none"> Follow your class rules Be kind Use virtual tools Communicate your needs to teachers 	<ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Ask questions if you need help 	<ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Ask questions if you need help 	<ul style="list-style-type: none"> Follow your class rules Be kind Listen to teacher Ask questions if you need help Ask questions if you need help 	<ul style="list-style-type: none"> Use appropriate language Be kind Use appropriate language Be kind Use appropriate language
RESPONSIBLE	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind
READY	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind 	<ul style="list-style-type: none"> Be on time Follow classroom rules Be kind

 Victory Elementary School VIRTUAL SCHOOL-WIDE BEHAVIOR EXPECTATIONS				
	Entering Class	Instructional Time (Whole Group, Small Group, One-On-One)	Independent Assignments	Technology Device
S afety First	<ul style="list-style-type: none"> Protect your login information by never sharing it with anyone else 	<ul style="list-style-type: none"> Ensure you are the only one visible in your learning space Make sure personal devices are set aside (i.e. phones, iPads) Remain respectful of your classmates by not taking photos/ videotaping any part of the class 	<ul style="list-style-type: none"> Protect your assignments by not sharing with others 	<ul style="list-style-type: none"> Handle your device in a safe space at home to protect it from damage Use the device only for school purposes Keep food and drinks away from device
O rganization	<ul style="list-style-type: none"> Ensure school device is charged Bring all needed supplies 	<ul style="list-style-type: none"> Ensure you only have supplies out that your teacher has requested 	<ul style="list-style-type: none"> Ensure you are completing the correct assignment for the correct date 	<ul style="list-style-type: none"> Ensure your device is charged and you have a working charging cable
A ccept Responsibility	<ul style="list-style-type: none"> Participate in class meetings only if you have been invited Choose a distraction-free space Arrive on time 	<ul style="list-style-type: none"> Practice active listening Ask questions if you have them (voice, or chat) Use the chat only as instructed Encourage others to participate 	<ul style="list-style-type: none"> Turn in assignments for each class Complete assignments independently 	<ul style="list-style-type: none"> Communicate with your teacher if you are having issues with your device
R espect	<ul style="list-style-type: none"> Limit the person on camera to yourself Mute yourself upon entry into class Ensure your video is on so that your teacher can see you 	<ul style="list-style-type: none"> Be present and avoid multitasking Mute yourself unless you are talking Pause your video if you have to step away from your computer Utilize reaction tools to be recognized by the teacher 	<ul style="list-style-type: none"> Use school appropriate language in your assignments THINK before you post something (Is it True, is it helpful, is it Inspiring, is it Necessary, is it Kind?) 	<ul style="list-style-type: none"> Treat your device as if it were your own property

	Hallways	Restroom	Cafeteria	Playground	Bus
S afety	<ul style="list-style-type: none"> Walk in a 3S Line Eyes forward, hands at sides Maintain personal space Use walking feet 	<ul style="list-style-type: none"> Enter quietly Go, flush wash, dry, leave quickly and quietly 	<ul style="list-style-type: none"> Remain seated until dismissed Keep hands and feet to self Report spills Eat your own food 	<ul style="list-style-type: none"> Use equipment appropriately Avoid rough play Keep hands and feet to self Stay in assigned area Watch for teacher signals 	<ul style="list-style-type: none"> Remain seated-backs and bottoms on seats Talk quietly Keep items in book bags Keep hands and feet to self
O wnership	<ul style="list-style-type: none"> Pick up trash Have a hall pass visible at all times 	<ul style="list-style-type: none"> Flush before leaving Turn off water Dispose of trash Report problems to teacher 	<ul style="list-style-type: none"> Pick up trash and dispose of it properly Keep area clean 	<ul style="list-style-type: none"> Take care of playground equipment Monitor own behavior Pick up after yourself 	<ul style="list-style-type: none"> Take care of bus seats Pick up trash Check for personal items before leaving
A ttitude	<ul style="list-style-type: none"> Be considerate Be thoughtful Move with purpose 	<ul style="list-style-type: none"> Wait your turn 	<ul style="list-style-type: none"> Say positive things 	<ul style="list-style-type: none"> Be considerate Share equipment 	<ul style="list-style-type: none"> Communicate appropriately with others Be considerate
R espect	<ul style="list-style-type: none"> Yield to adults Show concern for others 	<ul style="list-style-type: none"> Allow privacy of others 	<ul style="list-style-type: none"> Talk quietly to the person next to you Maintain personal space 	<ul style="list-style-type: none"> Communicate appropriately with others 	<ul style="list-style-type: none"> Listen to driver Maintain personal space

Simonsdale Elementary School PRIDE Expectations with Distance Learning

Location Expectations	Bathrooms	Buses	School Wide	Hallway	Distance Learning Technology
Positive	Encourage others to follow rules	Use kind words Greet the bus driver Encourage others to follow rules	Speak positively to others Compliment and encourage each other to do well and follow rules	Encourage others to follow the rules Make the right choices	Speak positively to others via chat and Google Classroom posts Use technology to encourage others
Respectful	Keep hands, feet and eyes to yourself Wait your turn quietly Keep walls, floors and stalls clean Leave belongings outside	Follow driver directions the first time given Keep supplies in back-pack Use an inside voice	Keep hands, feet and objects to myself Follow all staff directions the first time given	Give silent waves Walk on the right side in a 3-S line Listen and follow directions the first time	Taking turns and honoring one voice at a time Follow staff directions the first time given. Maintain dress code during Zoom sessions. Keep muted unless you have a question or answer
In Control	Report any problems No playing, climbing or crawling in bathrooms Return quickly to class	Stay in your seat at all times Keep hands, feet, and objects to yourself and out of the aisles	Move safely throughout the building Walk at all times Be where I am supposed to be	Walk at all times Walk in a 3-S line	Stay focused during the lesson and remove distractions such as toys, television, music Remain on classroom screen during lesson
Dependable	Flush Toilets Use 1 pump of soap, 1 paper towel or hand dryers if no paper towels Leave bathroom clean	Get on the bus Get off the bus Go straight home	Keep desk and area neat and clean Raise hand to speak	Carry a pass if not with your class Return to class promptly Stand in second square from wall	Log in on time at the scheduled class time Have materials ready and close by during class time Handle computer and charger with care
Show Excellence	Keep bathroom graffiti free Use bathroom quickly and return to class	Make bus ride enjoyable for all	Treat others how you want to be treated Follow all school procedures	Keep hands, bodies off wall and projects Let an adult know if you damaged projects, bulletin boards & art projects	Help others who are having difficulty using the technology Report any problems to the teacher immediately Use Zoom for school work only
Teacher Expectations	Monitor class, how many students enter Assign student monitors, check off bathroom lists in/out Use sign in/out sheets	Reinforce expectations	Monitor students -Remind students Use signs and signals Enforce rules for all students, not just your class	Monitor students Use signals and signs Assign student monitors Recognize good behavior	Teach and reinforce expectations for distance learning and technology use Monitor students during the lessons

	Classroom/ Gym	Hallways	Restroom	Cafeteria	Stairwells	Bus
 Eagle						
S afely Soaring	*hands, feet, and objects to yourself * keep areas neat and clean *follow directions	*walk and remain on the 3 rd tile *hands, feet, and objects to yourself * keep the halls clean and clear	*keep hands and feet to yourself *report needed issues * display appropriate behavior	*use quiet voice level *remain seated unless directed otherwise * walk to assigned lunch line	*take one step at a time *hold on to the railing *walk *keep hands, feet and objects to yourself.	*stay in seat facing forward * use a quiet voice * listen to the driver
W ork together Respectfully	* raise your hand to speak * be courteous to others * be a positive part of the community	*quiet in the hallways * respond positively to all staff members	*use facilities and materials appropriately * give others privacy * keep walls and stalls clear of graffiti (writing)	*use good manners *eat your own food *be kind to cafeteria workers	*use quiet feet *maintain Zero noise *stay one behind the other in line	*engage in positive conversation *keep hands, feet, and objects to yourself *speak and respond appropriately to driver
A ccept Responsibility	*complete all assignments *be prepared/ have all supplies *own your actions and words	* have a hall pass * travel to appropriate destinations in a timely manner * travel directly to your destination	* keep area clean * use restroom in an orderly and timely fashion * practice good hygiene (wash your hands)	* clean up area * remember to bring your lunch or money * understand/respect your health needs and the needs of others	*travel safely to your destination * keep stairwell clean and clear * walk directly to your destination	* know your bus # and listen for bus changes * walk quickly, quietly and directly to the bus * report directly home after leaving school
G uided by my teacher	Teachers will: *implement incentive program *model expectations for behavior *give feedback regularly	Teachers will: *monitor students *instruct students to walk in single straight line and silent on 3 rd tile (upstairs)	Teachers will: *stand outside and monitor *assign bathroom monitors *make sure all objects are left in classrooms	Teachers will: *assign students to wash tables *monitor students noise levels *come in & leave, in an orderly fashion	Teachers will: *monitor students *assign a responsible student as hall monitor *instruct students to walk single, straight, and silent	Bus driver will: *assign a responsible student to be bus monitor *cooperate in incentive program

Churchland Primary and Intermediate School

PBIS Expectations Matrix





4RS: Be Respectful, Be Responsible, Be Ready, Reach for Excellence!

