



Norfolk Public Schools
The cornerstone of a proudly diverse community



SCHOOL SAFETY: A **SHARED RESPONSIBILITY**



Norfolk Public Schools Safety Plan

Committee Members

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Amanda Lloyd	Parent Teacher Association	Karen Jackson	French Teacher
Amy Triguero	Assistant Principal	Kathleen Wright	Assistant Principal
Andrea Howell	4th Grade Teacher	Kaye Lawe	School Counselor
Barbara Kimzey	Executive Director	Latesha Wade-Jenkins	Principal
***^Brandon Harris	School Counselor	Latrae Bethea	Behavior Specialist
**Brian Hunter	Security Officer		
Brittany Clifton	Parent Teacher Association	Lauretta Williams	Assistant Principal
Brook Ketchum	School Counselor	*Lynnell Gibson	Chief Schools Officer
Chris Walz	Parent Teacher Association	Mary O'Connell	Behavior Specialist
*Carol Hamlin	Senior Director	Monica McDonald	English Teacher
Carrie Green	Music Teacher	Monissa Cave	Assistant Principal
Corey Larson	Music Teacher	Oronde Andrews	History and Social Sciences Teacher
D. Jean Jones	Executive Director	Patricia Holmes	PreK 4 Teacher
Dawn Williams	Assistant Principal	Renee Parker	Senior Coordinator
***^Deborah Self	Assistant Principal	Rosemary Delgado	Parent Teacher Association
Doreatha White	Executive Director	Sarah Tilghman	Gifted Resource Teacher
		***^Shakara Lawrence	Gifted Resource Teacher
Doris Langhorne	Site Coordinator	Shana Stoker	Health and Physical Education Teacher
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Overview

Norfolk Public Schools is committed to providing a safe environment for students, staff, visitors, families, and the community. The school administration works closely with local, state, and national safety officials – police, fire, and emergency medical services to ensure our schools are safe on a daily basis and prepared to respond in case of a crisis.

NPS Division-Wide Emergency Response Team

The Command Center Staff team, led by the Superintendent and directly supported by the Chief Schools Officer and Director of Public Safety and Security, is comprised of critical senior staff from all facets of the school division.

The Command Center Staff team provides critical feedback and direction toward securing the school division during a major crisis and making schools viable in the recovery phase. The Division-wide Emergency Response Team provides support and direction in training for an emergency situation, in handling an emergency situation, in making assessments in processing an emergency situation, and in providing recommendations and direction in an emergency situation. Decisions to close a school or the school division will be determined by the Superintendent and/or the Superintendent's Designee in collaboration with the NPS Division-wide Emergency Response Team and local emergency response officials.

Superintendent of Schools	Dr. Sharon I. Byrdsong (628-3830)
Chief Schools Officer	Dr. Lynnell Gibson (628-3989)
Director of Public Safety and Security	Mr. Timothy Mallory (628-3931)
Chief Academic Officer	Dr. James Pohl (628-3834)
Chief Operations Officer	Mr. Richard Fraley (628-1172)
Chief Instruction and Instructional Technology Officer	Dr. Michael Cataldo (628-3930)
Chief Human Resources Officer	Mr. Dandridge Billups (628-3905)
Executive Director, Secondary Schools and Programs	Dr. Barbara Kimzey (628-3989)
Executive Director, Elementary Schools (Cluster 1)	Dr. D. Jean Jones (628-3989)
Executive Director, Elementary Schools (Cluster 2)	Dr. Doreatha White (628-3989)
Senior Director, Student Support Services	Mrs. Carol Hamlin (628-3931)
Sr. Director, Facilities Management/Custodial Services	Mr. Daniel Johnson (628-3385)
Senior Director, Student Wellness	Dr. Dennis Moore (628-3931)
Senior Director, School Nutrition	Mrs. Lisa Winter (628-2760)
Senior Coordinator, School Guidance and Counseling	Mrs. Joyce Beamon (628-3901)
Senior Director, Risk Management	Dr. Alisha Boring (628-3856)
Director, Transportation	Mr. Robert Clinebell (892-3320)
Director, Communications	Mrs. Michelle Washington (628-3459)
Senior Coordinator, Athletics	Mr. Stephen Suttmilller (628-3477)
Nurse Manager	Mrs. Shelley Lewis (837-8226)

School Emergency Response On-Site Teams

The Principal/Site Coordinator or building designee will act as the primary point person at each school facility for emergency/crisis concerns. The Principal/Site Coordinator or building designee will contact the assigned Executive Director when there is an emergency or issue that has the potential to become a crisis or emergency. If the principal/designees cannot reach the Executive Director, the principal/designee will contact the Chief Schools Officer and the Director of Public Safety and Security. The executive director will inform the chief schools officer and/or the director of public safety and security who will inform the Superintendent and the division-wide emergency response team to ensure support is launched.

Norfolk Public Schools Safety Mission

We are committed to providing a safe learning environment for our students and staff through the prevention, intervention, and postvention programs.

Norfolk Public Schools Vision for Safe Schools

The Norfolk Public School Division Safety and Security Department will support a student-centered environment by anticipating the current and future needs of the school division. The school division will deliver services that are professional, helpful, and proactive. The school division will continuously look for ways to improve safety and security.

To improve school safety, Norfolk Public Schools must improve staff professional development with follow-up. Schools must consistently and continuously provide education for students and information for families to support involvement in working together to keep schools safe.

