



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

# *Social Emotional Learning*

*2024-2025 Plan*



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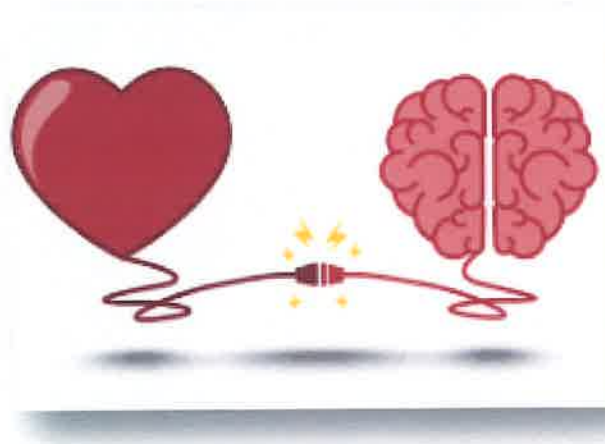
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# Social Emotional Learning Introduction

Norfolk Public Schools is committed to supporting our students, staff, and community in developing and sustaining essential social and emotional skills that will enhance the quality of life, self-awareness, and positive school climates. Social emotional learning in Norfolk Public Schools is embedded in the academic program and is reinforced in every aspect of the school community. All stakeholders must be included in developing the social emotional well-being of our greatest resource, our students. Staff and community members must be equipped to model intra-personal, interpersonal, and decision-making skills that support our students in developing 21<sup>st</sup> century skills. Social emotional learning in Norfolk Public Schools is guided through the Virginia Tiered Systems of Support which drive each school's Positive Behavior Interventions and Supports programs.

The school division's goals integrate academic, behavioral, and social emotional growth to prepare students for post high school opportunities. Social emotional learning begins in pre-kindergarten and continues through graduation from high school. Norfolk Public Schools' Drive for 5 incorporates the school division's goals to provide safe and caring learning environments for students.



## NPS Mission

- The mission of Norfolk Public Schools, the cornerstone of a proudly diverse community, is to ensure that all students maximize their academic potential, develop skills for lifelong learning and are successful contributors to a global society, as distinguished by:
- Courageous advocacy for all students
- Family and community investment
- Data-driven personalized learning
- Strong and effective leadership teams
- Shared responsibility for teaching and learning
- Access to rigorous and rewarding college and career readiness opportunities

## NPS Board & Division Priorities

- Ensure full accreditation

- Increase academic achievement of all students
- Improve climate, safety & attendance
- Become a School Board of Distinction
- Promote Norfolk Public Schools to reflect outstanding accomplishments of staff, teachers and students
- Develop and coordinate a capital improvement plan for facilities and technology to enhance teaching and learning
- Attract, retain, and help to develop strong academic families and highly qualified teachers and staff

### **Social Emotional Learning Plan Vision**

To be a school division where students and staff:

- embrace self-awareness and are able to self-manage emotions and behaviors
- demonstrate acceptance and empathy for others and develop positive relationships
- make responsible decisions

### **Social Emotional Learning Plan Goals**

The Social Emotional Learning Plan for Norfolk Public Schools will describe:

- information on the roles of the NPS staff in supporting social emotional growth of students and staff
- resources available to students and staff
- resources for parents to learn about social emotional learning
- action planning for SEL objectives in progress

## **Social Emotional Learning Plan**

Over the past few years, the COVID-19 pandemic has impacted the community and will continue to be problematic for families, students, and educators. Primary challenges for NPS schools include the academic and social emotional learning losses that are associated with the extended time away from in-school learning and the lack of appropriate socializing opportunities during the student's prolonged time away from school.

The impacts of the pandemic have changed our lives over the past few years. While some students may have had a wonderful experience during the pandemic, spending a great amount of quality time with their families, others had horrific experiences marked by problems such as a lack of resources or a sense of isolation. The trauma experienced by some children during the pandemic can have a serious impact on their behaviors and achievement. Problems may include difficulties with concentration, memory, organizational abilities, academic performance, classroom behaviors, and the ability to form positive relationships with peers and teachers. Many students will likely need assistance as they return to school. To provide that support, school staff members may require training in areas such as social emotional learning (SEL) and trauma-informed care.