	Classroom	Cafeteria	Bathrooms	Hallways	Bus	School Grounds
Be Respectful	-Follow Directions -Raise Your Hand -Use appropriate language and voice level -Use appropriate tone -Keep your hands and feet to yourself	-Follow Directions -Listen to adults -Use good table manners -Keep food in cafeteria -Wait in line for your turn	-Respect privacy of others -Throw trash in the trash can	SINGLE - Stay behind the person in front of you STRAIGHT - Walk 3 spaces away from the wall SILENT -0 noise level -Observe personal bubble space	-Follow directions -Wait in line -Listen to the bus driver -Use appropriate language and voice level -Keep your hands and feet to yourself	-Follow adult directions -Use appropriate language -Obey fire drill procedures
Be Responsible	-Be an active listener -Participate actively	-Stay in designated area -Clean up your eating area	-Do your business and leave -Flush the toilet -Wash hands -Report problems, vandalism	-Have a hall pass if by yourself -Go straight to destination	-Stay seated while the bus is moving -Keep your body and belongings inside the bus	-Dispose of trash appropriately -Use equipment correctly
Be Ready	-Have all needed supplies -Ready to learn	-Have lunch number and money ready -Finish your lunch before your time is over	-Leave bathroom immediately after washing hands	-Wear appropriate shoes at all times	-Enter and Exit in an orderly fashion -Keep all of your belongings together and don't leave them on the bus	-Wear appropriate shoes

Reach for Excellence!


Middle School Matrices

<div style="text-align: center;">  <h2 style="margin: 0;">CRADOCK MIDDLE SCHOOL</h2> <p style="margin: 0;">Anchored in Excellence, SAILING towards Achievement</p> </div>					
	Classroom	Virtual/All Areas	Hallway	Restroom	Cafeteria
S <small>Order for Excellence</small>	<ul style="list-style-type: none"> "Be prompt." "Be an active participant in class activities." "Come to class with all of your materials." "Follow classroom directions at all times." 	<ul style="list-style-type: none"> "Stay engaged and on task." "Be active and respectful." "Keep your audio muted." "Close background from distractions." 	<ul style="list-style-type: none"> "Move purposefully and respectfully." "Always have a signed pass." "Wear clothing that meets the dress code." 	<ul style="list-style-type: none"> "Move in and out in a timely manner." "Return to class as quickly as possible (3 to 5 minutes)." "Obide by the 10/10 rule." "Always have a pass." 	<ul style="list-style-type: none"> "Transition to and from the cafeteria in an orderly manner." "Remain in your assigned area." "Use appropriate language."
A <small>Account Responsibility</small>	<ul style="list-style-type: none"> "Turn all assignments in on time." "Work cooperatively with peers and teachers." "Keep your area clean and organized." "Bring needed materials to class." 	<ul style="list-style-type: none"> "Control and accept responsibility for behavior." "Be prepared for instructions with all necessary materials." "Power off and store cellphones for the entire school day." "Wash your hands for 20 sec." "Dry hands if you are sick." 	<ul style="list-style-type: none"> "Transition to classes quickly & quietly." "Remain to flush." "Put waste items in trash can." "Wash your hands." 	<ul style="list-style-type: none"> "Clean up your spills and messes." "Clean your area before you leave." "Ask permission to leave your seat." "Dispose of your tray properly." "You may only go through the line once to pick up necessary items." 	
I <small>Behaves to Staff or Community</small>	<ul style="list-style-type: none"> "Respect boundaries." "Behave appropriately." "Use kind words to handle conflict." 	<ul style="list-style-type: none"> "Wasp & keep apart from your peer." "Keep hand, feet, and objects to yourself." "Walk to the right of the hallway." "Report to an adult if you are being sick." 	<ul style="list-style-type: none"> "Be aware of surroundings." "Avoid confrontations." "Be mindful of personal space." "Give appropriate space to people with disabilities." "Keep hands, feet and other belongings to yourself." 	<ul style="list-style-type: none"> "Dispose of waste items properly (trash can)." "Keep the floors and walls clean and dry." "Report any major accidents to an adult." 	<ul style="list-style-type: none"> "Report major spills to an adult." "Report any accidents to an adult." "Enter and exit through the correct doors."
L	<ul style="list-style-type: none"> "Be an active listener." "Use appropriate language." "Respect others' property." "Avoid confrontation." "Ask to borrow material." "Kisses have to be acknowledged." 	<ul style="list-style-type: none"> "Be kind, thoughtful, and helpful." "Use appropriate language." "Avoid confrontation." "Avoid chat room communication." 	<ul style="list-style-type: none"> "Stay to the right in the hallways." "Respect boundaries." "Use manners." "Use appropriate language." 	<ul style="list-style-type: none"> "Treat school property with care." "Respect others' property and boundaries." "Use appropriate language." "Avoid confrontation." 	<ul style="list-style-type: none"> "Follow directions by all adults." "Use appropriate language." "Be courteous: say, 'Thank you, please, excuse me, etc.'" "Avoid confrontation."

<div> <div>  <div> <div>WILLIAM E. WATERS</div> <div>WILLIAM E. WATERS MIDDLE SCHOOL</div> </div> </div> <div> <div>POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS)</div> <div>William E. Waters Middle School</div> <div>Virtual Learning Expectation Matrix</div> </div> </div>				
Expectations/ Consequence Action	Reinforcing/Positive	Unreinforced/Neutral	Punished/Negative	Unpunished
2.5-6000 (Responsibility)	Log in on time Raise your microphone Share an idea Chat everyone with a smile or happy word	Share your microphone Share a positive attitude Raise your idea if you have it Stay away from your computer Raise your hand to speak or put your question in the chat box	Share everyone Share a positive attitude Only make positive comments and use appropriate language Follow all school rules	Share your microphone Share a positive attitude Share to speak or have a question Keep your comments on the topic being discussed
1000-6000000 (Responsibility)	Log in on time Log in using your PIN/Sign in prepared to participate in class	Log in on time Raise your assignments Watch the chat Share your computer (changed or plugged in) Use your own school software in a group assignment	Follow all school rules Stay on topic Share in a group even if others are not disturbed Discussing classroom rules is expected	Complete all assignments Submit assignments on time Discuss your work but don't talk about it Share your work
6000-1000000 (Safety)	Protect your personal and chat box Only log in to meeting requested by your teacher Use your virtual classroom chat	Follow school rules when using the computer Protect your time, focus and your personal Use suggested chat or appropriate chat words or keep all inappropriate chat for your teacher	Only when your assigned breakout group Follow all school rules Share in the teacher discussion or appropriate behavior	Complete a group task Protect your personal and chat box Participate only in chat messages requested by your teacher

Students should refrain from leaving class during instructional time unless it is an emergency.

"Cavaliers, Conquering Academic Success!"

<div>  Churchland Middle School Virtual Learning Expectations CIBING my CPS for Success! </div>			
Give Respect	Virtual Classroom (Zoom)	Online Learning Platforms (Schoology, Nearpod, Achieve 3000, E-mail, etc.)	Technology
	Keep your mobile number/email where directed by the teacher When advised, appropriate the school Release your hand and wait to be called on to speak Listen attentively Use positive and appropriate language Use room features as directed by the teacher (materials, chair, etc.)	Turn assignments in on time Use positive and appropriate language Refrain from sharing personal or sensitive information Follow all directions given by the teacher	Treat your device with care Handle your mobile and cables with proper care to damage Use positive and appropriate language
Practice Responsibilities	Prioritize	Responsibilities	
	Follow schedule, be on time, remain in class until dismissed Be prepared with materials ready and homework completed Offer meaningful contributions and participate Introduce background/ nature and other information Identify yourself with your first and last name	Complete your own classroom and homework assignments Turn all work in on time Ask for help when needed Check Schoology daily	Inform parent and teacher when your device is not working properly Refrain from leaving our your school issued device Keep your device charged Be positive when technology does not work and have a backup plan Report unusual or inappropriate activity on your device
Safety First	Give Respect	Practice Responsibilities	Safety First
	Keep volume as low as possible and directed as you Position yourself in a safe, quiet learning area Refrain from taking screenshots/videos and posting to social media	Refrain from sharing class codes and log-ins Only visit school approved learning platforms	Only visit school approved websites Keep your device in a safe space to avoid damages Protect your personally and classroom info


High School Matrices

Churchland High School Positive Behavioral Interventions and Supports (PBIS) "Doing things the Trucker WAY"				
District Coordinator: Dr. Sanderlin				
Expectations	Locations			
	Hallways	Cafeteria	Bus Ramp	Classroom
	<ul style="list-style-type: none"> Throw trash away in a receptacle Have a hall pass when required 	<ul style="list-style-type: none"> Treat others with kindness and respect. Clean up after yourself 	<ul style="list-style-type: none"> Be kind and respectful Walk to the bus without socializing 	<ul style="list-style-type: none"> Treat others with kindness and respect Be positive and respectful Allow others the opportunity to learn
	<ul style="list-style-type: none"> Move promptly to class Keep your cell phone off and put your ear buds away Use appropriate language and voice level 	<ul style="list-style-type: none"> Respect school property Use appropriate language and voice level Use recycle bin Maintain cell phone volume to yourself 	<ul style="list-style-type: none"> Move quickly to bus Use appropriate language and voice level 	<ul style="list-style-type: none"> Follow school dress code Attend class regularly, have materials, and be on time Use appropriate language and voice level Have class materials and be ready to begin Accept feedback and redirection from staff the first time
	<ul style="list-style-type: none"> Dedicate yourself to being on time 	<ul style="list-style-type: none"> Throw all trash away in a receptacle Remain seated and at your table 	<ul style="list-style-type: none"> Arrive to bus before departure Abide by all bus protocols 	<ul style="list-style-type: none"> Keep trying even when it is difficult Seek help when needed Set goals and strive to reach them
	Yes! I can succeed			