Norfolk Public Schools must implement a comprehensive approach in providing safer school environments and ensure threat assessments are utilized in determining supports and needed actions to address situations. Wrap-around services should be available in all schools. School leaders must identify students for intervention who have been responsible for crime and disorder. Additionally, there has been increased volatile behavior from parents and guardians at the schools.

To maintain safe school environments, school staff must consistently follow and enforce rules and procedures. Students, staff, and families must work cooperatively in ensuring school rules and procedures are followed.

Norfolk Public Schools must also enlist community stakeholders through input, mentoring, and volunteering. A Division-wide Safety Committee must be formed and must remain actively engaged in examining school safety protocols and actual implementation of these protocols.

The school division's Safety Committee should meet at least quarterly to discuss topics relevant to maintaining safety in the schools. The safety committee should include an administrator/designee from each school and community safety officials. The Director of Public Safety and Security Services and the senior coordinator of student support services should coordinate and carry out these sessions to include follow-up action steps to be taken prior to each subsequent meeting.

Division-wide Safety Committee

Meeting Dates		
Last Thursday in August		
Last Thursday in October		
Last Thursday in February		
Last Thursday in May		

The Safety Committee/Task Force should ensure that each school:

- Has a threat assessment team that consists of teachers, administrators, law enforcement, and a mental health representative such as a school counselor, school social worker, school psychologist. Members of the team should be identified and submitted to the Department of Student Support Services annually by August 31st of each year.
- Conducts the required drills as outlined by the code of Virginia and Norfolk Public Schools.
- Conducts annual professional development on the school crisis, emergency management, and medical response plan.
- Has a school safety team that meets monthly and addresses safety issues throughout the campus that require the completion of work orders to keep the building in good repair and free of hazards.
- Submits an annual report on each school's adherence to the division safety plan.

The Safety Committee will ensure the tenets above are completed by conducting annual reviews for each school.

Norfolk Public Schools Policies for Supporting Safe Schools

The links below provide access to NPS (Norfolk Public Schools) policies on school safety.

EBB Threat Assessment Teams

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

JEDA-R Regulation of Parental/Guardian Consent for Early Release of Students

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

JFCD Weapons in Schools

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

JFCZ Bullying Policy

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

JHH Suicide Prevention and Postvention

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

JZZC Parental Responsibility and Involvement Requirements

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

KK School Visitors

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

KN Sex Offender Registry Notification

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

KP Parental Involvement in Education

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

Each school should work to achieve the five safety goals below:

Goal #1 - Improve Access Control at all Schools

Goal #2 - Require Student Education and Staff Development on School Safety

Goal #3 – Promote Responsible Use of Cell Phones and Social Media

Goal #4 – Provide Information to Families on What to Do in an Emergency or Crisis

Goal #5 – Enforce and Follow Safety Procedures and Guidelines

Expectations for school safety should be clearly displayed and communicated at every school and on each school's websites. School leaders should share expectations with staff, students, and families on a regular basis.

The purpose of the school safety plan is to establish clear expectations for all with consistency for the processes and the procedures that are being implemented. Safety procedures should be consistent in every school. School safety is a priority.

Goal #1 - Improve Access Control at all Schools

To ensure school campuses across the school division are safe, there should be universal guidelines for entering and exiting buildings in place to make sure that from building to building the procedures are the same. The Department of Student Support Services should develop a Raptor user guide for staff and make sure that mandatory training is provided for its implementation.

There should be mandatory training for front office staff and a consistent script in communication through Aiphone video intercom system. Trained staff should greet people when they enter the building and inform all visitors of the procedures and expectations upon entering the building.

Before releasing the door for entrance – A sign at the entrance should remind visitors that identification is required to enter the building.

When visitors and parents enter the building, they should report directly to the main office. Signage should be visible and clear.

Messaging visitors receive when they attempt to enter any Norfolk Public School building should state the following:

Good morning (afternoon). Thanks so much for coming to _____ school. How may I assist you today? (The prospective visitor should state the reason for his/her visit before entry to the building is activated.)

If the party has arrived to pick up a student, the front office staff should verify in Synergy that the person is authorized to pick up the student prior to admitting the party into the building.

Prior to admitting the party into the building, the front office staff should verify that the party has proper identification.

Once the party gives the reason for the visit, if the staff member deems entry is warranted, the office staff should say:

Please report to the front desk/main office to sign in. Please sign in through the RAPTOR system and scan your identification. Once you have checked in, I will be ready to assist you in continuing your purpose for today's visit.

Building entry for students and staff should be consistent as much as possible with limited or a single-entry point to access the building. Staff members' identification badges should be visible and easy to read.