### Social Emotional Learning

Social Emotional Learning (SEL), as defined by the not-for-profit Collaborative for Academic, Social and Emotional Learning (CASEL), is “the process whereby children and adults develop essential social and emotional skills, knowledge and attitudes” related to the core areas of social and emotional competency:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

According to CASEL, research has shown that SEL has a wide variety of benefits for students. It supports and boosts academic achievement and provides the foundation for improved mental health and behavioral outcomes. SEL promotes key competencies through instruction and modeling, as well as, through the creation of learning environments where students feel safe, cared for, and engaged in learning.

### Trauma-Informed Care

The impact of trauma differs from person to person. Factors such as resilience of the individual, their biochemical makeup of the individual, and the support that they receive can influence how individuals respond. The nature of the trauma, the period of time that the trauma was experienced, and the intensity of the trauma also influence how individuals respond.

A focus on trauma informed care and social emotional learning can help students mitigate the impacts of trauma. Social emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. While we may not always be able to eliminate all sources of trauma, we can help students to learn the skills needed to work through academic, behavioral, mental health, and social emotional challenges that may arise as a result of their exposure to trauma.

### Integration

The competencies associated with social emotional learning include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Promotion of SEL includes the intentional teaching of skills and strategies that will help students develop these competencies.

Trauma Sensitive Practices	SEL	PBIS
<ul style="list-style-type: none"><li>● All staff understand the prevalence and impact of trauma on their students and themselves</li></ul>	<ul style="list-style-type: none"><li>● Self-Awareness</li><li>● Self-Management</li><li>● Social Awareness</li><li>● Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>● Team/School-wide Implementation</li><li>● Define and teach expectations</li></ul>

<ul style="list-style-type: none"> <li>• School strives for physical, emotional, social, academic safety for all</li> <li>• The school is inclusive and connects students to the community instead of excluding them</li> <li>• The school staff work collaboratively to support students</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge and reward positive behavior</li> <li>• Monitor and correct behavior</li> <li>• Use data for process monitoring and decision-making</li> </ul>
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In a comprehensive program to address student social emotional needs, a primary objective is the integration of trauma sensitive practices into the school and to intentionally teach and model social emotional learning competencies. The Positive Behavior Interventions and Supports (PBIS) framework can be used as a method to scaffold various school programs and initiatives to create a comprehensive school program that addresses the needs of students.

Trauma-informed care and social emotional learning training is an ongoing priority to help ensure that all staff have a common understanding of how to interact with and support students. The district is currently developing training modules that will help support all staff members with their knowledge and understanding of social emotional learning and trauma informed care. A goal is to challenge the hearts and minds of all staff members so that they are better prepared to address the wide variety of needs that students present with at school. We want to help teachers realize that they are capable of working with all students, regardless of the needs, challenges, and barriers that students come to school with.

A variation of strategies, driven by the work of all school staff members, are needed to move the mission forward. All employee groups need to be involved because all interactions with students matter. Everyone including division administrators, NPS mental health workers, teachers, and support staff need to be rowing in the same direction to get the results that we need for our students. Everyone needs to be onboard for school communities to develop the positive culture and climate required to foster student growth and resilience.

Students typically respond best to instruction and guidance when they feel that those that they are interacting with genuinely care for them. Relationships matter as they serve as a method to build rapport. Students interact with various people during the day and each interaction is important. It is not just teachers, counselors, and administrators that make a difference. Bus drivers, custodians, food service workers, and office staff can also impact a child's life in a positive manner. All staff members need professional development to better understand the basics of social emotional learning and trauma-informed care as we address children with a variety of needs.



A diverse group of employees from across the district assisted with developing the Norfolk Public Schools' Social Emotional Learning Plan. They have lent their expertise on the subject matter and have shared how they, serving in their different capacities, will be able to support the SEL Plan.