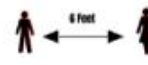

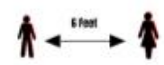







I. C. NORCOM PBIS BEHAVIOR MATRIX							
	Assembly Area Expectations	Cafeteria Expectations	Classroom Expectations	Gym Area Expectations	Hallways & Transition Expectations	Library Area Expectations	Main, Attendance, & Guidance Office Expectations
S afety First	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Listen to instructions the first time Follow directions from staff Use appropriate voice level
W ork Together Respectfully	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level
A ccept Responsibility	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level 	<ul style="list-style-type: none"> Use appropriate voice level Follow directions from staff Use appropriate voice level
G uide me	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff 	<ul style="list-style-type: none"> Follow directions from staff Use appropriate voice level Follow directions from staff

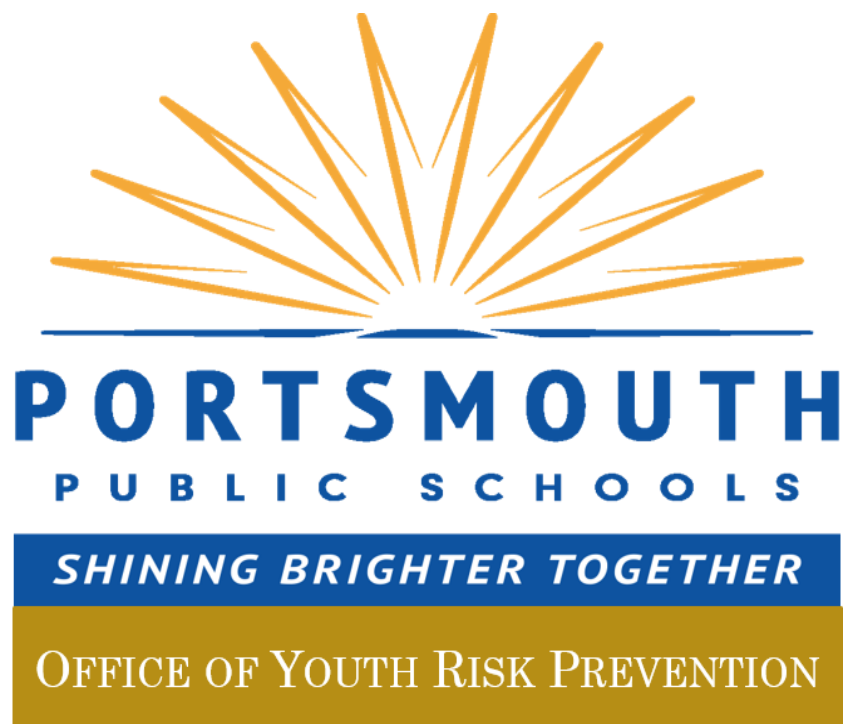
PRESIDENTIAL PRIDE Making Woodrow Wilson "G.R.E.A.T.er"				
Expectations	Classroom	Hallway	Cafeteria	Restroom
	<ul style="list-style-type: none"> Arrive on time daily Be on time daily Be prepared with materials Be prepared to leave Have your trash bag 	<ul style="list-style-type: none"> Arrive on time Stay to the right Don't run or walk fast Don't eat or drink Don't talk or whisper Don't use profanity Don't use vulgar language Don't use vulgar language Don't use vulgar language 	<ul style="list-style-type: none"> Arrive on time Stay to the right Don't run or walk fast Don't eat or drink Don't talk or whisper Don't use profanity Don't use vulgar language Don't use vulgar language Don't use vulgar language 	<ul style="list-style-type: none"> Arrive on time Stay to the right Don't run or walk fast Don't eat or drink Don't talk or whisper Don't use profanity Don't use vulgar language Don't use vulgar language Don't use vulgar language
	<ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow directions from staff Follow directions from staff Follow directions from staff 	<ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow directions from staff Follow directions from staff Follow directions from staff 	<ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow directions from staff Follow directions from staff Follow directions from staff 	<ul style="list-style-type: none"> Use appropriate language Follow directions from staff Follow directions from staff Follow directions from staff Follow directions from staff
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Virtual School Matrix

 I. C. Norcom Greyhounds Uphold Greatness With Virtual Learning				
Greyhound Expectations:	Preparation and Participation Are you prepared and ready to learn?	Discipline Are you following online procedures and expectations?	Integrity Are you staying true to yourself?	Effort Are you being your best you?
Safety	<ul style="list-style-type: none"> Follow school rules for using your computer. 	<ul style="list-style-type: none"> Secure password and class links. Use Chromebook for school use only. 	<ul style="list-style-type: none"> Only visit authorized sites. 	<ul style="list-style-type: none"> Always think before posting (Is it true, is it necessary, is it kind?)
Work Respectfully	<ul style="list-style-type: none"> Log in on time. Mute microphone, turn on video. Work in a quiet area. 	<ul style="list-style-type: none"> Pause/Stop video if you have to step away from your computer. Raise your hand to speak or put your questions in the chat box. 	<ul style="list-style-type: none"> Maintain a positive attitude. Use school appropriate language. Keep comments on topic. 	<ul style="list-style-type: none"> Offer assistance to classmates if needed. Make an effort to be supportive and encourage others.
Act Responsibly	<ul style="list-style-type: none"> Attend all virtual sessions <u>dressed</u>, <u>school</u> appropriate at all times. Ensure your device is charged and ready for use. 	<ul style="list-style-type: none"> Log in using your PPS login. Silence your cell phone during instructional time. 	<ul style="list-style-type: none"> Report all inappropriate activity to your teacher. 	<ul style="list-style-type: none"> Contact your teacher if you need assistance. Check your own work. Submit thoughtful and neat work.
Graduate to the next level	<ul style="list-style-type: none"> Begin each virtual session with a positive attitude. Stay engaged in each lesson. 	<ul style="list-style-type: none"> Discipline yourself to be ready for your future. 	<ul style="list-style-type: none"> Do your own work unless instructed to work collaboratively 	<ul style="list-style-type: none"> Always persevere and try your best. Complete and submit all assignments on time.

Summer School Elementary Matrix

SCHOOL-WIDE PBIS MATRIX					
School-Wide Expectations	CLASSROOM	HALLWAY	RESTROOM	CAFETERIA	BUS
READY  Self-Awareness & Self-Management	<ul style="list-style-type: none"> Be prepared with supplies Have your iPad charged Be alert and listen to your teacher 	<ul style="list-style-type: none"> Stay in your class line Always listen & pay attention to the teacher Zero Noise Zone (Catch a Bubble) 	<ul style="list-style-type: none"> Privacy Matters Let your teacher KNOW when you have to GO 	<ul style="list-style-type: none"> Clean hands Bring your lunch or wait patiently to be served 	<ul style="list-style-type: none"> Be on-time at the bus stop Learn your bus number 
RESPONSIBLE  Responsible Decision-Making	<ul style="list-style-type: none"> Wear Your Mask Stay 3 to 6-Foot apart Tell a teacher if something is wrong 	<ul style="list-style-type: none"> Wear Your Mask No playing in the halls Stay 3 to 6 feet apart 	<ul style="list-style-type: none"> Throw trash in the trash can Always flush Wash Your Hands for 20 seconds with soapy water 	<ul style="list-style-type: none"> Sit 3 to 6 feet apart Stay in your seat & pull up your mask after you eat 	<ul style="list-style-type: none"> Stay seated in your seat while the bus is moving Wear Your Mask Keeps hands, feet, and objects to yourself 
RESPECTFUL  Social-Awareness & Relationship Skills	<ul style="list-style-type: none"> Keep your hands, feet, and other objects to yourself Raise your hand to speak or leave your seat Be Kind and use kind words 	<ul style="list-style-type: none"> Single, Straight, & Silent The 3 S's Follow directions 	<ul style="list-style-type: none"> Wait your turn patiently Be mindful of others waiting Use It & Move It 	<ul style="list-style-type: none"> Say PLEASE and THANK YOU Throw your trash away 	<ul style="list-style-type: none"> Follow Bus Expectations Greet the bus driver and follow their directions Be a Buddy not a Bully 



Handbook produced by the Office of Youth-Risk Prevention

Dr. Rosalynn L. Sanderlin, Coordinator

The Honorable Members of the School Board
--

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Chief Technology Officer

Dr. Jerry Simmons

Chief Operations Officer



NORFOLK STATE **UNIVERSITY**

EVALUATION GUIDELINES FOR TEACHING FACULTY

Originally Developed by:

**Presidential Working Group on Faculty Issues
Faculty Evaluation Subcommittee**

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Dr. Augustine Okonkwo, Committee Chair

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February 5, 2004

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Annual Calendar October 14, 2020
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EVALUATION GUIDELINES FOR TEACHING FACULTY

1.0 INTRODUCTION

This document reflects the work of the President's Working Group on Faculty Issues. The group used the 1996 "Teaching Faculty Evaluation Instrument" as a template for its work and, in consultation with a faculty evaluation expert, sought to address the problems and concerns the original document produced. In addition to language and process clarifications, the major changes involve the number of evaluation categories and the scoring system.