It is also important to have clear safety protocols in place to foster the safety of everyone inside the school building. Safety protocols should include the following:

- o All classrooms should have designated safe spaces/hard corners and students/staff were made aware of how they are to be used.
- o All classrooms in the school can be locked from **outside** the classroom with a one-turn action to open the door from the inside to exit. This is in compliance with the fire codes.
- o All exterior entrances to the school building or campus are locked during school hours.
- o Classroom windows, including door windows, can be covered to eliminate visibility into classroom.
- o Main entrance of the school building or campus is secured by a controlled electronic access system during school hours.
- o Schools have crisis kits prepared, including medical and emergency plan-specific items
- o Schools have a checklist available to assist in obtaining pertinent information during a threatening call/communication (e.g., bomb threat).
- o Schools have a designated reunification site in case of evacuation or other emergency preventing student pick up at the school.
- o Someone is always stationed at the front entrance of the school during school hours to ensure that visitors report to the main office for visitor check-in.
- o Staff and students are trained in "run, hide, fight," "avoid, deny, defend," or some other recognized response program.
- o Staff are trained to barricade rooms that cannot be locked from inside.
- o Labeling all exterior doors for emergency personnel.
- o Use visitor badges that show the type of visitor - such as substitute, parent, student-teacher, etc.
- o Equip main entrances at all schools with AiPhone – color video security systems.
- o Post language concerning codified designation of entry and emergency exit points
- o Use RAPTOR technology to help schools nullify "expired" visitor passes or badges (I.e., time expiring badges used by CHKD (Children s Hospital of the King s Daughters). The badge is activated by a sensor.)
- o Ensure all new construction includes a clear line of sight for the office at the main entry point for visitors to sign in. Older buildings need to be retrofitted to ensure security (cameras or plain human resources) when this clear line of site does not exist.
- o Communicate strategies in place to foster assurance that parents and other stakeholders know and feel secure that students are in fact secure in school buildings.
- o Include codified baseline dismissal procedures across the district (I.e., parents/visitors cannot sign-out students thirty minutes prior to dismissal. Building administration can include additional measures for more security based on specific site needs. Unified procedures across the district will also help keep itinerant staff together as they go into multiple buildings each week... like strings teachers and such!). See samples.
- o Install tempered observation panels to encourage teacher surveillance of the hallway. These panels should not be blocked by blinds, papers, or other materials. If observation panels and windows are equipped with blinds, they should be lowered only in the case of a lockdown or critical incident. This practice should be noted in the school procedures manual.

- o Enforce and monitor to keep all classroom doors locked when not occupied to prevent vandalism or the use of unsupervised rooms.

Parent Drop Off and Pick Up

To support school safety, clear guidelines for Parent Drop Off and Pick Up must be communicated and reiterated to parents regularly.

Instructions should cover the following:

- Physical and procedural considerations
- Identification of points of entry and exit points for each building (based on building size, construction layout, etc.)
- Protocols for entrance sign-in for staff, students, and visitors
- Protocols for exiting and sign-out procedures for staff, students, and visitors
- Protocols for distribution of technology and associated devices
- Dismissal procedures

These areas should be clearly labelled on each campus so that directions and areas are easy to locate.

Times and locations for drop-offs and pickups should be provided to parents before the school year begins and reviewed with parents before the first day of school and as frequently as needed to ensure consistency is maintained. Across the school division, parents should be required to pick up students prior to the last 30 minutes of the school day to avoid crowding in the main office at the end of the day.

There should be specific rules for walkers, bicycle riders, car riders, and bus riders. The guidelines should include clear directions and should be conducive to the campus logistics. See the guidelines below for getting to school safely.

Getting to School Safely

Walking Safely

- Walking to school promotes health, saves gas and time, and reduces traffic congestion around schools. STOP at the curb/edge of pavement, and look LEFT-RIGHTLEFT before crossing a street. Always use designated crosswalks and pedestrian signals. Do not cross in front of a vehicle unless you know for sure the driver clearly sees you, and has come to a complete stop.
- Carry a flashlight at night.
- Be familiar with your surroundings, and NEVER accept rides from strangers.
- Always obey the directions of the Crossing Guard.

Bicycling Safely

- Be ready! Put on a properly-fitted helmet and do a pre-ride ABC Quick check (air, brakes, chain and quick release) of the bike to make sure it is safe to ride.

- Be predictable! Follow the rules of the road at all times.
- Be visible! When cycling (or walking) in the daytime wear bright colors. During dawn, dusk and at night, use reflective gear (even on backpacks). Your bike should include front white headlights and rear red taillights in order to be more visible to drivers.

Driving Safely

- Obey all posted speed signs and school flashers.
- When stopping, standing, or parking your vehicle, please use the designated areas only.
- Look for Pedestrians and Cyclists.
- Buckle Up - and Don't Text and Drive!

Riding Buses Safely

Tips for Bus Safety for Children

- When walking to a bus stop, use sidewalks if available. If there is no sidewalk, walk on the left facing traffic.
- Never speak to strangers at the bus stop or get into a stranger's car.
- Wait for the bus to arrive. Watch for the red flashing lights and the Stop arm to extend.
- When riding in a bus, always wear your seatbelt, obey the driver, and - when exiting the bus to cross the street - cross in front of the bus so the bus driver can see you. Do not dart into the next lane of traffic without checking!

Tips for Bus Safety for Drivers

- Red flashing lights and an extended stop arm signal indicate the bus is stopped and that children are getting on or off. All cars must stop a safe distance away and not proceed until the red lights stop flashing.

Goal #2 – Require student training and staff development for all school personnel on Crisis Management

Processes and Procedures

All school staff and students should be trained to respond to crisis and/or emergency situations. The Norfolk Public Schools Crisis Template for the School Crisis Emergency Management Medical Response Plan should be used at the beginning of the school year to update each school's plan. Each school's School Crisis Emergency Management Medical Response Plan should be used to train all staff. All students should receive mandatory education on required school safety topics and drills at the beginning of the school year and as needed throughout the school year as well. Families should receive information and instructions on school safety protocols and procedures at the beginning of the school year and should be reminded of such throughout the school year.