Among those groups are:

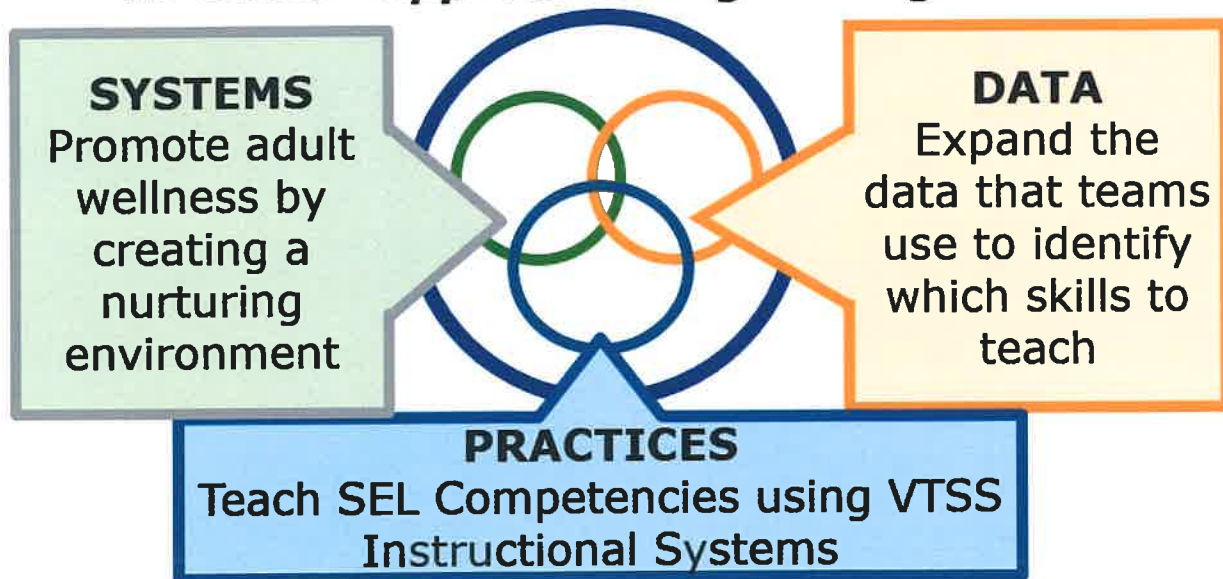
- VTSS Committee Executive and Working groups
- NPS VTSS champion
- NPS PBIS administrator
- VTSS/PBIS trainers working with NPS
- School psychologists
- School social workers
- School counselors
- School nurses
- School behavioral specialists
- Department of Student Support Services
- Department of Student Wellness Department
- Department of Curriculum and Instruction
- School behavior specialists



## Multi-Tiered Systems of Support (aka VTSS)

# VTSS Implementation Logic

***Implement behavior, academic and social emotional supports through a single team.***



The Virginia Tiered Systems of Support (VTSS) is the model promoted by the VDOE and is being implemented in Norfolk Public Schools. In this model, systems, data, and practices are examined to determine the specific needs of schools and the school district. Time and energy are also spent looking at the programs and practices available across the district to meet those needs. VTSS includes efforts associated with both the PBIS and RTI initiatives. A wide variety of strategies, driven by all school staff members, are needed to move the mission forward. All employee groups need to be involved because all interactions with students matter.

### **Trauma-Informed Care Training**

A primary goal of the Norfolk Public Schools' Social Emotional Learning plan is to increase the percentage of staff members that have received training in trauma-informed care. As students returned to school from the extended period of absence related to the COVID-19 pandemic, many experienced trauma during their extended leave from school. While some students and their families were able to thrive despite the circumstances, many families suffered economic and mental health challenges related to the prolonged disruption associated with the pandemic. Helping teachers to understand the impact of trauma on children would help students to successfully return to school.

### **Social Emotional Learning Training**

An additional primary objective of the Norfolk Public Schools' SEL plan is to increase the percentage of staff members that have received training on the topic of Social Emotional Learning background information and strategies. Training will focus on competencies associated with social emotional learning including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Promotion of SEL includes the intentional teaching of those competencies. When children improve their SEL skillset, they are better prepared to achieve academically and to engage with others. For teachers to effectively teach social emotional learning, they need to understand what it is so that they can model SEL behaviors and teach it to others.

## **Department of Student Wellness**

### **Positive Behavioral Interventions and Supports (PBIS)**

Positive Behavioral Interventions and Supports (PBIS) is the framework of discipline for Norfolk Public Schools. This framework includes layers of support for academic, behavioral, social/emotional, and psychological needs. The PBIS framework layers support all students based on data-driven needs using evidence-based practices. The PBIS framework relies on relationship building and the teaching of behavioral expectations.