The guiding principle for this revised system is that teaching faculty will be evaluated on the way they support the instructional process and thereby foster the University's mission. The following sections will include specific details on the evaluation categories, portfolio submission, scoring procedures, release time, and process compliance.

2.0 THREE EVALUATION CATEGORIES

The categories to be evaluated are (I) Teaching, (II) Research--Scholarly Activity and Grantsmanship, and (III) Service and Professional Development. These categories will be assessed by three rating sources: students, peers (departmental evaluation committees), and department chairs/deans. The ratings from each source will be placed on a specifically designed rating summary form. Students will complete the Course Evaluation instrument each semester for the purpose of rating classes and instructors. These instruments will be posted in Blackboard course shells by OIT. Overall Course Evaluation ratings for 'instructional design' and 'instructional delivery' will be provided to the faculty and the department and used as a part of the teaching faculty evaluation. The peers and the department chair/dean will use faculty submitted portfolios for their assessment and rating of the faculty. The procedures for scoring and obtaining an overall rating are outlined in the following sections. Faculty will be rated using a 5-point scale. The descriptors associated with the ratings are:

EP = Exemplary Performance	= 4
PL = Professional Level Performance	= 3
S = Satisfactory Performance	= 2
IR = Improvement Required	= 1
UN = Unsatisfactory	= 0

For evaluation purposes, these are defined below:

EP = Exemplary Performance

This rating is given to those individuals who, during the rating period, consistently exceeded the institution's standards of professional performance. Individuals receiving this rating stand as exemplars of the highest levels of professional academic performance within the institution,

making significant contributions to their department, college, academic field, and society.

PL = Professional Level Performance

This rating is given to those individuals who, during the rating period, consistently met the institution's standards of professional performance. The individuals receiving this rating constitute those good and valued professionals on whom the continued successful achievement of the institution's mission, goals, and objectives depends.

S = Satisfactory Performance

This rating is given to those individuals whose performance has been acceptable according to university standards, but not particularly distinguished.

IR = Improvement Required

This rating is given to those individuals who, during the rating period, did not consistently meet the institution's standards of professional performance. This rating must be given with 1) specific feedback as to which standards of professional performance were not met, 2) suggestions for improvement, and 3) a written commitment to assist the individual in accessing resources required for improvement. Improvement in performance is required within the next evaluation period.

UN = Unsatisfactory (Unacceptable)

This rating is given to those individuals who, during the rating period, did not meet the institution's standards of professional performance. This rating represents performance that is not acceptable and/or is inconsistent with the conditions for continued employment with the institution. Failure to meet these standards in any one of the three following ways will result in a rating of "Unsatisfactory":

1. Received an "IR" rating the previous rating period but did not make the improvements required.
2. Consistently violated one or more of the institution's standards of professional performance.

2.1 Category I: Teaching

"Excellence in teaching" is defined as a specifically designed interaction between the teacher and student so that higher-level learning occurs by the student which includes critical thinking and the application skills needed to be competitive in the workplace. As such, excellence in teaching requires faculty members to possess expertise not only within the content of their instruction, but also proficiency in instructional delivery, instructional design, student learning outcomes assessment, the design and effective use of instructional materials, and the appropriate and effective use of various forms of instructional technology.

To demonstrate "excellence in teaching," a faculty member must show proficiency in the following four teaching roles: **a) Instructional Delivery Skills, b) Instructional Design Skills, c) Content Expertise, and d) Course Management.** These areas will be assessed on the evaluation instruments.

Definition of Teaching Roles

- a. **Instructional Delivery Skills** are those human interactive skills and characteristics which 1) make for clear communication of information, concepts, and attitudes, and 2) promote or facilitate learning by creating an appropriate effective learning environment.
- b. **Instructional Design Skills** are those technical skills in 1) designing, sequencing, and presenting experiences which induce student learning, and 2) designing, developing, and implementing tools and procedures for assessing student learning outcomes.
- c. **Content Expertise** is that body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced education, training, and experience.
- d. **Course Management** embraces those bureaucratic skills in operating and managing a course, including, but not limited to, timely grading of examinations, timely completion of drop/add and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest lectures, and generally making arrangements for facilities and resources required in the teaching of a course¹.

For evaluation purposes, the following premises should guide academic departments and schools:

- Each faculty member shall receive an annual performance review for teaching effectiveness.
- Student instruments for rating faculty teaching performance must be distributed and collected during the last third of each semester. All classes, laboratories, and practicums must be rated by students.
- Teaching portfolios must be submitted by the date specified on the annual evaluation calendar (see Appendix D).
- Use multiple instruments to assess teaching effectiveness.
- The evaluation committee must review instructional materials as elements of a faculty member's annual portfolio. These documents include syllabi, examinations, and other materials required by the college/school and departments.
- The appropriate use of instructional technology (as available) is to be fostered.

2.2 Category II: Research-Scholarly Activity and Grantsmanship

“**Scholarly activities**” may be defined as those activities within a faculty member's specified area of expertise that contribute to: the discovery of new knowledge; and/or the dissemination of knowledge within the professional community; and/or the development of personal professional skills and standing within the professional community.

“**Scholarship**” may include performance in research, consulting, presentations and

¹ Arreola, R. A., *Developing a Comprehensive Faculty Evaluation System*, 2d. ed. (Bolton, MA: Anker Publishing Co., Inc., 2000), 9-18.

publications. For evaluation purposes, the following premises should guide academic departments and colleges/schools:

- Published research or creative work includes refereed and non-refereed publications.
- The value of a refereed publication will be twice that of a non-refereed publication.
- Credit for journal articles can be awarded for *either the year of publication or the year of acceptance, but not for both*.
- All authors on co-authored research articles, papers, books, and chapters in books will receive full and equal credit.
- Research articles published in conference proceedings are included as scholarly activities.
- The value of a non-published, orally delivered, research report, paper, or creative work presented at a professional meeting, e.g., a forum, workshop, or conference, will be one quarter that of a refereed journal article.
- Supervision of students' research projects (as a principal advisor) is considered as scholarly activity.
- Preparation of book and journal reviews.
- Lending "significant assistance" to the author of a funded grant involves suggesting some specific information, editing, or serving as a consultant. It can also include intricate involvement in the planning phases of the grant.

"Grantsmanship" is defined as efforts to obtain grants (awards to the University for specific or general purposes). Consideration will be given in two areas: *proposals submitted and proposals funded*.

Evaluative factors for funded proposals will be developed by academic departments and will include the following:

- The scope and significance of grant(s), including the benefits to students, the department/college/school, and the University. "Significance" embraces the idea of positive, long-lasting impact.
- Renewal grants should be given the same consideration as the initial submission.
- The value of unfunded proposals submitted to funding agencies should be half that of funded grants.

2.3 Category III: Service and Professional Development

"Professional Service" is defined as contributions of faculty members, within their recognized area of expertise, to professional organizations, services, and events at either the local, state, national, or international level, *without pay*.

For evaluation purposes, academic departments and colleges/schools should consider the following activities:

- Participation in organizational or professional meetings, symposia, seminars, and colloquia other than those included under Scholarly Activities.
- Leadership in professional organizations to include Executive Boards, Organizational Committees, Panels of Judges, etc. Examples: National Alumni Associations, AAUP, VA Junior Academy of Science, VA Academy of Science, Sigma Xi, American Cancer Society, National Honor Society, Accreditation Commissions, etc.

- Invitations to serve on Review Committees and Boards for Peer-Reviewing. Examples: Academic journals, National Science Foundation, U.S. Department of Energy, U.S. Office of Education, U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Mental Health, etc.
- Professional service contributions to various sources such as print and broadcast media.
- Professional recognition through honors and awards.
- Serving as a paid consultant in one's specialized area.

Within the category of "Professional Service," the acceptance of honoraria will not be considered as payment for services.

"University Service" is defined as faculty work other than teaching and research, which contributes to the mission and goals of the University.

For evaluation purposes, the following premises should guide academic departments and colleges/schools:

- Participation in University-wide committees (including search and ad-hoc committees) and in the Faculty Senate, Robert C. Nusbaum Honors College, International Programs, Commencement/Convocation, special task forces, etc. with the nature and scope of the task to be considered and weighted accordingly.
- Voluntary participation in support of any departmental, college/school, or University-approved program or committee.
- Submission of ideas or grant-proposals for external funding that is not included in Scholarly Activity.
- Voluntary participation in activities that enhance student learning and/or enhance professional performance of colleagues.
- Presentations offered by faculty to the University community that are not included in Scholarly Activity.
- Participation in registration and academic advising.

"Professional Development" is defined as activities directed toward keeping abreast of developments in one's field, including attending conferences, seminars, workshops, and professional meetings; studying toward a higher degree (e.g., Ph.D.); serving as an unpaid consultant in one's specialized area; and completing courses and other training programs.