A Threat Assessment should be conducted when a threat is made. If there is a threat directed towards students, staff, or the building a threat assessment must be conducted. Student Support Services is notified, and the Director of Public Safety and Security Services will review the information and share it with the Norfolk Police Department for further investigation. Notification of parents and the alleged target of threat should be notified, as well as the parents of the alleged source of the threat. If weapons are a concern, the Norfolk Police Department will assist with a wellness visit. When mental health is a concern, Norfolk Public Schools' school mental health professionals must act with follow up support with resources available to the student and family. A referral and written report must also be submitted to the Department of Student Wellness.

Process and Procedures to Improve School Safety

Teachers need to be comfortable in knowing what to do if there is an emergency or crisis. Frequent trainings with various scenarios must occur throughout the school year to support staff preparedness. There is a need to develop some quick training videos and work with the City of Norfolk Emergency Management Department to schedule collaborative training opportunities. This will give schools an opportunity to use their crisis plans.

Raptor is currently in all schools. The Volunteer Module to track all volunteers is active, and the Emergency Management Module which will allow tracking of emergency situations in real time will be purchased soon.

The Director of Public Safety and Security Services will develop a Raptor user guide in addition to the online training modules provided by Raptor to include immediate assistance with the Raptor Help Desk.

The Department of Justice (DCJS) provides many training courses throughout the year. Trainings offered by the Department of Student Support Services, DCJS, the Norfolk Police Department, and the City Attorney's Office are listed below.

- Annual School and Campus Safety Training – August for SSOs (School Security Officers), SROs (School Resource Officers), teachers, staff, administrators
- The Department of Student Support Services will be more intentional in including all staff in trainings.
- City Attorney's Office - professional development sessions for administrators with updates on various legal issues.
- Department of Criminal Justice Services (DCJS) additional trainings beyond campus safety (use the link to add the trainings)
- Tabletop Trainings - Crisis Plan Training – have an officer and the bomb squad to walk staff through what will happen if there is a bomb threat or an active shooter; Table talk – exercise (This training needs to be collaborated with the City of Norfolk Emergency Management Department)
- Active Threat on campus
- Active Threat off campus
- Bus Incident
- Campus playground threats
- Multiple Threats
- Planned Group Threats
- Review of Crisis Plan Template to ensure staff are trained to respond based on assigned roles.
- New Hire Training Provided in Partnership with the City of Norfolk

The Director of Public Safety and Security Services will schedule trainings for administrators and staff in collaboration with the city emergency management office who is willing to do training with NPS staff.

The police department will not provide instructions on how the school division conducts drills and whether to evacuate or re-enter a building unless a situation becomes a law enforcement or fire department matter. The Norfolk Police can conduct walk-throughs to become familiar with the schools in their patrol districts. The Emergency Response Team will also visit schools upon request, and the city's emergency response teams have copies of all school plans. Principals should schedule these visits with local law enforcement to support safety and security in their buildings.

School administrators should give feedback to staff on lockdown drills after every lockdown drill. Designated school staff, and if applicable, the NPD, can do this for the school. Director of Public Safety and Security Services and Senior Coordinator of Student Support Services can schedule this resource. Schools should utilize school security officers and Senior Coordinators of Student Support Services to monitor and evaluate drills.

Crisis team members need to practice what they will actually do in a crisis.

It is important that schools practice evacuations, fire drills, lockdown drills, shelter in place, and reverse evacuations and mandated by NPS policies and regulations. As drills are completed, crisis team members must function in their roles to ensure everyone is prepared to respond in case of an emergency.

Crisis team leaders must be sure to provide training to new hires throughout the school year so that everyone is aware and ready to respond in an emergency.

Functioning of Crisis Team Members

Each school has a crisis team. The crisis team members should conduct walkabouts. The crisis plan should contain diagrams to show utility shut offs, electrical room, and water supply. Duties, roles, and responsibilities are in each school's plan. This information must be shared not only with the Crisis Team members but with identified staff in the school.

In each school, crisis team members should have different assignments; each person on the crisis team should have a team of teachers and staff. Team members should train the team and share insight. This information is in each plan but in most cases during incidents, school administrators do not consult this information. School administrators must take time to provide training on activating the crisis teams and incident command.

Specifically, effective school safety efforts:

- Begin with proactive principal leadership.
- Allow school leaders to deploy human and financial resources in a manner that best meets the needs of their school and community.
- Provide a team-based framework to facilitate effective coordination of services and interventions.
- Balance the needs for physical and psychological safety.
- Employ the necessary and appropriately trained school employed mental health and safety personnel.
- Develop a school security proposal to improve staffing. The security staffing ratio needs to be based on discipline data, size of the building, student enrollment, and staffing allocations.
- Provide relevant and ongoing professional development for all staff.
- Integrate a continuum of mental health supports within a multitiered system of supports.
- Engage families and community providers as meaningful partners.
- Utilize the Family Engagement Specialist through an integrated approach in providing school safety with other school partners, such as school mental health specialist, special education, security, building administrators, social services, courts, NRHA and public safety officials.

- Remain grounded in the mission and purpose of schools: teaching and learning.

The following trainings are provided to students each year.