#### **What are the behavioral expectations for all Norfolk Public Schools associated with PBIS?**

Students and staff are to engage in behaviors that are responsible, respectful, and safe.

#### **What Does PBIS emphasize?**

- School-wide expectations for behavior
- Reinforcement of compliance with expectations
- Direct teaching of expectations
- Data-based decision-making
- Continuum of discipline including remediation and alternative-to-suspension strategies

#### **What are the Four Elements of PBIS?**

- Data
- Outcomes
- Practices
- Systems

#### **What are the six guiding principles of the Four Elements of PBIS?**

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems

- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance & progress continuously

### **School Psychologists**

School psychologists participate as members of the multidisciplinary team during the diagnostic process of determining eligibility for students with disabilities under IDEIA (special education) and the Rehabilitation Act (504). According to the National Association of School Psychologists, “school psychologists are uniquely qualified members of school teams that support students’ ability to learn. They apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They partner with families, teachers, school administrators and support learning environments that strengthen connections between home, school, and the community.” They are trained in data collection and analysis, assessment, consultation, collaboration, academic interventions, mental health, and behavioral interventions. They are also trained in crisis response and diversity in development and learning.

### **School Social Workers**

School social workers participate as members of the multidisciplinary team during the diagnostic process of determining eligibility for special education services. This includes serving as a member of the Student Services Support Team and interviewing parents to complete socio-cultural assessments. Social workers in general education settings also provide crisis intervention, behavioral consultation, some limited individual/group counseling, and parent groups. School social workers are the liaisons between home, school, and community. Additionally, they collaborate with local departments of social services to help protect children from child abuse and with community agencies to offer services through the Virginia Comprehensive Services Act.

### **Behavior Specialists**

The position is responsible for assisting teachers in designing and providing classroom and behavioral supports for students who may be experiencing behaviors that impede academic success.

Tasks associated with the Behavior Specialist position:

1. Assist their assigned schools with developing specific intervention plans for students and supporting their implementation.
2. Use appropriate resources and technology to promote development of critical thinking, problem solving, and pro-social behavior in students.
3. Assist teachers in the identification and development of individualized behavior interventions intended to change behaviors and increase academic success using evidence-based strategies.
4. Collect data regarding student behaviors and recommend appropriate intervention to develop responsible thinking and decision-making skills in students.

5. Provide professional development for staff on well-proven research-based strategies that foster classroom environments conducive to the promotion of student achievement.
6. Assist families and school staff in accessing community resources.
7. Provide support and informational workshops to parents.
8. Assure that all internal communication is complete and effective.
9. Keep teachers and other staff informed of progress, incidents, and concerns.
10. Serve in a coaching function for more than one school.

### **Wellness Champions**

School wellness champions will be used to implement strategies that support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples may include after-school physical activities such as yoga, weightlifting, aerobics, hydration methods, and standing desks. The School Board encourages staff member participation in health promotion programs and will support programs in school buildings that promote those goals. Collaboration with community resources and agencies is suggested when appropriate.

### **Mentors**

A mentor is someone with which one can develop a relationship that is centered on building the mentee's growth and development. While a mentor may not work with a student every day, their ongoing presence as a mentor serves as someone who can offer support, wisdom, and teaching over time. Mentors can help students to improve their social skills, bolster their self-esteem, support academic activities, and provide a listening ear.

### **School Nurses**

The school nurse is an employee of Norfolk Public Schools. Nearly all the nurses in the system are registered nurses, but a few licensed practical nurses may be employed in support roles. The nurse performs nursing assessments, takes measurements, develops and implements care plans, and administers medication and case management services. During the pandemic, the school nurses, and the athletic trainers, served as contact tracers to help with monitoring the spread of COVID-19. As staff members that regularly interact with students, nurses are able to spot behavioral and mental health concerns and alert appropriate school personnel to help the students get the support that they need.

### **Panorama Survey**

Panorama Education is a company that NPS has partnered with to survey students on social emotional learning topics. Norfolk Public Schools will be participating in student surveys in grades 3 through 12 that will examine topics associated with social emotional learning (SEL). We will be partnering with Panorama to provide the survey, administer the survey, score the survey, and provide the results associated with student responses. The survey measures student perceptions of teaching and learning, culture and climate, and student experiences in the classroom and school.