For evaluation purposes, the following premises should guide academic departments and colleges/schools: "

- Attending state/national honors programs, seminars, symposia, workshops, and professional meetings.
- Studying toward a higher degree (e.g., Ph.D.).
- Serving as an unpaid consultant in one's specialized area.
- Completing courses and other training programs.

3.0 **SCORING PROCEDURES**

In order to give University-wide consistency to the faculty evaluation process, minimum weights are established for the standard categories. The Department will determine the exact weights within each category. The range of possible weights includes 15% and 10% discretionary assignments for the department and the faculty member, respectively. The 25% distribution must be allocated in increments of five (5) percentage points.

3.1 **Distribution of Weights**

The distribution of weights must comply with the criteria listed in the table below.

Category	Range of Possible Weights
I. Teaching	40% - 65%
II. Scholarly Activity	15% - 40%
III. Service and Professional Development	20% - 45%

Table 1. Distribution of Weights

The total weight for each category is the sum of the pre-determined minimum weight, the allocation of the departmental committee, and the faculty member's allocation. This table weight is not to exceed the upper limit of the range for that category. The maximum weight for each line item within the category is the sum of the departmental distribution and the faculty member's distribution. The departmental committee will designate its minimum weight for each line item. Faculty members will then allocate weights to line items from their 10% distributions. For example, suppose Professor Drake's academic department allocates its 15% discretionary weight as 10% for scholarly activity and 5% for service and professional development, while Professor Drake allocates his entire discretionary assignment to the teaching category. The weight distributions that will be used for Professor Drake are illustrated in Table 2.

Category	Minimum Weights	Professor Drake's Discretionary Weight	Department's Discretionary Weight	Professor Drake's Actual Weights
Teaching	40%	10%		50%
Scholarly Activity	15%		10%	25%
Service and Professional Development	20%		5%	25%

Table 2. Distribution of Weights for Professor Drake

3.2 Source Weights

Faculty evaluations will be based on assessments by students, departmental committees, and department heads. **Department chairs will be evaluated by students, departmental committees, and deans.** As prescribed by the noted faculty evaluation expert, Dr. Raoul Arreola, weights allocated to each source are determined by judging “the opportunity that the source has to be a first-hand observer of the performance in question.” The source weights are presented in the table below:

Category	Sources		
1. Teaching			
Role Components	Students	Departmental Committee	Department Chair/Dean
Instructional Delivery Skills	100%	0%	0%
Instructional Design Skills	25%	50%	25%
Content Expertise	0%	80%	20%
Course Management	0%	0%	100%
2. Scholarly Activity	0%	70%	30%
3. Professional Development and Service	0%	70%	30%

Table 3. Source Weights for Evaluation Categories

4.0 SUBMISSION OF PORTFOLIO

Each faculty member is required to submit a portfolio that adheres to the guidelines below. Portfolios must be submitted during the January-February period as specified in the annual faculty evaluation calendar (see Appendix D).

- Portfolio documentation should be provided for the previous calendar year (January-December).
- All forms and accompanying documentation must be submitted by the date and time specified in the annual faculty evaluation calendar.
- All portfolios should include vitae and course syllabi along with other documentation to support all of the categories of the evaluation form.
- Documentation should be labeled according to category and item number.
- Documentation should demonstrate evidence of good communication skills.
- Portfolio organization should be clear and easy to follow. A table of contents must be included with a section corresponding to each evaluation category. A sample table of contents is presented in Appendix E.
- Any discrete activity cannot be used in more than one category.

A faculty member must submit a portfolio and submit it on time; otherwise, the departmental evaluation committee will be forced to complete an evaluation for that particular faculty member with whatever information is available.

5.0 **RELEASE TIME**

When a faculty member is released from teaching as a result of research grants or special assignments, the weight assigned to the teaching category should be reduced accordingly; and the evaluation category for which the release time is given should be increased accordingly. As indicated in Table 4, if Professor Drake is given 50% release time from teaching for research activities, then the weight of the teaching category is reduced to 25%, and the weight on Scholarly Activities should be increased to 50%.

Category	General Distribution	Distribution with Release Time
Teaching	50%	25%
Scholarly Activity	25%	50%
Service and Professional Development	25%	25%

Table 4. Weights for Professor Drake with 50% Release Time from Teaching for Research

6.0 **PROCESS COMPLIANCE**

Establish a “Process Compliance Committee” in each school to assess the adherence to the guidelines noted in the Teaching Faculty Handbook as they apply to:

- Faculty submission of Portfolio.
- School/Departmental Evaluation Committee’s compliance with guidelines in evaluating faculty portfolios.
- Appointment of the members of the “Process Compliance Committee” by the respective deans.
- Members of the “Process Compliance Committee” include at least one (1) person from each department in the School.

Appendix A

EVALUATION INSTRUMENTS

Evaluation Scoring Sheets for:

- **STUDENTS**
- **DEPARTMENT CHAIR/DEAN**
- **PEERS**
- **SUMMARY FORMS**

EVALUATION SCORING SHEET, CATEGORY I: TEACHING

Source: Students

Face-to-Face Sample

Item #	Statements	Design	Delivery	
1	During the first week of class the instructor provided and explained the syllabus.	3.75		
2	The course materials (textual and/or web based), assignments, exams, class discussions, activities, projects and/or papers in this class have increased my understanding of the	3.50		
3	The instructor has utilized a variety of teaching techniques and methods.		3.75	
4	The instructor has created a climate for students' participation in class or online.		3.75	
5	The instructor has provided feedback to improve my learning.		3.25	
6	The instructor's presentations have been informative regarding the subject matter of the		3.50	
7	The instructor has been successful in communicating the subject matter of the course.		3.50	
8	The instructor has met classes consistently and generally has been punctual.		3.50	
9	The instructor has been available for consultation during scheduled office hours, by		3.75	
10	The instructor has shown consideration and respect.		3.75	
11	All things considered, the instructor has been an effective teacher.		3.75	
12	All things considered, the course has been a positive learning experience.	3.25		
Averages		3.50	3.61	3.56

Online Sample

Item #	Statements	Design	Delivery	
1	During the first week of class the instructor provided and explained the syllabus.	3.75		
1a	The instructor was consistent in following the syllabus.		3.75	
2	The course materials (textual and/or web based), assignments, exams, class discussions, activities, projects and/or papers in this class have increased my understanding of the subject.	3.75		
3	The instructor has utilized a variety of teaching techniques.		3.75	
4	The instructor has created a format to increase students' accessibility online.	3.75		
5	The instructor has provided feedback to improve my learning.		3.25	
6	The minimum amounts of time per week needed for online interactions, study and homework assignments were clearly stated in the syllabus.	3.50		
7	The presentations and required text have been informative regarding the subject matter of the course.	3.50		
8	The instructor has been successful in communicating the subject matter of the course.		3.50	
9	The instructor has consistently facilitated discussions.		3.50	
10	The instructor has been available for consultation during scheduled office hours and/or by appointment.		3.25	
11	The instructor has been professional and shown consideration and respect.		3.50	
12	The instructor has regularly communicated in the class via electronic means (e.g., emails, announcements, discussions boards, etc.).		3.75	
13	All things considered, the instructor has been an effective instructor.		3.50	
14	I have logged in and participated fully in the course as instructed in the syllabus.		3.75	
15	I would enroll in another online course.		3.50	
Averages		3.65	3.55	3.60



Teaching Faculty Evaluation

Forms for Department Chair/Dean

Faculty Name: _____ ID Number: _____

Department: _____

College/School: _____

Rank: _____ Tenure: Yes _____ No _____

Date Began Service: _____

Today's Date: _____

DEPARTMENT CHAIR/DEAN EVALUATION SCORING SHEET

CATEGORY I: TEACHING

<p>Instructions: For the items below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. <u>All items in the Teaching Category must be evaluated.</u> For each of the teaching roles A, B and C, an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write these averages in the “Averages Column” for each respective teaching role.</p>	<p><u>Item Ratings</u></p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory Performance = 2</p> <p>Improvement Required = 1</p> <p>Unsatisfactory = 0</p>	<p><u>Averages Column</u></p>
<p>A. Instructional Design The extent to which the faculty member:</p>		
1. Has syllabi which follow University Guidelines.		
2. Creates assignments, projects, and/or exams related to the outcome(s) identified for the course.		
3. Designs instructional activities clearly related to the outcome(s) identified for the course.		
4. Identifies course materials, including textbook, which are clearly related to course outcome(s).		
5. Employs instructional materials appropriate for the target student population.		
6. Uses “up-to-date” course materials.		
7. Prepares assignments, handouts, exams, and activities to promote student interest and enhance learning.		
<p>Instructional Design Rating</p>		
<p>B. Content Expertise The extent to which the faculty member:</p>		
1. Demonstrates knowledge of discipline.		
2. Demonstrates competence with course content that is relevant and thorough.		
3. Uses instructional technology which is clearly related to the outcome(s) identified for the course.		
4. Uses instructional technology to promote mastery of concept(s) or content of the course.		
<p>Content Expertise Rating</p>		
<p>C. Course Management The extent to which the faculty member:</p>		
1. Submits required reports and documents as directed.		
2. Is available to students outside class.		
<p>Course Management Rating</p>		