- Threat assessment
- Suicide prevention
- Bullying prevention
- Campus safety
- Sexual harassment training
- Treatment of Transgender Students
- PBIS
- Lockdowns
- Fire drills
- Tornado drills
- MTSS/PBIS
- Classroom management
- Health mitigation (Pandemic)
- Bus safety

The following trainings are provided to staff each year.

- Threat assessment
- Child Abuse Prevention
- Suicide prevention
- Bullying prevention
- Campus safety
- Sexual harassment training
- Treatment of Transgender Students
- PBIS/CPI has been integrated
- Lockdowns
- Fire drills
- Tornado drills
- MTSS/PBIS
- Classroom management
- Serious injury or death of staff or student
- Medical emergency on school property
- Health mitigation (Pandemic)

Goal #3 – Promote Responsible Use of Cell Phones and Social Media

Norfolk Public schools must also examine the impact of social media on school safety throughout the division and find ways to teach and implement responsible and safe use of cellphones, mobile devices, social media, and technology overall.

There should be increased sanctions for using cell phones during instructional times and especially if devices are used to cause disruption of the school environment.

Strategies to address the negative impact of cell phones include the following:

- Teach students to protect their privacy. Emphasize that students should never share personal information online and doing so can be harmful.
- Teach students cell phone etiquette. Emphasize the importance of following the school division's cell phone policy.
- Post and display messages promoting the cell phone policy.
- Have staff model and enforce the policy.
- Explain the importance of social media etiquette and the consequences for posting threats on social media.
- Explain the importance of appropriate cell phone use and the legal consequences that will result for law violations regarding cell phones (i.e., pornographic material or threats).
- Provide information to parents regarding appropriate cell phone use and the expectation that parents support the cell phone policies.
- Have law enforcement monitor social media to detect and mitigate potential threats and other safety issues.

Cell phone rules must be consistently enforced across the division so that students and parents do not receive mixed messages. Threats through cell phones and via social media must be addressed. Discipline data could be reduced if cell phones were used in more responsible and safe manners.

Goal #4 – Goal #4 – Provide Information to Families on What to Do in an Emergency or Crisis

If there is a crisis at a school site, school administrators and law enforcement (if needed) will work to ensure students and staff are supported and safe. The school crisis team incident commander in collaboration with the NPS Communications Director will send communication as soon as possible to families and the community.

Instructions for parents on what to do if there is an emergency at your child's school can be found at [Student Support Services / Public Safety and Security \(npsk12.com\)](https://npsk12.com/Student-Support-Services/Public-Safety-and-Security).

In working to increase family involvement, Norfolk Public Schools will provide more training for families. These training courses can provide clear guidelines and protocols to families.

Inform parents that we are prepared should a crisis occur. Parents should know that safe school audits are conducted by the school's safety team monthly in every school. The audit process provides a comprehensive overview of overall maintenance, security, and emergency preparedness. Training for families should include the following.

- Information about threats and how to talk to their children about them.
- What to do when there is a crisis at your child's school
- How to support school safety at your child's school
- Parent Pick up and Drop off Procedures

FAMILIES AND SCHOOL EMERGENCIES

What is an Emergency?

An emergency is an unexpected incident that could put your child's safety at risk. It could be anything from a disruption in utilities to an active threat situation. This situation could impact one child, one school or the entire school district. School officials and sometimes emergency responders will evaluate the seriousness of each situation and determine the best action to respond safely, quickly with an appropriate response.

Preplanning and preparation can minimize the risk in any emergency. This section will provide parents with information on what to do and what the school will do in the event of an emergency.

Preparedness - What Should Families do to Prepare for an Emergency?

In a school emergency, the first instinct as a parent is to pick up the telephone and start calling the school or rush up to the school and get your child/children.

- Please do not call the school since they will be busy managing the incident.

- Please do not go to the school unless instructed. Traffic jams impede the movement of emergency vehicles.
- Your child may be moved to a reunification site away from the school.

Parents, you have an important role in preparing your child for emergencies. Please see the following list of how you can help and keep it accessible for future reference:

- Keep emergency contact information current. Notify your child's school if your phone numbers for home, work, or cellphone change.
- Keep your child's medical information updated with the school nurse.
- Keep designated individuals on authorized person lists for student pick-up current. Your child will not be released to individuals not on the **AUTHORIZED LIST**.
- Make sure your child knows their parent and/or guardian's name, address, and phone numbers.
- Talk to your child about the importance of remaining calm and following instructions during an emergency event.
- Explain that cellphones should not be used during an emergency unless directed to do so. Cell-phone circuits may become overloaded.

KEY TERMS FOR PROTECTIVE MEASURESTAKEN DURING A CRISIS

LOCKDOWN

A lockdown takes place if an internal or external threat is identified at the school. All school doors are locked, and students are confined to classrooms. No entry into or exit from the school will be allowed until an "all-clear" announcement. *Students will not be released during a lockdown.*

SHELTER-IN-PLACE

Sheltering in place procedures are considered when an event takes place outside of the school and school officials determine this is the safest action to protect students and staff from hazardous materials or severe weather events.