Thousands of schools across the nation use the Panorama Student Survey to generate information that can be used to design effective teaching practices and more engaging learning

environments. The survey exists as a series of survey questions related to specific social emotional learning topics. The Panorama Student Survey provides educators with a best-in class, customizable survey instrument that shows substantial evidence of reliability and validity.

Schools and districts can customize the survey by selecting the SEL topics they value most. The topics can be adjusted over time depending on the needs of the division. The focused survey is designed to deliver valuable information about student experiences at each school and data that will be used to drive additional focus and instruction in the areas of need determined by the results of the survey assessment.

The survey is a brief (20 minute) instrument that will be completed online. The survey is developmentally appropriate for elementary, middle, and high school students and aligned with the reading level of those three groups. The survey will be able to be completed during a three-week window during the fall and spring. Student information will be uploaded into the Panorama system and each student will use their student ID number to access and take the survey. Once completed, the results will be available for use by mental health staff members, building administrators, and division administrators.

### **Care Solace**

Care Solace is a unique resource that helps support the mental health challenges that NPS is currently experiencing. The organization serves as an extension of NPS mental health staff and functions as a referral conduit. Care Solace helps NPS to find mental health resources for students, parents, and staff members that are available in the community. Care solace assists individuals with finding needed resources and will share information with NPS about the status of the referral and follow up efforts. Care Solace will find providers regardless of how they are able to pay for services. They are aware of providers that serve clients with private insurance, those that participate in Medicaid billing, and clients that are paying out of pocket. Some of the organizations that they refer to have a sliding fee scales for services provided.

## **Department of Learning Support**

### **Social Skills Curriculum**

The Department of Learning Support – Special Education Services (LS-SES) provides research based instructional and curriculum resources for social skills instruction to students with disabilities based on IEP goals and services. The curriculum is provided within specific LRE placements addressing student behavior as a part of special education services. The curriculum is delivered by special education teachers, related services staff, and paraprofessionals. Progress is monitored through curriculum embedded assessments and data collection tools, division IEP progress monitoring and data collection tools (ReThink), student discipline and outcome data.

### **MANDT Training**

MANDT crisis prevention/restraint and seclusion training is provided to prevent and/or deescalate student crisis, increase positive behavior supports, provide staff with skills/knowledge/strategies for relationship-building, crisis prevention and management. MANDT

training is provided in support of Virginia codes regarding restraint/seclusion and informs NPS policy and practice. MANDT is required for special education staff and as needed/requested by other staff members. Progress is monitored through restraint and seclusion data collection forms, student discipline data, classroom/teacher observations, classroom data collection, and FBA/BIP documents.

### **ReThink Education**

ReThink consists of SEL instructional resources, lesson plans/activities, home-school connection resources/activities, and adult professional learning modules. ReThink is available through LS-SES as a Tier I support (all schools) but resources in the platform are Tiered based on student/staff needs (Tier I, II, III). ReThink is useful for supporting student and staff social emotional needs, providing resources for staff in teaching preferred behaviors, supporting classroom supports/expectations/structures, assisting students and teachers with sustaining better-quality relationships, and promoting the teaching of student self-regulation. ReThink is currently available for use by special education teachers, paraprofessionals, related services staff, and staff involved in delivering special education and related services. ReThink includes data collection and progress monitoring tools, as well as usage reports.

### **CCEIS Student Intervention Counselors and Social Worker**

Mental health workers will be used to provide individual and small group SEL/behavior support for assigned students with disabilities.

### **Early Intervention**

The Preschool Assessment Team (PAT) will include a school psychologist and social worker who will assist with monitoring student discipline data, SST/SEC/IEP team referrals, progress monitoring, classroom observations, functional behavior assessments, behavioral intervention plans, and mental health support.

## **Department of Student Support Services**

### **Suicide Prevention and Awareness - Campaign**

The campaign for Suicide Prevention and Awareness occurs each September and coincides with national events that address suicide prevention. Efforts to increase awareness include the creation and promotion of information that is shared on the website, information that is shared in the Weekly Information Packet (WIP), community engagements, media promotion, and sharing on social media.