DEPARTMENT CHAIR/DEAN EVALUATION SCORING SHEET

CATEGORY II: RESEARCH—SCHOLARLY ACTIVITY AND GRANTSMANSHIP

<p>Instructions: Some of the items below are required by the department, while others are selected by the faculty member for evaluation. In the second column, mark required items with an “R” and mark selected items with an “S.” Items not so marked must not be evaluated. For the marked items below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. For the Research Category an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write this average in the “Averages Column” at the bottom of the page for the “Scholarly Activity Rating.”</p>	Items to be Evaluated (R=Required, S=Selected)	<p><u>Item Ratings</u></p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory Performance = 2</p> <p>Improvement Required = 1</p> <p>Unsatisfactory = 0</p>	<u>Averages Column</u>
1. Publishes papers in journals and conference proceedings within teaching field or area of specialization.			Averages Column
2. Writes books or chapters in books in teaching field or area of specialization.			
3. Presents papers in the teaching or related field for delivery at professional meetings.			
4. Devises, produces, or performs creative works related to one’s teaching or allied field.			
5. Designs, constructs, or produces technical applications or policy reports related to one’s teaching or allied field.			
6. Submits through University channels a grant proposal.			
7. Acquires funding for grants.			
8. Lends significant assistance to the author of a funded grant.			
9. Receives renewal of grants at the expected level.			
10. Serves as a paid consultant in one’s specialized area.			
11. Supervises research projects.			
12. Reviews manuscripts, books, journals and articles.			
13. Receives awards or recognition in one’s area of expertise.			
Scholarly Activity Rating			

DEPARTMENT CHAIR/DEAN EVALUATION SCORING SHEET

CATEGORY III: SERVICE AND PROFESSIONAL DEVELOPMENT

<p>Instructions: Some of the items below are required by the department, while others are selected by the faculty member for evaluation. In the second column, mark required items with an “R” and mark selected items with an “S.” Items not so marked must not be evaluated. For the marked items below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. For the Service and Professional Development Category an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write this average in the “Averages Column” at the bottom of the page for the “Service and Professional Development Rating.”</p>	Items to be Evaluated (R=Required, S=Selected)	<p>Item Ratings</p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory</p> <p>Performance = 2</p> <p>Improvement</p> <p>Required = 1</p> <p>Unsatisfactory = 0</p>	<u>Averages</u> <u>Column</u>
<p>A. Professional Development is defined as activities directed toward keeping abreast of events in one’s recognized area of expertise and in acquiring additional knowledge and skills designed to improve one’s teaching effectiveness and scholarly activities. Professional Service* is defined as contributions of faculty members, within their recognized area of expertise, to professional organizations, services, and events at either the local, state, national, or international level, without pay.</p> <p>For evaluation purposes, academic departments and colleges/schools should consider the following activities:</p>			
1. Participates in meetings, symposia, seminars, or colloquia and attends enhancement courses on or off campus.			
2. Studies towards a higher degree or acquires additional training.			
3. Receives fellowships related specifically to professional field.			
4. Assists in organizing meetings, symposia, seminars, or colloquia.			
5. Holds membership in professional organizations.			
6. Holds leadership position(s) in professional organizations.			
7. Reviews grant proposals.			
8. Renders professional assistance (in one’s area of expertise) to educational or other agencies.			
9. Receives professional recognition through awards and honors.			

B. University Service is defined as faculty work other than teaching and research that contributes to the mission and goals of the university.

For evaluation purposes, the following premises should guide academic departments and colleges/schools:

10. Participates in departmental committees.		
11. Participates in college/school committees.		
12. Participates in university-wide committees.		
13. Submits concept papers or proposals for student, faculty, and curriculum enhancement.		
14. Assists with university-sponsored activities.		
15. Cooperates with colleagues and supervisors.		
16. Attends required meetings associated with one's department.		
17. Attends required meetings associated with one's college/school.		
18. Attends required meetings associated with the University.		
19. Procures resources for the University.		
20. Participates in student recruitment activities.		
21. Advises student organization(s) or mentors students or group(s) of students to enhance the quality of campus life.		
22. Provides or plans lectures or workshops.		
23. Receives awards or honors.		

*Within the category of **Service and Professional Development**, honoraria will not be considered as payment for services.

Service and Professional Development Rating

**DEPARTMENT CHAIR/DEAN
COMPOSITE ROLE RATINGS (CRR)**

Faculty Name: _____ ID Number: _____

Category	Ratings (CRR)
I. Teaching	
A. Instructional Design	
B. Content Expertise	
C. Course Management	
II. Research—Scholarly Activity and Grantsmanship	
III. Service and Professional Development	

Department Chair/Dean Evaluation

Signature below acknowledges that the Teaching Faculty Evaluation Instrument has been completed as of the date indicated.

Department Chair's/Dean's Name

Signature (Department Chair/Dean)

Date



Teaching Faculty Evaluation Forms for Peers (Committee)

Faculty Name: _____ ID Number: _____

Department: _____

College/School: _____

Rank: _____ Tenure: Yes _____ No _____

Date Began Service: _____

Today's Date: _____

PEERS (COMMITTEE) EVALUATION SCORING SHEET

CATEGORY I: TEACHING

<p>Instructions: For the items below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. <u>All items in the Teaching Category must be evaluated.</u> For each of the teaching roles A and B, an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write these averages in the “Averages Column” for each respective teaching role.</p>	<p><u>Item Ratings</u></p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory</p> <p>Performance = 2</p> <p>Improvement</p> <p>Required = 1</p> <p>Unsatisfactory = 0</p>	<p><u>Averages</u></p> <p><u>Column</u></p>
<p>A. Instructional Design</p> <p>The extent to which the faculty member:</p>		
1. Has syllabi which follow University Guidelines.		
2. Creates assignments, projects, and/or exams related to the outcome(s) identified for the course.		
3. Designs instructional activities clearly related to the outcome(s) identified for the course.		
4. Identifies course materials, including textbook, which are clearly related to course outcome(s).		
5. Employs instructional materials appropriate for the target student population.		
6. Uses “up-to-date” course materials.		
7. Prepares assignments, handouts, exams, and activities to promote student interest and enhance learning.		
<p>Instructional Design Rating</p>		
<p>B. Content Expertise</p> <p>The extent to which the faculty member:</p>		
1. Demonstrates knowledge of discipline.		
2. Demonstrates competence with course content that is relevant and thorough.		
3. Uses instructional technology which is clearly related to the outcome(s) identified for the course.		
4. Uses instructional technology to promote mastery of concept(s) or content of the course.		
<p>Content Expertise Rating</p>		

PEERS (COMMITTEE) EVALUATION SCORING SHEET

CATEGORY II: RESEARCH—SCHOLARLY ACTIVITY AND GRANTSMANSHIP

<p>Instructions: Some of the items below are required by the department, while others are selected by the faculty member for evaluation. In the second column, mark required items with an “R” and mark selected items with an “S.” Items not so marked must not be evaluated. For the marked items below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. For the Research Category an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write this average in the “Averages Column” at the bottom of the page for the “Scholarly Activity Rating.”</p>	Items to be Evaluated (R=Required, S=Selected)	<p><u>Item Ratings</u></p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory Performance = 2</p> <p>Improvement Required = 1</p> <p>Unsatisfactory = 0</p>	<u>Averages Column</u>
1. Publishes papers in journals and conference proceedings within teaching field or area of specialization.			Averages Column
2. Writes books or chapters in books in teaching field or area of specialization.			
3. Presents papers in the teaching or related field for delivery at professional meetings.			
4. Devises, produces, or performs creative works related to one’s teaching or allied field.			
5. Designs, constructs, or produces technical applications or policy reports related to one’s teaching or allied field.			
6. Submits through University channels a grant proposal.			
7. Acquires funding for grants.			
8. Lends significant assistance to the author of a funded grant.			
9. Receives renewal of grants at the expected level.			
10. Serves as a paid consultant in one’s specialized area.			
11. Supervises research projects.			
12. Reviews manuscripts, books, journals and articles.			
13. Receives awards or recognition in one’s area of expertise.			
Scholarly Activity Rating			

PEERS (COMMITTEE) EVALUATION SCORING SHEET

CATEGORY III: SERVICE AND PROFESSIONAL DEVELOPMENT

<p>Instructions: Some of the items below are required by the department, while others are selected by the faculty member for evaluation. In the second column, mark required items with an “R” and mark selected items with an “S.” Items not so marked must not be evaluated. For the <u>marked items</u> below rate the faculty member from 0 to 4 according to the Item Rating Scale given to the right. For the Service and Professional Development Category an average will automatically be computed by the Faculty Evaluation Spreadsheet. Please write this average in the “Averages Column” at the bottom of the page for the “Service and Professional Development Rating.”</p>	Items to be Evaluated (R=Required, S=Selected)	<p><u>Item Ratings</u></p> <p>Exemplary = 4</p> <p>Professional = 3</p> <p>Satisfactory = 2</p> <p>Performance</p> <p>Improvement</p> <p>Required = 1</p> <p>Unsatisfactory = 0</p>	<u>Averages</u> <u>Column</u>
<p>A. Professional Development is defined as activities directed toward keeping abreast of events in one’s recognized area of expertise and in acquiring additional knowledge and skills designed to improve one’s teaching effectiveness and scholarly activities. Professional Service* is defined as contributions of faculty members, within their recognized area of expertise, to professional organizations, services, and events at either the local, state, national, or international level, without pay.</p> <p>For evaluation purposes, academic departments and colleges/schools should consider the following activities:</p>			
1. Participates in meetings, symposia, seminars, or colloquia and attends enhancement courses on or off campus.			
2. Studies towards a higher degree or acquires additional training.			
3. Receives fellowships related specifically to professional field.			
4. Assists in organizing meetings, symposia, seminars, or colloquia.			
5. Holds membership in professional organizations.			
6. Holds leadership position(s) in professional organizations.			
7. Reviews grant proposals.			
8. Renders professional assistance (in one’s area of expertise) to educational or other agencies.			
9. Receives professional recognition through awards and honors.			