EVACUATION

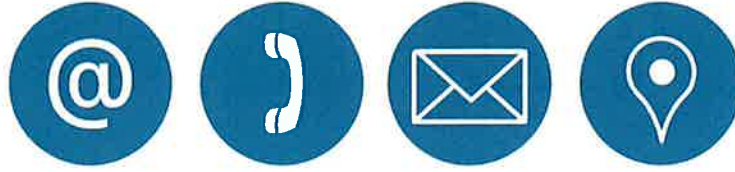
If it is unsafe for students and staff to remain in the building, the school will be evacuated. Students and staff will evacuate to an assigned assembly area on school grounds until an all-clear is given to re-enter the building. In some cases, students could be relocated to an evacuation site off campus.

REUNIFICATION

Students and staff are moved off-site to a designated location when school officials determine students and staff should not re-enter the building. Off-site locations are determined in advance. Parents/Guardians will be notified by school officials of the reunification site. Students will **ONLY** be released to parents and guardians that are authorized. You will need to have a picture ID such as a driver's license, passport, or military ID.

EMERGENCY COMMUNICATIONS

The school district will notify through a variety of methods with complete and accurate information.



Goal #5 – Enforce and follow safety procedures and guidelines

Norfolk Public schools can improve school safety through monitoring to ensure schools are following and enforcing the safety protocols that have been established. The following recommendations will support safe and secure schools throughout the school division.

- Organize and activate the School Safety Committee to begin working August 2022.
- Follow and enforce access control at each school site.
- Require staff professional development, student training, and parent information on an ongoing basis.
- Promote responsible use of cell phones and social media.
- Allow for blended, flexible use of funding streams.
- Improve staffing ratios to allow for the delivery of a full range of services, including school– community partnerships, and set standards that will help schools effectively and accurately assess their needs.
- Outline standards for district-level policies to promote effective school discipline and positive behavior.
- Provide funding for continuous and sustainable crisis and emergency preparedness, response, and recovery planning and training (utilizing evidence-based models).
- Provide incentives for intra- and interagency collaboration.
- Support multitiered systems of supports.
- Monitor and check to be sure required exercises and drills are conducted.
- Communicate, review, and ensure all staff members understand what is in each school's crisis, emergency management, and medical response plan.
- Monitor to ensure each school is protected by RAPTOR to deter/keep out threats
- Post signage with QR codes to make reporting concerns easier through VECTOR.
- Increase funding to hire more counselors, SRO's, school security officers, and mental health workers.
- Provide targeted professional development on effective school safety strategies.
- Provide community involvement and training for families.
- Provide clear communication of safety plans from the top to the bottom
- Revisit the equitable distribution of security officers based on the needs in buildings, not just based on numbers but based on concerns.
- Provide a security officer for every elementary school.
- Purchase electronic tracking systems and/or ensure camera systems are updated and operable to track student movement throughout the building and school campus.
- Provide working and adequate lighting on campuses and in parking lots throughout the school division.
- Follow and enforce safety procedures and guidelines.

Resources

[School Safety Audit Program](#)

[Virginia School Safety Audit Infographic](#)

[School Safety Audit Timeline Checklist](#)

Crisis and Emergency Planning

[Critical Incident Response Video](#)

[Critical Incident Response for School Faculty and Staff](#)

[School Crisis, Emergency Management and Medical Emergency Response Plan](#)

[School Crisis, Emergency Management and Medical Emergency Response Plan – Quick Guide](#)

[Guidance on Emergency Manager Designee](#)

[Guidance for School Systems in the Event Victims Arise from an Emergency 2018](#)

[Virginia Educator's Drill Guide](#)

[Guidance on Required Evacuation/Fire and Lockdown Drills 2016](#) *(update pending)*

[Virginia Schools Bus Driver and Monitor Safety and Security Manual](#)

[Virginia Schools Bus Driver and Monitor Video](#)

[Academic Community Exercise Starter Kit](#)

Threat Assessment

[Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – pdf](#)

[Threat Assessment in Virginia Public Schools: Model Policies, Procedures and Guidelines – MSWord](#)

[K-12 Threat Assessment in Virginia: A Prevention Overview for School Staff, Parents, and Community Members](#)

[K-12 Threat Assessment Video](#)

[K-12 Threat Assessment Form – Fillable pdf](#)

[K-12 Threat Assessment Form – Fillable MSWord](#)

[Technical Assistance for Threat Assessment and Management Teams for Virginia Schools and Institutions of Higher Education](#)

[Threat Management Consultant – Request for Services](#)

Bullying and School Climate

[School Climate, Student Engagement and Academic Achievement](#)

[Preventing Teen Dating Violence: Interactive Guide on Informing Policy](#)

[US DOE School Climate and Discipline Packet](#)

[Suicide and bullying: Issue brief \(SPRC\)](#)

[Bullying: The Relationship Between Bullying and Suicide: What We Know and What it Means for Schools](#)

[Model Policy to Address Bullying in Virginia Schools \(DOE\)](#)

[Preventing Youth Suicide – National Association of School Psychologists](#)

Additional K-12 Resources

[Juvenile Law Handbook for School Administrators](#)

[U.S. Department of Education Acts on School Safety Report Recommendation to Improve Understanding of Student Privacy Law](#)

Source: The 2021 Virginia School Safety Audit Survey Worksheet and Guidance Document

EXPECTATIONS FOR SCHOOL SAFETY (to be posted on each school's webpage)

Sample Parent Drop Off Procedures

Parent Drop-Off Procedures (see attached map)

- If a parent/guardian chooses to bring their child to school, the children are allowed in the school beginning at 8:35 a.m. Students should not be dropped off prior to 8:35 a.m. as there is no supervision available before this time. Parents are asked to follow the traffic pattern shown on the map. Please DO NOT start lining up before 8:35. We must have room for staff to be able to get in and park.
- This year, parents will drive all the way along the yellow line and stop at the “red star.” We will have three-six staff members opening the car doors, and monitoring, so students can safely walk along the sidewalk to the side entrance.
- Student arrival will be extended to allow for mitigation strategies to take place. We will begin our parent drop-off procedures at 8:35 a.m. and continue until the bell rings at 8:55 a.m. If you arrive after 8:55 a.m., you will need to park and bring your child(ren) inside to the front security desk to sign them into school.