### **Suicide Prevention and Awareness - Pre-service Training**

The mandatory training on suicide prevention and awareness occurs annually during the NPS Pre-service Week. Training is provided by school personnel and a quiz/assessment is taken upon completion of training. The training includes guidelines for addressing school and community needs in incidents related to suicidality and emotional distress.

### **Curriculum for Student Suicide Prevention Education**

The curriculum for Student Suicide Prevention Education provides information on concepts such as mental illness and depression. The topics are introduced during Health/P.E. in elementary, middle, and high school classes.

### **Suicide Prevention and Awareness – Suicide Prevention Lifeline**

Suicide & Crisis Lifeline – dial 988

The National Suicide Prevention Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis.

Website - [National Suicide Prevention Lifeline](https://988lifeline.org/)

<https://988lifeline.org/>

National Spanish Speaking Suicide Hotline 1-800-273-8255 \*Press 2

### **Restorative Practices**

Restorative practices are an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. A goal is to restore and develop social capital, social discipline, emotional well-being, and civic participation through participatory learning and decision-making. The primary aim of restorative practices is to develop a sense of community and to manage conflict and tensions by repairing harm and restoring relationships.

Restorative justice emerged in the 1970s as an effort to correct some of the weaknesses of the western legal system while building on its strengths. An area of special concern has been the neglect of victims and their needs. Legal justice is largely about what to do with offenders. It has also been driven by a desire to hold offenders truly accountable. Recognizing that punishment is often ineffective, restorative justice aims at helping offenders to recognize the harm they have caused and encouraging them to repair the harm, to the extent it is possible. In Norfolk Public Schools, we are strengthening our implementation of restorative practices to cultivate our culture of caring. Howard Zehr, Founder of Zehr Institute for Restorative Justice, states, “Rather than obsessing about whether offenders get what they deserve, restorative justice focuses on repairing the harm of crime and engaging individuals and community members in the process.”

### **Small Group Intervention**

In specific circumstances, associated with student concerns being addressed, small group sessions on topics such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making can be offered. Further support can include meetings with principals, school teams, and parents.

### **Re-entry Transition/Support Plans**

As students re-enter from the Department of Corrections placements or from residential mental health placements, plans are generated to promote smooth transitions. As student transfer between alternative schools and their zoned schools, plans will also be put in place to promote smooth transitions. Referrals to local community support services will be provided as needed.

**Emergency Referrals**

In times of crisis, a referral to an emergency agency may be required. In instances of suicidal and homicidal ideation, parents/guardians must be contacted. School staff should assist the family with finding the appropriate resources needed to address the problem thoroughly. School staff should also follow up with parents/guardians to ensure that they have received the services that they need.

<b>Local Resources</b>		
In the case of an immediate crisis or emergency, call 911.		
Public and private assessment and treatment facilities appropriate for school aged children.		
<b>Emergency Services Unit</b> Norfolk, VA Phone: 757-664-7690	<b>Kempsville Behavioral Health</b> Norfolk, VA 877-409-2228 (toll free) 757-461-4565	<b>Norfolk Community Services Board</b> Norfolk, VA 757-664-7690 757-823-1630
Emergency Response Services available 24 hours a day, 7 days a week	Acute Inpatient Hospitalization Program for males and females ages 9-17	Immediate crisis services, available 24 hours a day via CSB Emergency Services Hotline

**Truancy Support**

Norfolk Public Schools and the Norfolk Juvenile and Domestic Relations Courts have joined in partnership to emphasize to students, parents, and guardians the importance of daily attendance. We hope all children will strive for perfect attendance as regular attendance is critical to engagement in school and academic success. Students are expected to attend school the entire school day and schools should make efforts to encourage daily attendance and discourage late arrivals and early dismissals.

The Truancy Court Initiative was established as a partnership between Norfolk Public Schools and the Norfolk Juvenile and Domestic Relations Courts in an effort to ensure all students are in compliance with Virginia’s compulsory attendance laws. The initiative attempts to help students with excessive unexcused absences to improve their attendance by providing support and helping families in crisis secure needed services. The interdisciplinary team, which consists of representatives from Norfolk Public Schools, Norfolk Juvenile and Domestic Relations Courts, and community agency representatives, meets regularly to review truancy cases. The goal is to have students attending school regularly and to avoid court involvement whenever possible. While the goal is to avoid court, when possible, court intervention is an option and can be used to address parents that are unwilling to comply with the compulsory school attendance laws of Virginia.