B. University Service is defined as faculty work other than teaching and research that contributes to the mission and goals of the university.

For evaluation purposes, the following premises should guide academic departments and colleges/schools:

10. Participates in departmental committees.			
11. Participates in college/school committees.			
12. Participates in university-wide committees.			
13. Submits concept papers or proposals for student, faculty, and curriculum enhancement.			
14. Assists with university-sponsored activities.			
15. Cooperates with colleagues and supervisors.			
16. Attends required meetings associated with one's department.			
17. Attends required meetings associated with one's college/school.			
18. Attends required meetings associated with the University.			
19. Procures resources for the University.			
20. Participates in student recruitment activities.			
21. Advises student organization(s) or mentors students or group(s) of students to enhance the quality of campus life.			
22. Provides or plans lectures or workshops.			
23. Receives awards or honors.			
*Within the category of Service and Professional Development , honoraria will not be considered as payment for services.			
Service and Professional Development Rating			

PEERS (COMMITTEE) COMPOSITE ROLE RATINGS (CRR)

Faculty Name: _____ ID Number: _____

Category	Ratings (CRR)
I. Teaching	
A. Instructional Design	
B. Content Expertise	
II. Research—Scholarly Activity and Grantsmanship	
III. Service and Professional Development	

Peer (Committee) Evaluation

Signature below acknowledges that the Teaching Faculty Evaluation Instrument has been completed as of the date indicated.

Signature (Peer Facilitator) *Title* *Date*

Signature (Peer) *Title* *Date*

Signature (Peer) *Title* *Date*

Signature (Peer) *Title* *Date*

Signature (Peer) *Title* *Date*



NORFOLK STATE UNIVERSITY

Teaching Faculty Evaluation Summary Forms

Faculty Name: _____ ID Number: _____

Department: _____

College/School: _____

Rank: _____ Tenure: Yes _____ No _____

Date Began Service: _____

Today's Date: _____

TABLE 1: Composite Role Rating for Teaching

Teaching	Students	Peers	Department Head	Weighted Ratings
Instructional Delivery Skills	30% X []			
Instructional Design Skills	10% X []	20% X []	10% X []	
Content Expertise		20% X []	5% X []	
Course Management			5% X []	
COMPOSITE ROLE RATING (CRR) FOR TEACHING				

TABLE 2: Category Weights

Category	Minimum Weights	Department's Discretionary Weight	Faculty's Discretionary Weight	Faculty's Category Weights (Without Release-time)
Teaching	40%			
Scholarly Activity	15%			
Service and Professional Development	20%			

TABLE 3: Distribution Weights with Release-Time

Category	Faculty's Category Weights (without Release-Time)	Release-Time	Final Distribution Weights (with Release-time)
Teaching			
Scholarly Activity			
Service and Professional Development			

TABLE 4: Final Evaluation Rating Computation

Category	Final Distributions	Composite Role Rating	Weighted Rating
Teaching			
Scholarly Activity			
Service and Professional Development			
Evaluation Rating			

Comments by Department Chair and Peers (Committee):

Signature below acknowledges that the Teaching Faculty Evaluation Instrument has been completed as of the date indicated.

Signature (Department Chair)

Title

Date

Signature (Committee)

Title

Date

Signature (Committee)

Title

Date

Signature (Committee)

Title

Date

Signature (Faculty)

Title

Date

Comments by Faculty Member:

Signature below acknowledges that the Department Chair and a representative from my Peers (Committee) have reviewed this completed Teaching Faculty Evaluation as of the date indicated.

Signature (Faculty)

Title

Date

Appendix B

Sample Computation

SAMPLE COMPUTATION

Consider Professor Drake, who was evaluated by the three sources with the following ratings:

Students: A. Instructional Delivery – 4
 B. Instructional Design – 3

Peers: A. Instructional Design – 3
 B. Content Expertise – 4

Dept. Chair: A. Instructional Design – 3
 B. Content Expertise – 3
 C. Course Management – 2

Substituting the above ratings into the formula sheet, **TABLE 4**, as shown below [See Arreola, R.A. (2000), pages 51-55], will result in a **Composite Role Rating (CRR)** for Professor Drake of **3.45** for teaching.

TABLE 4: Composite Role Rating for Teaching: Professor Drake

<i>Teaching</i>	Students	Peers	Dept. Head	Weighted Ratings
Instructional Delivery Skills	30% X [4]			1.20
Instructional Design Skills	10% X [3]	20% X [3]	10% X [3]	1.20
Content Expertise		20% X [4]	5% X [3]	0.95
Course Management			5% X [2]	0.10
COMPOSITE ROLE RATING (CRR) FOR TEACHING				3.45

Professor Drake was evaluated in categories II and III with the following composite ratings:

Peers: II. Scholarly Activity 3.0
 III. Service and Professional Development 4.0

Dept. Chair: II. Scholarly Activity 3.0
 III. Service and Professional Development 3.0

Substituting the above ratings into the formula sheet, **TABLE 5**, as shown below [See Arreola, R.A. (2000), pages 51-55], will result in a **Composite Role Rating (CRR)** for Professor Drake of **3.00** for scholarly activity, and **3.70** for service and professional development.

TABLE 5: Composite Role Rating for Professor Drake

Category	Students	Peers	Dept. Head	Composite Rating
II. Scholarly Activity		70% X [3]	70% X [3]	3.00
III. Service and Professional Development		70% X [4]	30% X [3]	3.70

The actual evaluation rating for Professor Drake would be based on the weight distributions a school or department and the faculty member (allocating his 15%) assign to the various categories. For example, given the following distributions:

I. Teaching 50%
 II. Scholarly Activity 25%
 III. Service and Professional Development 25%

Professor Drake's rating is computed as follows:

$$50\% \times [3.45] + 25\% \times [3.00] + 25\% \times [3.70] = \mathbf{3.40}$$

Appendix C

ANNUAL EVALUATION CALENDAR FOR JANUARY 1, 2020 - DECEMBER 31, 2020

EVALUATION CALENDAR PLAN
for
Evaluation Year January 1, 2020 – December 31, 2020

Action	Person	Date
1. Establishment of School Process Compliance Committee	Dean Faculty	October 1, 2020
2. Announcement of Departmental Evaluation Committee	Department Chair Faculty	October 1, 2020
3. Dissemination of evaluation packet with due dates to faculty	Dean Department Chair	October 15, 2020
4. Departmental distribution of weights to categories of the evaluation	Departmental Faculty	October 15, 2020
5. Notification of the nature and schedule of the appeal process	Dean Department Chair	October 15, 2020
6. Electronic Distribution of Student Course Evaluations	Academic Affairs OIT	Last third of each semester
7. Completion of Student Course Evaluations	Students	Last third of each semester
8. Distribution of results of student course evaluations for spring/fall semesters for 2020	OIT Academic Affairs Department Chair Dean	By January 15, 2021
9. Submission of portfolios	Faculty	By February 1, 2021
10. Completion of Peer evaluation	Departmental Evaluation Committee	By February 15, 2021
11. Completion of faculty evaluations by Department Chair	Department Chair	By February 19, 2021
12. Tabulation of Composite Score for faculty evaluation	Departmental Evaluation Committee	By February 26, 2021
13. Conference with individual faculty members	Chairperson of the Departmental Evaluation Committee	By March 1, 2021
14. Submission of departmental report and recommendations to the Dean	Chairperson of the Departmental Evaluation Committee	By March 9, 2021
15. Submission of school report and recommendations to the Provost and Vice President for Academic Affairs	Dean	By March 19, 2021

Appendix D

TABLE OF CONTENTS FOR FACULTY PORTFOLIO

**TABLE OF CONTENTS
FOR
FACULTY EVALUATION PORTFOLIO**

SECTION I – INTRODUCTION.....

- I.1. QUALIFICATIONS.....
- I.2. CURRICULUM VITAE.....
- I.3. GOALS AND OBJECTIVES
- I.4. WORKLOAD DESCRIPTIONS.....

SECTION II – TEACHING

- II.1. METHODS OF TEACHING.....
- II.2. COURSE DOCUMENTATION FOR SPRING SEMESTER.....
 - II.2.1. Spring Semester Syllabi.....
 - II.2.2. Student Assessments.....
 - II.2.3. Course Assignments / Projects.....
 - II.2.4. Course Tests / Quizzes.....
- II.3. COURSE DOCUMENTATION FOR FALL SEMESTER.....
 - II.3.1. Fall Semester Syllabi.....
 - II.3.2. Student Assessments.....
 - II.3.3. Course Assignments / Projects.....
 - II.3.4. Course Tests / Quizzes.....