When exiting the property after dropping off your child(ren), you will have to take a right turn only. There is a city sign informing you that you can only turn right between 8:30 a.m. - 9:30 a.m. As a reminder, Special Operations and Emergency Vehicles are housed down Main Rd., so it is imperative that we maintain a steady flow of traffic and not create gridlock on Sea Rd.

PARENT DROP OFF MAP WITH TRAFFIC FLOW DIRECTIONS

Sample Parent Pick up Procedures

Parent Pick-Up Procedures (see attached map)

- If you are an everyday Parent Pick-Up, you will need a placard that you will need to display in your front windshield. This will serve as your ID to pick up your child(ren). You will need to present your ID to someone in the main office to receive your 2 placards prior to the first day of school.
- Pickup time will be between 3:25 p.m. - 3:35 p.m.
- If you arrive prior to your pickup time, you will be asked to turn around and park until your allotted pick-up time.
- When you arrive on campus, drive towards the gym at the back of the school.
- You will need to stop at the end of the “yellow line” where a staff member will see your placard and radio to staff in the gym that you have arrived.
- You will then be asked to continue along the “blue line” and stop at the “red star.” A staff member will then ensure your child gets in your car safely.
- If you are not an everyday Parent Pick-Up, you will send in a note or email before 2:30 p.m. to notify the school of the change and then follow the above procedures. When you get to the end of the “yellow line,” staff will radio to ensure we have received a note informing us of the change in student transportation. Once confirmed, we will have your student sent out for pick-up. We must receive notification of the change, in writing, prior to 2:30 p.m. the day the change takes place. If we do not receive a note, you will be asked to park and go to the main office for assistance.
- Due to the high demands of meeting the CDC (Centers for Disease Control) guidelines, staff are limited in assisting dismissal needs at the end of the day. If you need to pick up your child prior to your reserved time, your student must have a note in the morning of, so staff can prepare accordingly. The note should clearly indicate the time of pick up. Office staff will allow one person into the office at a time. We ask that you plan accordingly, arrive promptly at the time given on the note, and please be patient while waiting.
- In the event a student needs to leave school early, the student is only able to leave with a parent or guardian. In cases where someone other than the parent or guardian will be picking up your child, please inform the school in writing. Identification is required for any individual picking up a student.
- If you need to pick your child up early from school, please plan to do so prior to 3:00 p.m. If you arrive after 3:00 p.m., you will be asked to join the Parent Pick-up process, which begins with student dismissal at 3:25 p.m.

INSERT PICTURE OF SCHOOL WITH DIRECTIONS FOR FLOW OF TRAFFICE HERE

Please maintain open lines of communication with your child’s teacher and the office staff. All transportation changes must be submitted in writing. Please complete the transportation change note and send it in with your child to school or drop it off at the front office prior to 2:30 p.m. on the day of the change. Transportation changes will only be accepted via note/email prior to 2:30

p.m. to ensure your child's safety. Because there are times when teachers are out and a substitute is filling in, teacher email is not a reliable form of communication. Please use the email ASKTAYLORaNPS.K12.VA.US to communicate a change in transportation home.

Student Arrival & Departure

For student safety, please ensure the timely arrival and departure of your child(ren) to and from school. Students who eat school breakfast should arrive beginning no earlier than 7:15 a.m. All others may begin arriving at 7:30 a.m.

When students arrive at school, they should walk directly to the classroom or cafeteria. If classroom doors are not yet open, students should sit and wait in the area designated by their teacher. Students should not be running around or playing on campus before and after school. Teachers who arrive early do so to prepare for the school day and are not available to supervise students.

All students should be picked up or walk home within 20 minutes of the end of the school day or a school sponsored activity. Students who ride the school bus should go directly to their assigned buses upon dismissal. Students staying after school for activities should report promptly to the after-school activity when dismissed from class.

The Sunnyside Neighborhood Park adjacent to the school is not part of the school property. There is no supervision at the park before and after school. Students should not mingle there before or after school.

Please make sure you have prearranged pick-up instructions after school. Students should not be asking to use the office phones daily to arrange for a ride home.

Release From School/ Off-Campus Pass

Parents should inform the office ahead of time if a student must leave during school hours due to medical, dental, or legal appointments. A Student Pass will be prepared, and the student will meet the parent at the office at the designated time. Students will not be released directly from the classroom to parents without a Student Pass. Any student leaving campus during the school day must be accompanied by an approved adult.