### **Bullying Prevention Awareness**

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

Bullying means any aggressive or 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.

The Bullying Prevention and Awareness Campaign occurs annually in October and is designed to provide students and staff with information needed to understand what bullying is and how to address it if they are exposed to or witness bullying. Support documents related to bullying include the following:

- [Bullying Among Young Children](#) (PDF document)
- [Children Who Are Bullied](#) (PDF document)
- [Children Who Bully](#) (PDF document)
- [Cyberbullying](#) (PDF document)

### **Bullying Report Hotline**

Anti-Bullying Safe Schools Hotline – 757-628-1171

[safeschools@npsk12.com](mailto:safeschools@npsk12.com)

[Bullying, Harassment, or Intimidation Reporting Form](#) (PDF document)

### **Title IX**

Norfolk Public Schools provides training on the topic of Title IX on an annual basis. As required by Title IX of the Education Amendments of 1972, Norfolk Public Schools prohibits all unlawful discrimination, harassment, and retaliation on the basis of sex, gender, gender identity, gender expression, or sexual orientation in any employment decision, admissions determination, education program or educational activity. Effective August 14, 2020, pursuant to federal regulations implementing Title IX, any complaint involving “sexual harassment” as defined by those federal regulations that occurs in a Norfolk Public Schools education program or activity against a person in the United States shall be addressed pursuant to the Norfolk Public Schools Title IX Grievance Process.

# Department of Curriculum and Instruction

## **Social Emotional Learning Curriculum**

The research on the impact of social emotional learning demonstrates that SEL programming has a positive impact on academic performance, school attendance, disciplinary outcomes, and mental wellness. SEL lays the groundwork to create a safe and positive learning environment for students and adults, which allows for relationship building, collaboration, cultural competency, and critical decision-making.

The Virginia Social Emotional Learning (SEL) Guidance Standards are now available to all Virginia school divisions. The SEL Guidance Standards are the skills identified for each grade band to demonstrate the desired outcome under each overarching concept. The SEL Guidance Standards are provided for kindergarten and across two-year grade bands for grades one through twelve (e.g., first-second, third-fourth, fifth-sixth, seventh-eighth, ninth-tenth, and eleventh-twelfth). This allows for developmental differences in children and for repeated instruction across two grade levels. Careful consideration was given to vertical alignment, so that Standards build upon the skills learned in previous grade bands. The information provided includes instructional strategies, developmental considerations, and educator knowledge and skills necessary for SEL instruction within each competency.

## **School Counseling**

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

# Department of Athletics

## **Professional Development**

All coaches will complete student-athlete mental health training provided by Norfolk Public Schools on a biannual basis. This training will include information regarding mental health conditions commonly seen in athletics and how to manage them.

## **Mental Health Check-In**

Secondary student-athletes will be offered a mental health check-in via an electronic form. The Athletic Trainer will monitor reported scores on a daily basis and receive automatic electronic notifications of scores that suggest a concern. A low score reported by a student-athlete will prompt the Athletic Trainer to have a discussion with the athlete regarding their response. Additional services may be requested if a mental health concern is noted.

## Department of Early Learning and Title 1

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

### **McKinney-Vento**

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

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

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

### **McKinney-Vento Homeless Assistance Act Services Provided by NPS**

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

- **Transportation:** Transportation services to a student's school of origin are arranged for by the Office of Early Learning/Title I.
- **Free Meals:** Students are automatically enrolled to receive free meals (breakfast and lunch).
- **Clothing and School Supplies:** NPS collaborates with community partners to provide emergency clothing and/or school supplies if needed.
- **Referrals to local resources**

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

### **What Families Experiencing Homeless Need to Know**

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

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

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

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

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

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

### **Family Engagement Specialists**

To truly help students achieve and maintain academic success, Norfolk Public Schools and each Title I school actively promotes strong family engagement. Each Title I school plans various activities throughout the school year to promote engagement and involvement of families.

### **Grandy Village - Family Resource Center**

To assist NPS families, the Family Resource Center has been established to provide resources and information to families that may need support. The Family Wellness Center targets pre-kindergarten students and families that are in transition with regard to housing or currently experiencing homelessness.