SECTION III – RESEARCH - SCHOLARLY ACTIVITY AND GRANTSMANSHIP.....

- III.1 SCHOLARSHIP.....
- III.2 GRANTSMANSHIP.....

SECTION IV – SERVICE AND PROFESSIONAL DEVELOPMENT

IV.1. PROFESSIONAL SERVICE

IV.2. PROFESSIONAL DEVELOPMENT



BOV POLICY #29 (2018) FAMILIAL RELATIONSHIPS IN EMPLOYMENT

Policy Title:	Familial Relationships in Employment
Policy Type:	Board of Visitors
Policy Number:	BOV Policy # 29 (2018)
Approved:	March 19, 2021
Responsible Office:	Office of Human Resources
Responsible Executive:	Vice President for Operations and Chief Strategist for Institutional Effectiveness
Applies to:	University employees, prospective employees and student employees

POLICY STATEMENT

It is the policy of Norfolk State University, consistent with the State and Local Government Conflict of Interest Act, that certain close family members not be employed by the University unless neither employee exercises any control over the employment or employment activities of the other, and neither is in a position to influence the employment activities of the other.

It is also the policy of Norfolk State University that certain extended family members be prohibited from being in a supervisory relationship with one another, even if it results from marriage after the employment relationship was formed.

This policy sets forth the disclosure and approval requirements that must be followed as a condition of employment with the University.

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BOV POLICY #29 (2018) FAMILIAL RELATIONSHIPS IN EMPLOYMENT

DEFINITIONS

Immediate Family Members or Immediate Family: (1) a spouse, (2) any other person residing in the same household as the employee who is a dependent of the employee or of whom the employee is a dependent (*Code of Virginia* § 2.2-3106).

Extended Family Member or Extended Family: Any person, other than Immediate Family, related to the employee within the four degrees of kinship or the three degrees of lineage. This includes the employee's or the spouse's children, parents, grandparents, great-grandparents, brothers, sisters, half-brothers and half-sisters, grandchildren, great-grandchildren, aunts, uncles, nieces and nephews, great nieces and nephews, first cousins; and persons married to any of the foregoing; and includes adopted, step, and foster relatives. The term also includes domestic partners and relatives of domestic partners.

Immediate Supervisor: The employee in direct authority over another employee. For the purposes of this policy, this includes the person or persons who evaluates the employee, makes assignments to the employee, or has authority to hire or separate, or to determine or make recommendations on the hiring, separating, salary or other terms and conditions of employment of the employee.

Reviewer: The Immediate Supervisor's supervisor, and anyone within the chain of command above the Immediate Supervisor's supervisor.

Supervisor-Subordinate Relationship: The Supervisor-Subordinate Relationship includes the relationship between the employee and his or her Immediate Supervisor, as well as any reviewer.

CONTACTS

The Office of Human Resources officially interprets this policy. The Vice President for Operations and Chief Strategist for Institutional Effectiveness is responsible for obtaining approval for any revisions as required by [BOV Policy #01 \(2014\) Creating and Maintaining Policies](#) through the appropriate governance structures. Questions regarding this policy should be directed to Office of Human Resources.

STAKEHOLDERS

University employees, prospective employees and student employees.



BOV POLICY #29 (2018) FAMILIAL RELATIONSHIPS IN EMPLOYMENT

POLICY CONTENTS

1. Prohibited Employment

Consistent with the State Conflicts of Interest Act, Immediate Family Members may not be employed by the University unless neither employee exercises any control over the employment or employment activities of the other, and neither is in a position to influence the employment activities of the other.

2. Prohibited Supervisor-Subordinate Relationships

Supervisor-Subordinate Relationships are prohibited between or among Extended Family Members.

Procedures

Upon initial adoption of this policy, each employee of the University must, within 30 days, report to the [Assistant Vice President](#) of Human Resources any Immediate Family Members or Extended Family Members who are also employed by the University.

Applicants for employment at the University shall be required in the employment process to disclose the identity of any and all Immediate Family Members and Extended Family Members working at the University.

Employees of the University have a continuing obligation to report to the Assistant Vice President of Human Resources any change in marital status of any person where the change results in creation of a new relationship for the employee of Immediate Family or Extended Family with any other employee of the University.

In the case of new and current Immediate Family Member employees, a *Familial Employment Review* form (to be developed) must be completed by both Immediate Family Members. If such dual employment meets the criteria for the exemption of Prohibited Employment described above, and is recommended by all Supervisors and Reviewers of both employees, and approved by the President, then that dual employment will be permitted.

In the case of new and current Extended Family Member employees, a *Familial Employment Review* form (to be developed) must be completed by both Extended Family Members. If no Supervisor-Subordinate Relationship is proposed or exists between the employees, and the employment is recommended by all Supervisors and Reviewers of both employees, and is approved by the President, then the non-supervisory employment will be permitted.



BOV POLICY #29 (2018) FAMILIAL RELATIONSHIPS IN EMPLOYMENT

No offer of employment shall be made to any new or transfer employee who is in an Immediate or Extended Relationship with another employee until the *Familial Employment Review* form shall have been approved the President.

Responsibilities

It is the responsibility of the hiring authority to ensure that each applicant has disclosed information about the applicant's Immediate and Extended Family members employed by the University. It is also the responsibility of the hiring authority to initially analyze this information to determine if the employment is prohibited or if an approved *Familial Employment Review* form is required before extending an offer of employment.

It is the responsibility of the appropriate vice president to approve employment of an applicant who has a family member already employed by the University in the same college or assistant or associate vice president's area. Signing an approval form is appropriate only when the signatory believes that the relationship between the current employee and the applicant will not disrupt or in any way impede the operations of the college or area under the assistant or associate vice president.

It is the responsibility of each applicant for employment and each employee to disclose, consistent with this policy, all current or new Immediate or Extended Family Relationships with any employee of the University.

Sanctions

Any employee who violates this policy by failing to make disclosures required by this policy is subject to disciplinary action and sanctions, including termination.

Any hiring authority who violates this policy by failing to obtain prior written approval to make an offer of employment to an individual who reveals the existence of an Immediate or Extended Family Member employee, is subject to sanctions, including termination.

Sanctions will be commensurate with the severity and/or frequency of the offense and may include termination of employment.

EDUCATION AND COMPLIANCE

Employees will be required upon application, offer, and employment to disclose familial relationships. Management will review employee disclosure for policy accordance. To ensure conformity to the requirements of this policy, the Office of Human Resources will distribute



BOV POLICY #29 (2018) FAMILIAL RELATIONSHIPS IN EMPLOYMENT

quarterly reminders via Campus Announcements. Violations will be reported to the Office of Human Resources immediately upon disclosure or revelations.

PUBLICATION

This policy will be widely published or distributed to the University community. To ensure timely publication and distribution thereof, the Responsible Executive will make every effort to;

Communicate the policy in writing, electronic, or otherwise to the University community, within 14 days of approval;

- Submit this policy for inclusion in the online Policy Library within 14 days of approval;
- Post the policy on the appropriate website; and
- Educate and train all stakeholders and appropriate audiences on the policy's content as necessary. Failure to meet the publication requirements does not invalidate this policy.

REVIEW SCHEDULE

- Next Scheduled Review: March 2024
- Approval by, date: Board of Visitors, March 19, 2021
- Revision History: June 8, 2018; December 11, 2020
- Supersedes: None

RELATED DOCUMENTS

1. [Code of Virginia § 2.2-3106](#) Prohibited contracts by officers and employees of state government.
2. [Code of Virginia § 2.2-3100](#) Policy; application; construction.
3. Norfolk State University [Ethics in Procurement Administrative Policy #43-28](#).

FORMS

Familial Employment Review



Office of Environmental Health, Safety and Risk Management

700 Park Avenue, Suite 101, Norfolk, Virginia 23504-8025

Tel: (757) 823-9287, **Fax:** (757) 823-2050

Email: rdallmond@nsu.edu

Web: <http://www.nsu.edu>

CERTIFICATE OF INSURANCE COVERAGE

ISSUED TO: TBD

ATTENTION: TBD

SELF -INSURER: Commonwealth of Virginia

AUTHORIZATION: §2.2-1837, Code of Virginia; Commonwealth of Virginia "Risk Management Plan"

COVERAGE PERIOD: May 29, 2024 – May 29, 2025

PURPOSE: Verification of liability coverage
VIN: 1FD4E4FN3RDD23367

COVERAGES: Tort Liability, including Medical Malpractice and Automobile Liability

LIMITS: \$2,000,000 - Tort claims against persons
\$ 100,000 - Tort claims against the Commonwealth
\$2,600,000 - Medical Incident per occurrence
(Subject to Code of Virginia §8.01-581.1 et seq., Code of Virginia)

ADMINISTRATOR: Virginia Division of Risk Management
P.O. Box 1879
Richmond, VA 23218-1879

This is for information only and does not alter any provisions of the Code of Virginia nor the Commonwealth of Virginia "Risk Management Plan".

VERIFIED BY: State Official's Name: Roderick Allmond
Title: Safety Compliance Officer
Date: 5-29-2024