Articles:

New Jersey School Security Task Force Report and Recommendations

<https://www.nj.gov/education/security/TaskForceReport.pdf>

Federal Commission on School Safety 2018 (pp. 119-122)

<https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>

Limiting School Entry Points

<https://www.edweek.org/leadership/does-limiting-schools-entrances-make-them-safer/2018/05>

Door locking Options (Good Background)

<https://files.eric.ed.gov/fulltext/ED508013.pdf>

K-12 Access Control Begin at the Front Door (Key technologies and strategies for visitor management)

<https://www.securityinfowatch.com/access-identity/intercom-solutions/article/12093784/k12-access-control-begins-at-the-front-door>

Designing Safe Schools: Considerations for Secure High School Campuses | Thought Leadership | HMC Architects

Establishing Proper Access Control Procedures in Schools

<https://www.athleticbusiness.com/operations/safety-security/article/15147707/establishing-proper-access-control-procedures-in-schools>

NIJ Comprehensive Report on School Safety Technology

<https://www.ojp.gov/pdffiles1/nij/grants/250274.pdf>

Managing Cell Phone Usage

<https://www.edutopia.org/article/3-tips-managing-phone-use-class>

The first few weeks of the school year often focus on creating classroom routines, and thus are a perfect time to set up cell phone expectations. Teachers can help their students develop a positive mobile mental health in the first weeks of school by discussing their ideas on cell phone use, setting up a stoplight management system, and establishing a class contract.

OPENING THE CONVERSATION

Part of teaching digital citizenship is knowing where your students are in their understanding of privacy, safety, etiquette, identity, empathy, and security online. Build [a digital citizenship curriculum](#) that includes mobile device use. Talk to your students about their cell phone use (and share your own experiences). You may be surprised at how little they have these conversations with adults.

Before assuming you understand why, how, and when students interact with cell phones, find out from them. Ask your students questions such as:

- What do you like to do on your cell phone and why? (If they do not have one, what would they like to do?)
- What are the most popular apps and websites you use?
- What do you think are inappropriate ways that cell phones have been used?
- What is poor cell phone etiquette? Why?
- How can cell phones help you learn?
- How can cell phones distract from your learning?
- How do you feel about your cell phone and the activities you do on your phone?

- What should teachers know about your cell phone use that you worry we do not understand?
- Do you know how to use your cell phone to gather information, to collaborate on academic projects, to evaluate websites?
- How can we work together to create a positive mobile mental health?

USING A STOPLIGHT MANAGEMENT APPROACH

The stoplight management approach allows teachers some flexibility to use cell phones when the situation warrants, but also to keep cell phones from becoming a diversion from the learning. This is how it works:

Post a red button on the classroom door: Students know when they enter that cell phones should be put in their off location. The devices will not be used that day. The teacher should decide on the off location—the upper right-hand corner of the desk and turned face down, or away in backpacks, or in pocket holders on the teacher’s desk—[the cell phone parking lot](#).

Post a yellow button on the classroom door: Students know their cell phones should be silent (vibrate) and placed face down in the upper right-hand corner of their desk. They will be using them in class, but not the whole time. Having the phones in plain sight—a bit out of reach and turned over—allows the teacher to easily scan the room to see who their device does not have where it should be. It also makes it difficult for students to quickly peek at their text messages because they would have to turn the phone over and move it from its correct position—which is more difficult than when cell phones are hidden under desks.

Post a green button on the classroom door: Students know they should have their phones turned on (either silenced or set on vibrate) and placed face up in a ready position to use throughout the class.

ESTABLISHING A CLASS CONTRACT

Ask your students to help you develop social norms for what is and is not appropriate cell phone use during green and yellow button times. Should they be allowed to go on their social media networks during class? Why or why not? Talk to them about what to do with their devices in different social scenarios in the classroom. Ask them to brainstorm consequences and write them into [a class contract](#). Send the contract home for parents to read and sign with their children, so everyone is on the same page. After a couple of months, revisit the contract with your students to see if any amendments are needed.

If you take the time in the first week of school to establish a management system and a social contract and to open dialogue about student cell phone use, expectations are clear. As more cell phones enter the classroom throughout the year, the students immediately know where to place them and when and how they can use them. In addition, the community is focused on the safe, healthy use of cell phones, rather than being distracted by them.

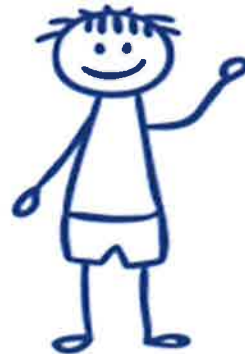
**SAFE SCHOOL
NOTICE**

**ALL VISITORS
CHECK IN
AT FRONT DESK**





Child Drop Off Station



Staff and Students Only Beyond This Point





SAFE SCHOOL NOTICE

**ALL VISITORS
PLEASE SIGN IN AT THE
MAIN OFFICE AND
WEAR A VISITOR BADGE**

EASY AS ABC

THREE STEPS TO PROTECT YOUR CHILD DURING EMERGENCIES IN THE SCHOOL DAY



ASK how you would be reunited with your child in an emergency or evacuation



BRING extra medications, special food, or supplies your child would need if you were separated overnight



COMPLETE a backpack card and tuck one in your child's backpack and your wallet



ASK how you would be reunited with your child in an emergency or evacuation

How would you find your child if an emergency happened during the school day?

If students had to evacuate, where should parents/guardians go for pick up?

How would the school notify you in the event of emergency?



